

Beacon

Lesson Plan Book

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INTRODUCTION

Beacon Lesson Plan Book and *Beacon Visual Packet* are designed for use with children in the third grade. Together, these two publications complete one year of study in the Sunbeam program sponsored by the Women's Missionary Auxiliary.

The Lesson Plan Book is divided into four units. God's Word, God's Workers, and God's Witnesses each contain sixteen lessons. Included are guided lessons for Star Awards reviews. Four additional lessons are given in the Special Occasion unit. These optional lessons are suggested for use near the appropriate holiday. The Lesson Plan Book contains a total of fifty-two lessons for use throughout the year.

The units of God's Word, God's Workers, and God's Witnesses may be used in any order. Each unit is designed to be completed in sixteen weeks of study. Completion of one unit is recommended before another unit is begun.

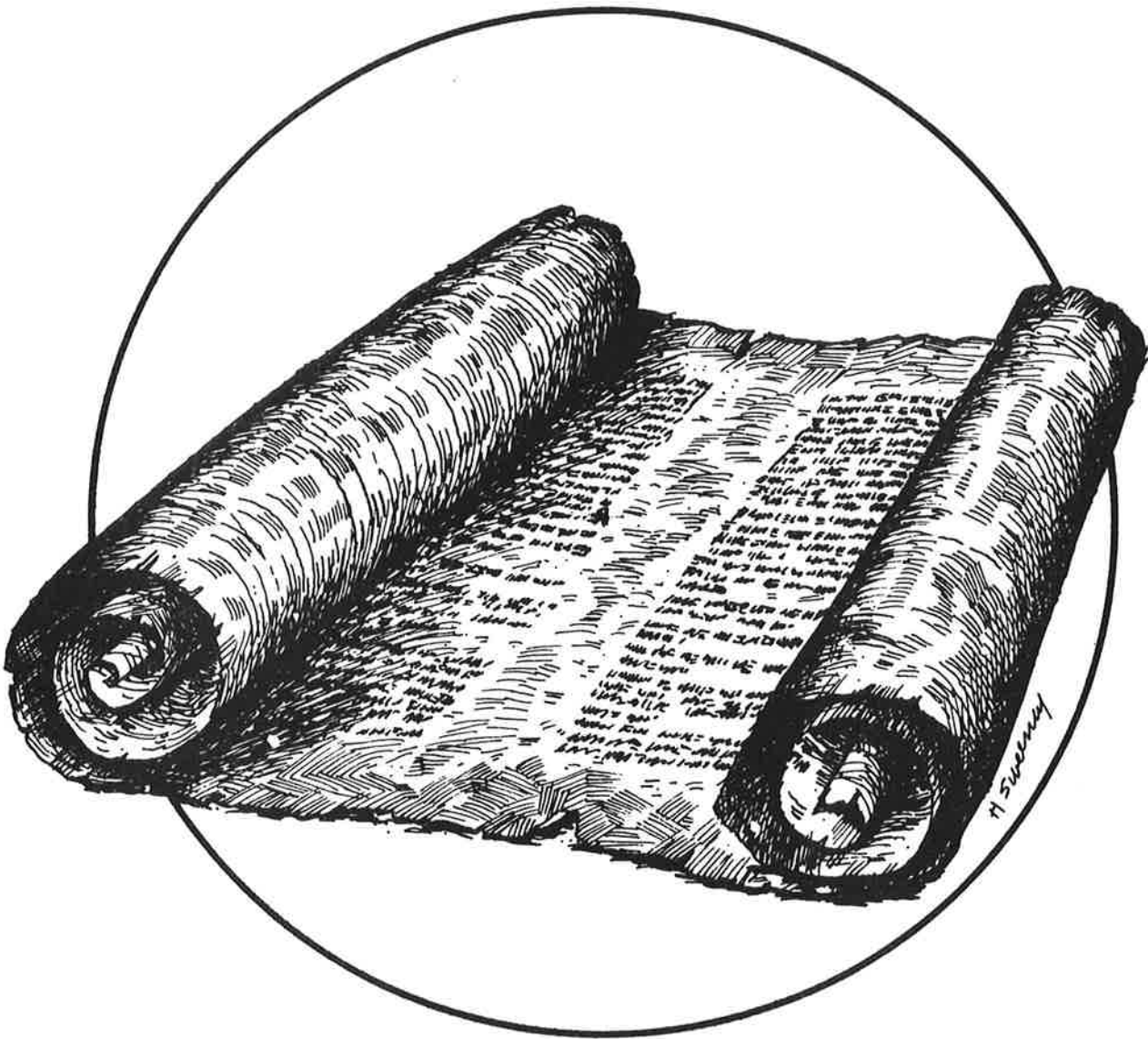
All Star Award areas are covered in the lessons of this book. At the beginning of each lesson, a box is given listing all Star Award areas. Dots indicate the areas covered within each lesson. Review is given regularly in the units to note individual student's Star Award accomplishments. At the end of the year's study, Star Awards may be given in the six areas studied — Bible, Church, Missions, Music, Memory Work, and Prayer.

To illustrate the lessons, *Beacon Visual Packet* is available. This packet contains black and white art to be colored by the teacher. Full directions for preparation and use of the visuals are given in the Materials Needed and Lesson Approach sections of each lesson. Flannelgraph and storyboard figures, teaching pictures, memory verse visuals, and patterns are provided in the packet. Visualize as you teach! Learning occurs at a more efficient rate when the visual joins the verbal.

The Sunbeam Missionary Auxiliary Program

Sparks	Flickers	Ray — Year One	Ray — Year Two	Beam — Year One	Beam — Year Two	Beacon
Birth to Age Two	Ages Two and Three	Prekindergarten	Kindergarten	First Grade	Second Grade	Third Grade

God's Word



God Gave the Bible by Divine Inspiration

God's Word — Lesson 1

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: The children will understand the meaning of the term *divine inspiration*. They will understand the method God used to inspire men.

Text: Exodus 17:14; 31:18; Deuteronomy 31:9-12

Materials Needed: Bible, Bibles for each child, white poster board for memory verse shapes, pencil for each child

Memory Verse: “*All scripture is given by inspiration of God*” (II Timothy 3:16). (Visualize on white poster board, rectangular shape, like an information traffic sign — verse on one side and arrow on the other. See figures at the end of this lesson.)

Songs: “I Believe the Bible” (*Salvation Songs Number 2*, Child Evangelism Fellowship Press); “I Love the Holy Bible” (*Salvation Songs Number 3*, Child Evangelism Fellowship Press); “God’s Word” (*Salvation Songs Number 3*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Word and for the men who were inspired to write it.

Note: The Beacon lessons will deal with God’s direction for our lives. There will be several memory verses which will necessitate work at home to memorize. I suggest you purchase different colors of poster board to make different traffic shapes on appropriate colors as suggested in each lesson. You may write the memory verse on a larger shape for class and make smaller shapes for the children. Either prepare these before class time or let the children write the

memory verse on them. Punch a hole in one corner of each sign shape with a hole punch and purchase a small ring binder for each child to secure the shapes together as they accumulate from week to week. Encourage children to study these verses and bring them back along with their Bibles each week. Beacons are old enough to look up scriptures and follow along or read as occasions arise.

Lesson Approach: How do we talk to God today? (through prayer) How does God speak to us? (through His Word, the Bible)

In the past in Sunbeams, we have learned that there has not always been a Bible for God to use to speak to people. He spoke directly to some men. Can you name some of these men? (Adam, Moses, Noah, etc.)

The stories of the lives of these men were probably told and retold from generation to generation. In Exodus 17:14, God instructed Moses to do something for the first time. (Have children look up scripture and respond.) What was it? (write this in a book) The people would have this story written down so they would never forget it.

(Have a child look up Exodus 31:18 and read aloud.) Who wrote the commandments on the tablets of stone? (God) This was the beginning of the written Word. God actually wrote on the tablets, but on later occasions He told men what to write.

Something special was to happen every seven years so that the people would not forget God’s law. (Have a child read Deuteronomy 31:9-12.)

Every seven years in a special ceremony, the law was read before the people. Most of you are only a year or so older than seven. Can you imagine having heard the Bible read only one time in your life?

God saw that His Word was written so that it would guide the people. Who remembers from your Beam Bible study about how many men God used to write the Bible? (about forty)

How can a book with so many different writers have one main message? Do you think it all happened by accident? (no)

Second Timothy 3:16 tells us how this came to be. (Have the children look up this verse and read it aloud.) This verse says that the Scripture was *inspired*. *Inspired* means “God-breathed.” Do you have any idea what the term *God-breathed* means? (Allow for response.)

The Bible tells us that when we give ourselves to Christ, He gives us the Holy Spirit as a special gift. His Holy Spirit lives in us and helps us to follow Him. When we study God’s Word, the Holy Spirit helps us to understand it. He also helps us remember what we have learned about God. He helps us know what is right and what is wrong. The Holy Spirit helps us know what Christ wants us to know.

The same Holy Spirit helped those men long ago to know how to write God’s message. God told them the words to write, and they wrote them as God directed. This is what we mean by the word *inspired*.

This is also why we refer to the Bible as God’s Word and why it is so special. Even though

ordinary men wrote the words, the message of the Bible came from God.

(Lead the children, or let one of them lead in prayer, thanking God for His Word.)

A few moments ago we read II Timothy 3:16. That verse is our memory verse for today. (Pass out their memory verse shapes — have them write the verse on it if you have not already done so.) Let’s practice this verse.

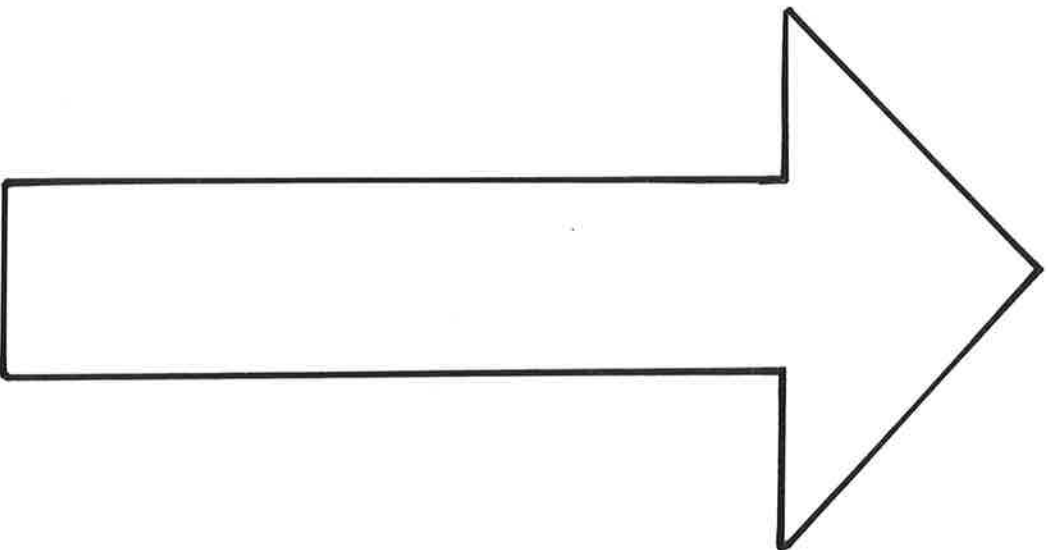
Activity: Have an old-fashioned Bible drill, using the scriptures given throughout this Bible study. Either divide the class into two teams or let each compete individually. You may need to use other familiar verses to have enough.

Teacher’s Note: This lesson is short. You may want to take advantage of any extra time to encourage the children to bring their Bibles each week and to memorize the verses given to them.

These memory verses are used throughout the Beacon Bible study.

1. II Timothy 3:16
2. Romans 3:23
3. Jeremiah 31:3
4. Exodus 34:7
5. John 3:16
6. Ephesians 4:25
7. Ephesians 4:26
8. Ephesians 4:28
9. Ephesians 4:29
10. Ephesians 4:30
11. Ephesians 4:32
12. Ephesians 5:1
13. Ephesians 5:2

***‘All
scripture
is given
by
inspiration
of God’
(II Timothy 3:16).***



The Bible Teaches the Plan of Salvation

God's Word — Lesson 2

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: The children will learn and understand God's plan of salvation. If there is an unsaved child, he will accept God's plan of salvation. The children will be able to present the plan of salvation with Scripture references.

Text: Same as memory verses listed below

Materials Needed: Flannelgraph board and flannelgraph pictures and word cards from the visual packet, plain paper (8½" x 11") and scissors (Flannelgraph figures are numbered Beacon 1-8.)

Memory Verses: *"All have sinned, and come short of the glory of God"* (Romans 3:23); *"Yea, I have loved thee with an everlasting love"* (Jeremiah 31:3); *"(He) will by no means clear the guilty"* (Exodus 34:7); *"God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life"* (John 3:16). (Please prepare these verses on the traffic sign shape for the children to be able to add them to their ring binders. Use same shape as used in Lesson 1.)

Songs: "One Way" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "Stop" (*Growing Songs for Children*, Child Evangelism Fellowship Press). Both of these may be bought visualized.

Prayer: Thank God for His plan of salvation. Ask that the unsaved will accept His plan and all children will have a better understanding of what it means to be saved.

Teacher's Note: This is the most important

subject ever taught. It is the common theme throughout the Bible. Below are some study helps to use in preparing this lesson. Please study this very prayerfully and thoroughly. The teacher may wish to adapt and use this lesson approach or choose another to present to the children. Some suggested plans are "The Roman Road," "The Wordless Book," or "The Bridge Plan."

1. Grace — Ephesians 2:8, 9 and Romans 6:23. Heaven is a free gift. It is not earned or deserved.

2. Man — Romans 3:23; Proverbs 14:12; and Matthew 5:48. Man is a sinner and cannot save himself.

3. God — Jeremiah 31:3; Exodus 34:7; and Psalm 89:32. God is merciful and just. He doesn't want to punish us, but He must punish sin.

4. Jesus — John 1:1, 14; Isaiah 53:6. Jesus is the infinite God who came to earth as a man to die for our sins so that we might have eternal life.

5. Faith — James 2:19; Matthew 8:28, 29. Faith is not a simple belief in the existence of Christ. Acts 16:31; Ephesians 2:8, 9. Faith is a complete trust in Jesus Christ alone for salvation.

Lesson Approach: We have learned that the Bible is *divinely inspired*. What does *inspired* mean? (God-breathed) How did we learn that God inspired the men who wrote the Bible? (through the Holy Spirit) The words written in the Bible came from God. He inspired those men through the Holy Spirit because they had given themselves to Him.

We must first turn our lives over to Christ before His Holy Spirit can be in our lives. If we have not accepted Christ as our personal Savior, we do not have the Holy Spirit. After we have accepted Christ as our personal Savior, we need to be able to tell others about Him. We need to be able to tell others how to receive Christ as their Savior.

There are many terms used when referring to salvation. Some people say "to be saved," "to become a Christian," or "to receive Christ." But there is only one plan of salvation. It is God's. It is His wonderful plan to make us His for now and all eternity (forever).

(Take out plain sheet of 8½" x 11" paper and a pair of scissors.) I have one plain sheet of paper and a pair of scissors. If I fold this sheet of paper a certain way, I can make one straight cut with the scissors and make a cross. Would you like to see this done?

(Lay sheet of paper on table in front of children and begin making the folds. Directions for folds and cut are on art page.) Now, watch very carefully. There is only one certain way to fold this paper and cut it. It had to be planned very carefully. (Make the cut — show the folded, cut paper to class.) I will show the cross in a few minutes. But first, I want to tell you about the most wonderful plan. It is God's plan of salvation. There is only one way to be saved.

Step 1. (Place two *cliffs* facing each other 8½" apart.)

Step 2. (Place word *man* on left cliff.) When God created man, He created man to be like himself. But man sinned. All of you know the story of Adam and Eve and the first sin, don't you? (Be sure they do know it. If not, briefly tell it.)

Step 3. (Place word *God* on right cliff.) God knew this would happen even before creation, so He had a plan.

Step 4. (Place word *sin* between cliffs.) Sin caused a gap between man and God. The Bible says in Romans 3:23 . . .

Step 5. (Place *Romans 3:23* under word *man*.) that "*all have sinned, and come short of the glory of God.*" This means you and me, also. We were born in sin because of the first sin of Adam

and Eve that we mentioned earlier. And, of course, each of us has done many things wrong and have sinned many times. Remember, I told you earlier that God created man to be like himself. Has God ever sinned? Of course not — God is perfect.

Is there any way man can bridge this gap called sin that is between himself and God? (No) Man can never do it because he will never be perfect. No matter how hard he tries, he will always do some things wrong and sin.

Step 6. (Place *Jeremiah 31:3* and *Exodus 34:7* under word *God*.) Let's look at what the Bible says about God. In Jeremiah 31:3 it says, "*Yea, I have loved thee with an everlasting love.*" Then in Exodus 34:7 the Bible says, "*(He) will by no means clear the guilty.*" God (point to God) loves all people (point to man), but sin (point to sin) had to be punished. What did God plan for this?

Step 7. (Place *Son* with point of folded cross under word *sin*.) God sent His only Son to be punished in man's place. One of the most beautiful scriptures in the whole Bible is John 3:16. Do any of you know it already? (If so, let them say it.)

Step 8. (Unfold the first section of the cross. It will open to the left and should partially cover the word *sin*.) "*God so loved the world, that He gave His only begotten Son.*" What does this mean? God loved you and me so much that He gave His Son to bear the punishment for our sins.

The gap isn't bridged yet, is it? God loved us and gave His Son and then what?

Step 9. (Unfold the rest of the cross. This should completely cover the word *sin*.) "*that whosoever believeth in Him should not perish, but have everlasting life.*" Jesus' death on the cross bridged the gap between man and God. Just as this paper had to be folded and cut (pick up the cross you folded and cut earlier and begin to unfold to reveal the cross) one way, there is only one way of salvation. (Reveal the cross.)

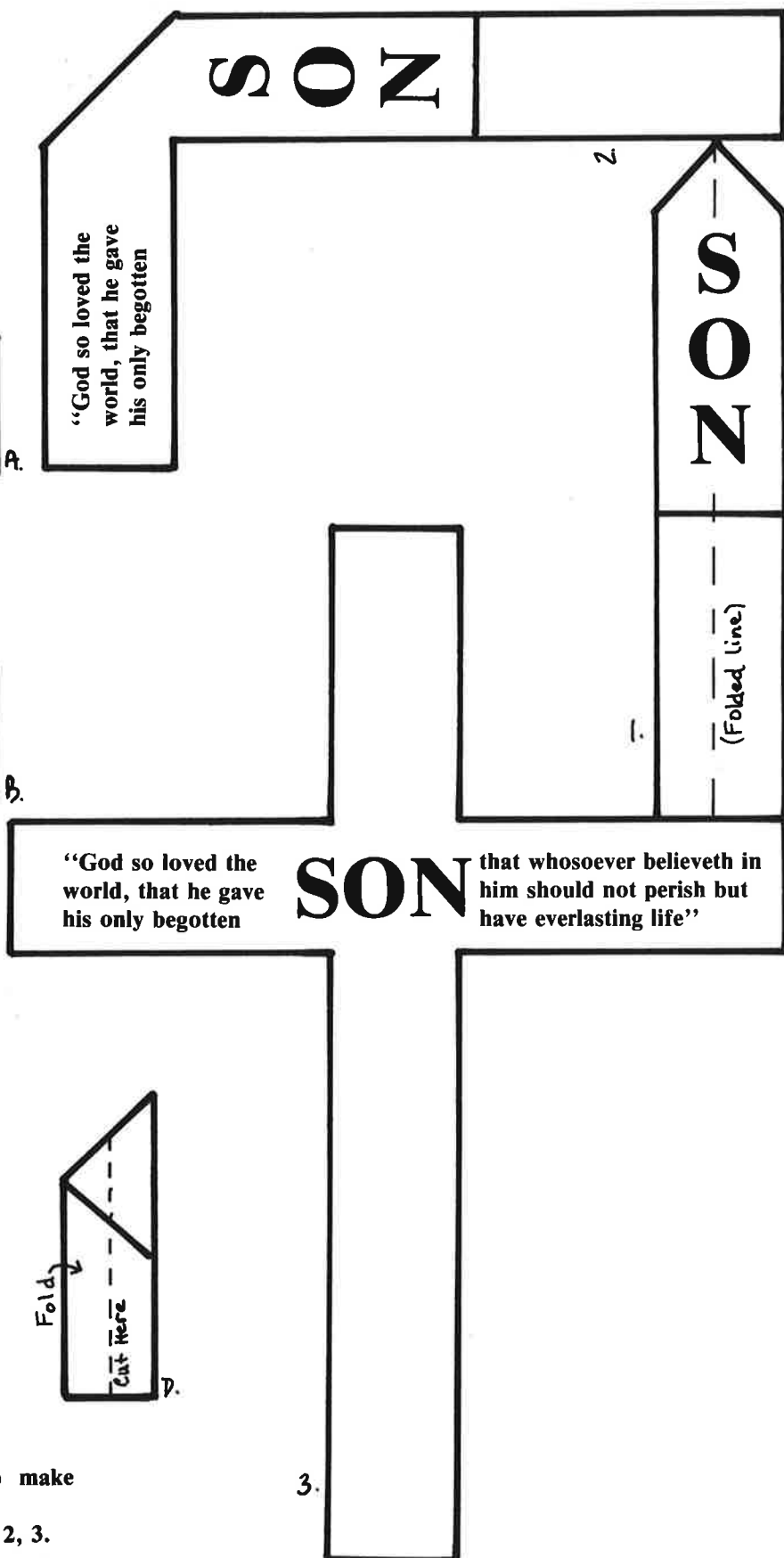
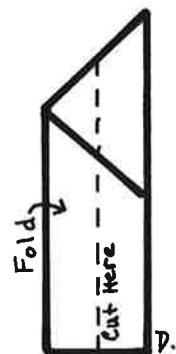
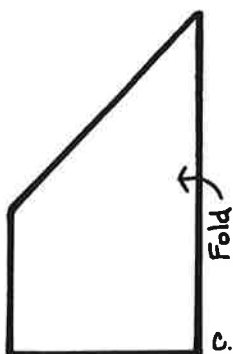
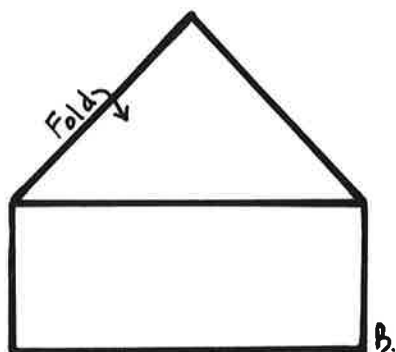
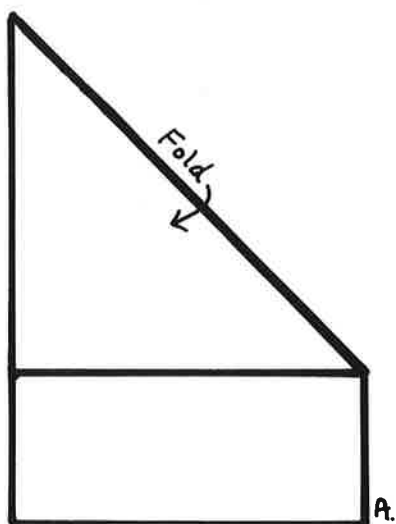
Boys and girls, you must tell God that you are a sinner (point to man); know that God loves you but had to punish sin (point to God); believe that Jesus Christ took all your sins to the cross when

He died (point to cross); accept Christ as your Savior and receive everlasting life.

Lead children in prayer. Be available for any child who desires extra counseling.

Activity: Pass out the activity sheets and half sheets of paper. Let the children fold the paper

and cut it to make a cross. Then have them write the verses and all of the flannelgraph illustration on the activity paper and the cross they just made. Encourage them to review this often. It will be a part of their Star Awards requirements. Also pass out the memory verses written on the traffic-sign shapes.



Directions for folding paper to make cross: A, B, C, D.

Directions for unfolding cross: 1, 2, 3.

The Bible Gives God's Directions for Our Lives

God's Word — Lesson 3

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: The children will learn that the Bible serves as a model for their lives. They can find direction and God's plan for their lives.

Text: Acts 9:15, 16; 13:12; 23:12-24

Materials: Four visual cards on a coffeepot shape for story of "Callie, the Coffeepot"; six visual cards on a coffeepot shape for the story of Paul; activity worksheet for each child; pencils; memory verse cards from lesson (Use packet visuals Beacon 9-18.)

Memory Verses: Same as Lesson 2. (Romans 3:23; Jeremiah 31:3; Exodus 34:7; and John 3:16.)

Songs: "Yield" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "What Is My Life" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "Jesus, I am Listening" (*Preschoolers Sing*)

Prayer: Thank God for the direction He gives us in His Word.

Lesson Approach: In our last lesson, we studied God's plan of salvation for our lives. Once we have accepted Jesus as our Savior, we become God's children.

As children of God, we should study His Word, and seek direction for our lives. God has a plan for each of our lives, just as He had a plan for the men who wrote the books of the Bible. We Christians are to let God show us His plan for our lives. We can best do this through daily prayer and Bible study.

Let me tell you a story about a brand new

coffeepot which was very much like a new Christian.

Callie, the Coffeepot

(Show card 1, Beacon 9.) Callie was a brand new, shiny coffeepot. Her new master was a very kind man who bought her at the store, brought her home with him, filled her with clean, fresh, cool water and put rich-smelling coffee grounds in her basket. He carefully set her on the counter top to be plugged in later.

Callie was beaming! At last, she was going to be used for what she had been made. All those weeks she had sat on the shelf in the store watching as other coffeepots had been bought. The store owner had used one in the store. When he filled it with water and coffee, the pot had gurgled and bubbled. Oh, the wonderful smell that filled the air as the water turned into coffee. Oh, what happiness and contentment it had brought the store owner as he sat sipping the hot coffee. And now — she could bring the same joy to her master.

Let's see now, no one had explained how she was going to go about getting this cool water into hot coffee. She knew that the coffee was bubbling and boiling merrily as it poured out. That must be it! She would just get that water moving.

(Show card 2, Beacon 10.) Callie wiggled and jiggled. That water was heavy. Whew! But oooh — it would be worth the struggle, if she could make it into delicious coffee.

Ooooh-oh-uh-boy! This was hard work. Ooops, there went her top halfway off. Uh-oh-

ooh — , Callie continued wiggling and bouncing the heavy, cold water.

COLD! That water was just as cold as it was when she started working.

(Show card 3, Beacon 11.) Poor Callie! She sat exhausted. All her work had not accomplished a thing, and she had tried so hard. A tear trickled out of the corner of her eye and found its way down to the puddle of water she had spilled. She was an utter failure.

Her new master would probably take her back and exchange her for a coffeepot that could make coffee.

How could she face the others? She would probably be thrown in the trash, or stuck on a shelf in the junk room.

“Footsteps! Well, here he comes, and here I go,” she sighed.

“Why Callie, what happened? How did you get your top on crooked — and water spilled on the floor? Here, let’s see what we can do,” he said.

Gently and carefully, he replaced her top and wiped the water — and plugged her cord in.

“There you go. Now, I’ll have fresh coffee in no time.”

Callie sat — too tired to do anything else. Slowly she began to feel the warmth creeping through her whole being. Oh, how good it felt!

Hey, the water was getting hot! The longer she sat, the hotter it got. It began to boil and bubble inside her. Soon it was bubbling up through the little basket of coffee grounds.

(Show card 4, Beacon 12.) In only a few moments the water began to turn dark brown and the smell of fresh coffee filled the air.

“Why, I don’t have to do anything at all except sit quietly where I’ve been placed and let the heat do all the work!” exclaimed Callie.

In just a few minutes her master came back, picked up the bubbling coffeepot, and poured himself a cup of delicious coffee.

Boys and Girls, that is just the way it is with us. Just as the man bought the coffeepot with his money, God bought us with the precious blood of His Son. And just as Callie could not serve her new owner by herself, we cannot work alone. We must yield ourselves to His complete wisdom and

love through prayer and Bible study.

Although this is a make-believe story about a coffeepot, there is a true story in the Bible about a man named Paul who yielded himself to God’s direction (Show story of Paul visualized on coffeepot shapes.)

(Show card 5, Beacon 13.) Paul was not a good man before he was saved. He did not believe that Jesus is the Christ. In fact, Paul set out to have all Christians jailed or killed.

One day Paul began a journey to Damascus. He was going there to search for the Christians. He intended to bring them back to the prison in Jerusalem. On the road to Damascus a very unusual thing happened to Paul. Suddenly a great light shined all around him.

(Show card 6, Beacon 14.) Quickly Paul fell to the earth. Then he heard Jesus speak and knew that He is the Christ. Paul believed in Jesus and was saved.

(Show card 7, Beacon 15.) Just after Paul was saved, the Lord called him to be a missionary. This is what the Lord said of Paul, “*He is a chosen vessel unto me, to bear my name before the Gentiles, and kings, and the children of Israel*” (Acts 9:15). God had chosen Paul to be a missionary. He was to preach the gospel to the Gentiles, the Jews, and kings. This he did.

(Show card 8, Beacon 16.) Paul made three missionary tours to preach about Jesus. He organized churches and taught people to be strong in the faith. In one city Paul stayed for two years to teach and preach.

But Paul did not have an easy time. One time he was stoned until the people thought he was dead. Soon he was well again and went on with his work.

(Show card 9, Beacon 17.) The last trip Paul made was to Rome. The rulers in Jerusalem had made Paul a prisoner for preaching about Jesus. Paul asked to go to Rome to see the highest ruler of the land whose name was Caesar. Paul went to Rome, but as a prisoner. He lived there for a few years. Paul never stopped being a missionary.

(Show card 10, Beacon 18.) Paul wrote many letters to the churches where he had traveled and taught. Some of these letters are now part of the New Testament.

Paul's life was used by God. Once he became a Christian, Paul followed God's plan for his life. He spent the rest of his life obeying and telling others about Jesus.

Lead children in prayer, thanking God for His Word and the directions He gives for our lives.

Activity: Have extra activity sheets of the cliffs used in Lesson 2. Have the children review the verses from the last lesson. If time allows, you may use the questions on the activity sheet included with this lesson as a review of the story of Paul.

Yes or No

Fill in the blanks

1. Paul made three missionary trips. _____
2. Paul had always been a Christian. _____
3. Paul went to prison in Greece. _____
4. Paul set out to have all Christians killed. _____
5. Once Paul became a Christian, he followed God's plan for his life. _____

1. Paul was not a _____ man before he was saved.
2. Paul was a prisoner in the country of _____.
3. Paul was saved on his way to _____.
4. In Acts 9:15, Paul is referred to as a "chosen _____".
5. Some of Paul's _____ are found in the New Testament.



God Gave the Bible to Help Us

God's Word — Star Awards

Activity Number 1

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Children will review the main ideas and Star Awards requirements taught in Lessons 1-3.

Materials Needed: A large sheet of poster board; a small sailboat for each child made from poster board.

Lesson Approach: Make a large lake on the poster board with several slits going across it. The bottom of the sailboats should fit into the slits. Give each child a sailboat. As he answers a questions correctly, he may move his sailboat across the lake. You might like to have a small token for the winner, but it is always good to have something for everyone. You may use the questions included, or you may wish to make up your own.

Star Awards Review Questions for Lessons 1-3

1. How do we talk to God? (prayer)
2. What did God instruct Moses to do for the first time? (write His words)
3. Say II Timothy 3:16.
4. What does *inspired* mean? (God-breathed)
5. How did God inspire the men who wrote the Bible? (through the Holy Spirit)
6. What is the most wonderful plan recorded in the Bible? (plan of salvation)
7. Say John 3:16.
8. Say Romans 3:23.
9. Say Jeremiah 31:3.
10. Say Exodus 34:7.
11. How many missionary trips did Paul make? (3)
12. What did Paul do after he became a Christian? (followed God's plan for his life)
13. Some of Paul's _____ are found in the New Testament. (letters)

Color the picture.



God's Plan Tells Us to Control Our Tongues

God's Word — Lesson 4

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that following God's directions for their lives requires them to control their tongues by putting away lying and bad language.

Text: Ephesians 4:25-29; Matthew 12:34-37; Acts 5:1-10

Materials Needed: Bible, glove puppets described in visual Beacon 19, activity sheet for each child, memory verse shapes as described below.

Memory Verses: *"Wherefore putting away lying, speak every man truth"* (Ephesians 4:25); *"Let no corrupt communication proceed out of your mouth"* (Ephesians 4:29). (Visualize on red poster board on stop sign shape — one for each child to add to his ring binder.)

Songs: "Hear No Evil" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "Let's Meet a Christian" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Prayer: Thank God for His direction in His Word.

Lesson Approach: We learned in an earlier lesson about God's plan for our lives. Whom did we learn about who followed God very closely? (Paul) We also learned that Paul wrote some of the books of the New Testament, didn't we? Who knows how many Paul wrote? (13)

In one of Paul's books, the book of Ephesians, he wrote some definite things we should and should not do as Christians. Please turn in your Bibles to Ephesians, chapter four.

_____, (child's name), would you read verses 25 through 29? These verses tell us things we are not to do.

Today we are going to study about verse 25 and verse 29. _____, (child's name), please read verse 25. What does this verse mean? (Allow for response.) I want you to mark this passage and then turn back to Acts 5:1-10. (Allow time for them to find this passage.)

This passage tells a story about a man named Ananias and his wife, Sapphira. They owned some land which they decided to sell. They had promised to give to God a certain amount of the money they received for the land. When it came time to give the money, they had changed their minds.

Peter asked Ananias how much they had sold the land for. Rather than telling the truth, Ananias told Peter a lie. He didn't want to have to give as much money to God as he had promised. Ananias thought surely one lie wouldn't hurt. But God doesn't look at it that way. Because Ananias lied, God struck him dead right in front of a crowd of people.

Later, Peter asked Sapphira the same question. She gave the same answer that her husband had given. She fell dead just as her husband had a few moments earlier.

There are some things that God tells us very specifically we are not to do. We are never to lie. We are always to tell the truth.

_____, (child's name), please read Ephesians 4:29. What does this verse mean? (Allow for response.)

The story we just talked about is true, because it is in God's Word. I want to tell you a make-believe story about mouths.

(Place glove puppets on hands. Some practice using the gloves will probably be helpful to know how to make different expressions with the mouths.) On my left hand is Josephine Mouth and on my right is Mary Mouth. Would you like to tell them hello? (Allow for response from children. Make an ugly expression with left glove and a smiling expression with right glove.) Josephine found she could scare people by talking ugly! Now, I don't mean just a little bit either — every word that came out of her was ugly. She could make some people do what she wanted them to. How? By saying mean, nasty things to them and by telling lies. (Make appropriate expression with Josephine Mouth.) When Josephine got really angry, she would scream out mean, ugly words. Everyone tried not to make her angry, especially girls her age. No one liked to hear the ugly words. In fact, no one liked being around Josephine.

When saying mean, nasty words didn't work, Josephine would tell lies! She would make up terrible lies to tell about someone who had made her angry. Usually she would whisper the lies. People always seemed to listen better when she whispered the lies. (Make expressions with glove.)

(Make smiling expression with right glove.) Mary was a kind Christian mouth. She wanted to be Josephine's friend and help her become a sweeter mouth. One day Mary told Josephine what Jesus said about the words we speak.

"Jesus said, 'The words of your mouth come from what is in your heart.' Our words tell what kind of mouth we really are," Mary said. Sometimes we can say nice things and not mean them, and sometimes we can say bad things and be sorry for them later. But as Jesus taught,

before we know it, our words give us away. They show what kind of mouth we really are.

"You see," Mary said, "we not only *talk* the way we *are* — we *are* the way we *talk*." Since we belong to Jesus, we should want to live God's plan in the way we talk.

Josephine thought for a long time about what Mary had said. And guess what? Josephine prayed and asked God to help her be more like Jesus. She wanted to please Him and follow His plan for her life — especially with her mouth. Soon she was only saying kind, pure, truthful words.

Boys and girls, wouldn't it be nice if we could control the words that come from our mouths as easily as I can these two mouths? (Remove gloves from hands.) I can just remove them, can't I? But with each of our mouths, it isn't that easy. Why? We can't remove them or our tongues, can we? And what did Jesus say about the words of our mouths? (They come from what is in our hearts.)

Lets bow our heads and ask God to change our hearts and help us to control our tongues.

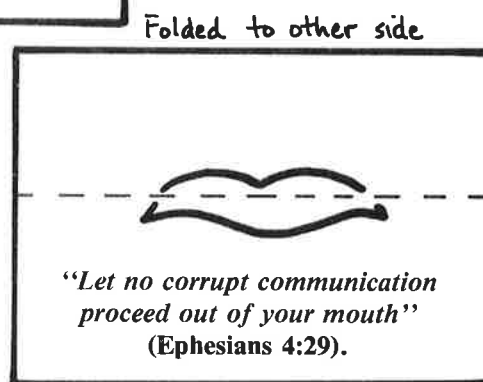
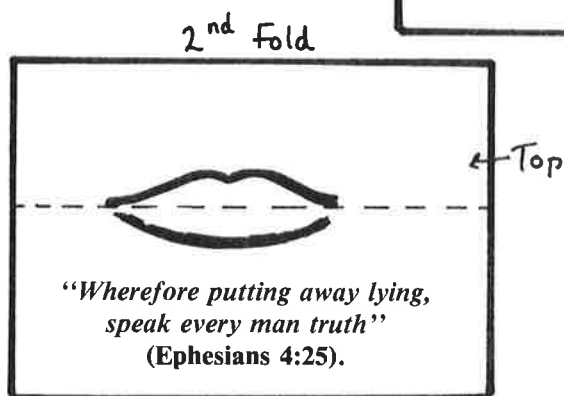
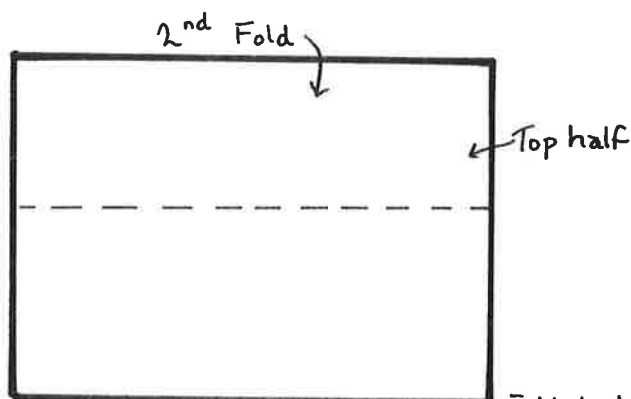
Activity: Pass out a plain sheet of paper, pencils, and a red crayon to each child. Let him draw the two mouths as shown on the art page and write the memory verses at the bottom of each. Have each one practice saying the memory verses by holding the mouth at the fold and moving it as he says the memory verse.

Be sure to pass out the red stop sign shapes with the memory verses on them. Each student will add the sign to his ring binder.

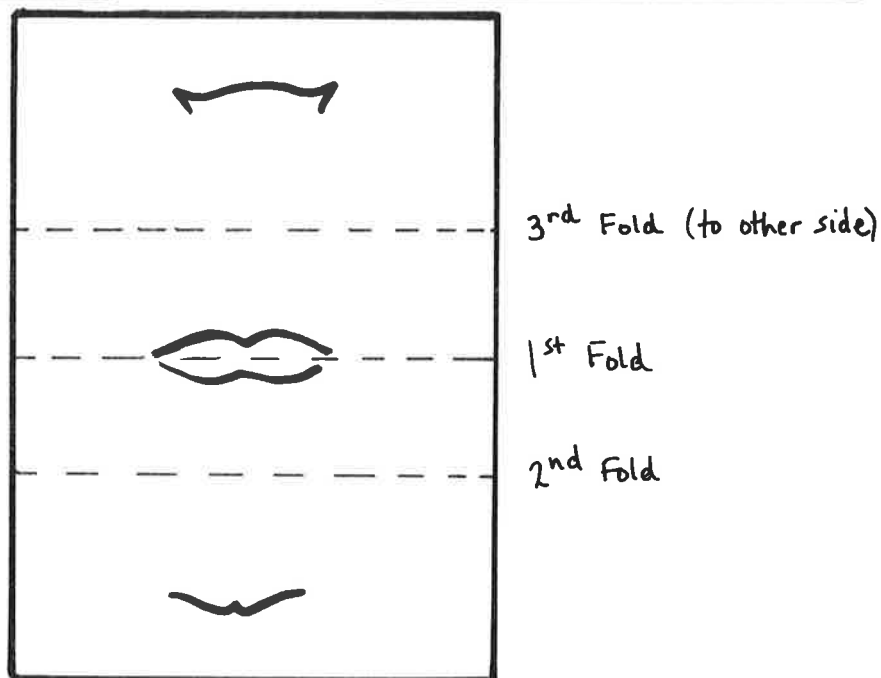
Directions for Making Glove Puppets

Take an old pair of white gloves and sew tiny buttons for eyes as shown in drawing. Sew some yarn strings above the eyes for hair. Make one have red hair and the other black or brown. Draw a mouth on the forefinger and thumb with lipstick or a felt-tip pen.

Take a plain sheet of paper and fold in half. Then fold top half down to the center. Draw the bottom half of the mouth on the bottom of the paper where the fold meets.



Draw the top half of the mouth on the part you folded down. Then turn the fold to the other side of the paper and draw a frowning mouth in the manner on the other side.



This is the way the paper should look unfolded.

God's Plan Teaches Us to Control Our Anger

God's Word — Lesson 5

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that the Bible teaches that God's plan for their lives is to control their anger.

Text: II Kings 5:1-14

Materials Needed: Bible, chalk and board, activity sheets and memory verse shapes, round light-colored balloon with *anger* written on it.

Memory Verse: "*Be ye angry, and sin not*" (Ephesians 4:26). (Visualize on a red stop sign shape. Make one for each child to add to his ring binder.)

Songs: "Hear No Evil" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "Let's Meet a Christian" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Prayer: Thank God for giving us His Holy Spirit to help us control our anger.

Lesson Approach: (Class interaction will probably help hold the children's attention since there are no visuals used other than writing on the board.)

Our lesson today is about something we have all felt. It is not wrong to feel this way as long as we keep it under control. (Write the word *anger* on the board.) Tell me what this word is and what you think it means. (Encourage response. Keep talking until the children seem to understand that anger is a feeling that we usually have when someone or something does not do what we expect.)

What are some things that make you angry? (Encourage response — being told what to do all

the time, not getting my own way, not always being treated the way I think I should be treated, etc.) What do you do when you get angry? (Throw temper tantrums, say unkind things, maybe even make up lies about the person who made you angry, try to hurt someone, etc. Write these things, as well as the things that make them angry, on the board as they name them.)

In Ephesians 4:26 the Bible says, "*Be ye angry, and sin not.*" The Bible does not tell us that we should never get angry, but that we should not let our anger cause us to sin.

Let's look at our list of what we just said we did when we get angry. (Direct attention to things you just wrote on board.) Now, let's check those things on the list that would be considered a sin. (Go back over the list and let the children decide with your guidance what items are sinful. Write the word *sin* over the item as it is named. You may need to explain why some of the things would be considered a sin.)

Our anger doesn't become a sin until we lose control and it hurts someone or ourselves.

Let me tell you about a man in the Bible who became very angry. This story is found in the Old Testament in the book of II Kings.

Naaman was a very important person in the country of Syria. He was rich and famous and seemed to have everything going for him. He was favored by his king because he was such a good soldier. But Naaman was a leper. Who knows what a leper was? (A leper was a person who had a disease called leprosy. This disease caused open sores and white scabs on the body.)

Naaman was a great person but he had a most dreaded disease. A lot of people probably would have liked to be as important and great as Naaman, but no one wanted to be a leper.

Naaman's wife had a maid who was an Israelite. She knew of the prophet Elisha and told Naaman about him. The maid knew Elisha could help Naaman because he was such a mighty prophet of God. Naaman listened to the maid and decided to go to Elisha and see if Elisha's God could cure his leprosy.

Naaman carried many gifts and went to see Elisha. But Elisha didn't come out to see Naaman as Naaman had expected. He sent a messenger out to see Naaman instead. The messenger told Naaman to go and wash in the Jordan River seven times and he would be cured.

The Bible says that Naaman was angry. He went into a rage! Does anyone know why? (Encourage response.)

Naaman came to Elisha to be cured of the terrible disease of leprosy. Elisha didn't even bother to come out to see Naaman, but he sent a messenger. In II Kings 5:11 we read (read with much expression), "Naaman thought, he will surely come out to me, wave his hands over the place, and recover the leper."

Elisha did not do as Naaman had expected. Naaman got so angry that he went into a rage and left without being cured.

Naaman's servants came to him and encouraged him to do as Elisha's messenger had said. Naaman finally calmed down and listened. Then he went down to the Jordan River, dipped himself seven times, and was healed.

When we become angry, many times we react like Naaman and do one of the things we talked

about earlier that is a sin. (Refer to the list on the board.) What we should do first is what Naaman did later, that is, be still and listen.

What would we need to listen for? (Allow for response.) (for God to speak to us) How does God speak to us? (through His Word and His Holy Spirit) When someone or something makes us angry we should first listen to God.

Naaman wanted Elisha to wave his hand over him and make something spectacular happen rather than do something very simple like washing in the river. Sometimes we want God to make us control our anger. But God doesn't work that way. That is why He gave us the Bible. God has given us the truth in His Word. We know that through Bible study and prayer, the Holy Spirit will help us control our anger.

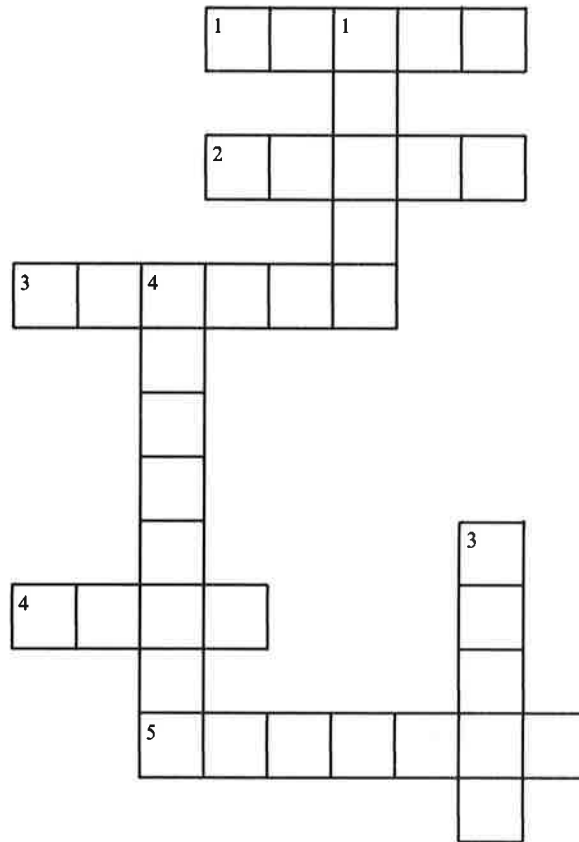
(Take out the balloon with the word *anger* written on it and blow it up. Do not tie the end. Hold it in your hand.)

Let's pretend this balloon is our anger. The Holy Spirit will help us control our anger as long as we let Him. I have control of this balloon as long as my hand holds it. Look what happens when I open my hand and let go. (Let the balloon go.) When we stop letting the Holy Spirit help us, our anger gets out of control just like the balloon got out of control when I let go.

Let's bow our heads and thank God for His Word and the Holy Spirit who helps us to follow his plan for our lives and to control our anger.

Activity: Pass out activity sheets and pencils. Be sure to give the stop-sign shapes with the memory verse written on them to be added to the ring binders. Encourage the children to have the verses memorized each week.

Directions: Look up references and fill in blanks, then work crossword puzzle.



Across:

1. "_____ from anger" (Psalm 37:8).
2. "Put off all these; _____, wrath, malice" (Colossians 3:8).
3. "He that is slow to anger is better than the _____" (Proverbs 16:32).
4. "The LORD is gracious, and full of compassion; _____ to anger" (Psalm 145:8).
5. "Whoso provoketh him to anger _____" (Proverbs 20:2).

Down:

1. "Be ye _____, and sin not" (Ephesians 4:26).
2. "_____ words stir up anger" (Proverbs 15:1).
3. "Be not _____ in thy spirit to be angry" (Ecclesiastes 7:9).

God's Plan Teaches Us Not to Steal

God's Word — Lesson 6

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that God's Word teaches us that stealing is not a part of God's plan for our lives.

Text: Genesis 27:1-46 and Exodus 20:15

Materials Needed: Bible, beehive shapes with pictures from visual packet (Beacon 20-27), activity sheet and pencil for each child, memory-verse shape for teacher and each student

Memory Verse: "Let him that stole steal no more" (Ephesians 4:28). (Visualize on a stop-sign shape on red poster board.)

Songs: "Let's Meet a Christian" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "Little Feet, Be Careful" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "Oh, Be Careful" (*Salvation Songs Number 2*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Word and His clear directions for living.

Lesson Approach: As we mentioned recently, Paul wrote in the book of Ephesians some definite "do not's" for us as Christians. One of these is found in Ephesians 4:28.
(child's name), please read this verse.

The first case of stealing recorded in the Bible is in Genesis, the first book of the Bible. People tried stealing then just as some people do now. The results were the same. Stealing caused hurt and even bigger problems then, just as now.

Two brothers, named Esau and Jacob, had a father named Isaac. Isaac was getting older and

could not see very well. He was nearing the time for his death.

One day Isaac called for his elder son, Esau, to come to him. He told Esau to kill a deer and cook it for him just the way he liked it. He promised to give Esau a blessing after he had eaten.

Jacob saw this as the perfect time to steal the blessing away from his brother. Jacob's mother helped him with a plan. They decided to kill a goat from the pen and cook it for Isaac. Jacob took the cooked meat to his father.

Isaac, thinking Jacob was Esau, gave the blessing to Jacob. Later Esau returned with the deer, cooked it, and took it to his father. He fully expected to receive his father's blessing.

Esau was so angry he wanted to kill Jacob and was determined to do so. Jacob had stolen from him. Jacob had to flee for his life.

Jacob's stealing forced him to have to leave home and his family. His mother was very sad, too, because she knew she would miss Jacob terribly. Although Jacob had Esau's blessing, he lost the security of his home and being with his family.

One of the Ten Commandments is "Thou shalt not steal." God gave clear instructions in Old Testament days that stealing was wrong. Paul wrote in the New Testament, "Steal no more." There can be no question about God's teachings about stealing, can there?

I want to tell you a make-believe story about what two bears learned about stealing. (Take out visualized story on beehive shapes.)

(Card 1) The bees were all very busy getting honey made for the winter. The queen bee was giving orders, and everyone was following her orders. They were so busy working that they didn't even notice the two bears hiding behind the big rock watching them.

(Card 2) The bears were named Nicky and Ned, and they were really rather lazy. Nicky told Ned that if they would just sit back and wait long enough, the bees would make all the honey they would need. Ned was a little skeptical, but he didn't want to do any kind of work. So both Nicky and Ned sat back and watched the busy bees working. They knew the bees would have to leave the hive sometime.

(Card 3) Surely enough, Nicky was right. The bees did finally leave the hive. Nicky nudged Ned and told him his plan. "Look, Ned, the bees are all gone. Now listen carefully. It will only take a few minutes to steal that hive full of honey and hide it in our cave. Those bees will never know what happened."

"Do you think we can do it without getting caught?" asked Ned. "I sure don't like getting stung."

"Aw, Ned," said Nicky, "those bees are so stupid it will be a cinch."

(Card 4) "When I say three, we will both grab the hive and run for the cave as fast as we can. Don't be clumsy and drop it. Are you ready to run?" asked Nicky.

"I g-g-guess so," replied Ned hesitantly.

(Card 5) What Nicky and Ned didn't realize was that this time they were the ones being watched. The queen bee had given all the busy bees instructions to follow her. "When I say three, we will teach those lazy bears a lesson they will never forget," she said.

(Card 6) "OK, Ned, let's get ready! One, two, three," cried Nicky. At the same time the queen bee yelled, "Three!" All the bees took off from behind the rock. "Attack!" they shouted.

"Oh! Ouch! Oooh! Ouch! Taking that hive wasn't such a good idea after all," yelled Nicky.

"No, I don't think so either," yelped Ned.

As a matter of fact, taking anything that doesn't belong to you isn't a good idea. The bears had to learn that lesson the hard way. Anytime anyone steals anything, he is sure to get into trouble.

(Card 7) Just as the bears learned that stealing was not the way to get something, so did Jacob. The bears were stung by the bees very badly. Poor Jacob had to leave his home and his family.

Let's bow our heads and thank God for His Word and for giving us clear directions for our lives.

Activity: Pass out the activity sheets and the memory verse shapes to the children. Let them break the code and see what the memory verse is. Then have them write the memory verse on their stop-sign shape to add to their ring binder.

Break the code and learn the memory verse.

<u>A</u>	<u>E</u>	<u>H</u>	<u>I</u>	<u>L</u>	<u>M</u>	<u>N</u>	<u>O</u>	<u>P</u>	<u>R</u>	<u>S</u>	<u>T</u>
1	2	3	4	5	6	7	8	9	10	11	12

“ 5 2 12 3 4 6 12 3 1 12 ”

11 12 8 5 2 11 12 2 1 5

7 8 6 8 10 2 ”

(2 9 3 2 11 4 1 7 11 4:28).

God Tells Us How to Live

God's Word — Star Awards

Activity Number 2

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

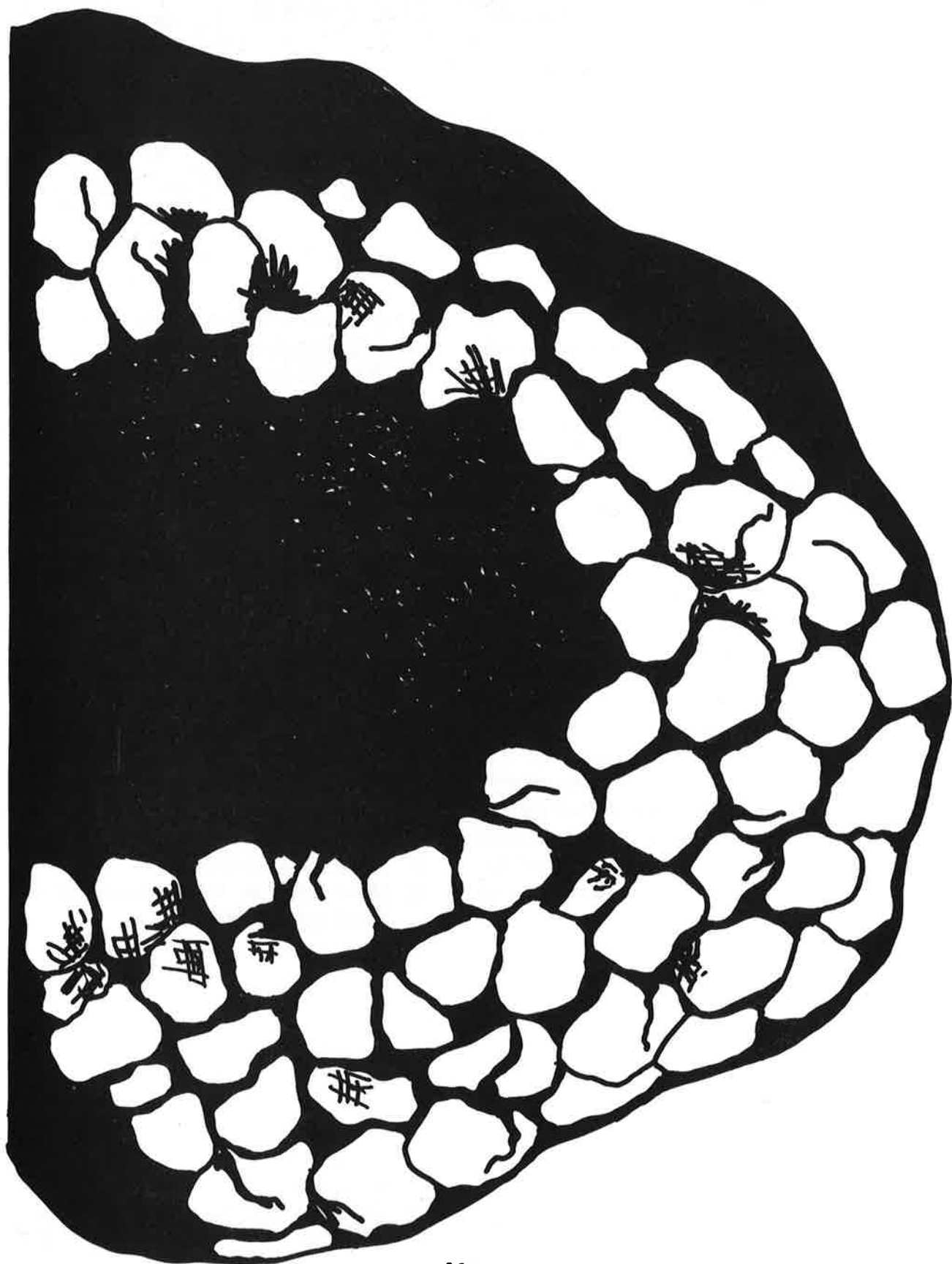
Aim: Children will review the main ideas and Star Awards requirements taught in Lessons 4-6.

Materials Needed: One large beehive made from poster board, small pieces of wrapped candy or gum, one large cave. (You may use the beehive pattern from previous lesson.)

Lesson Approach: Have the class divide into two teams. One team will be the bees and the other will be the bears. Make a beehive from brown poster board with a pocket fixed behind the opening for a door. Make a cave in the same manner. It will need a pocket fixed behind the door also. Go back and forth between the two teams, asking the questions. As a team answers correctly, they may put the token in their hive or cave. The team with the most correct answers wins. Provide enough tokens for all the children. Again, you may choose to make up questions of your own.

Star Awards Review Questions for Lessons 4-6

1. Say Ephesians 4:26a.
2. What feeling do we have that we must control? (anger)
3. Whom did we learn about who had trouble controlling his anger? (Naaman)
4. Who spoke to Naaman about doing as he was told? (his servant)
5. What is the first story of stealing recorded in the Bible? (Jacob stole from his brother, Esau.)
6. What was the result of Jacob's stealing? (He had to leave home.)
7. Say Ephesians 4:28a.
8. Whom did we learn about that lied? (Ananias and Sapphira)
9. Say Ephesians 4:25a.
10. What did Jesus say about our mouths? (The words of your mouth come from what is in your heart.)
11. Say Ephesians 4:29a.
12. Who helps us follow God's plan for our lives? (the Holy Spirit)



The Bible Teaches Obedience as Part of God's Plan

God's Word — Lesson 7

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: The children will learn what the Bible teaches about being obedient.

Text: Genesis 22:1-19

Materials Needed: Bible, flannelgraph pictures (Beacon 28-34), worksheets and pencils for each child, memory verse shapes for each child and teacher. (The story in this lesson is from *Bible Trophies* by Mrs. Z. W. Swafford.)

Memory Verse: "Grieve not the holy Spirit of God" (Ephesians 4:30). (Visualize on a keep-right-sign shape.)

Songs: "The Obedience Song" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "Hear No Evil" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "I Have Decided to Follow Jesus" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Holy Spirit who helps us to be obedient to Him.

Lesson Approach: How many of you know what the word *obedience* means? (Write *obedience* on the chalkboard or a piece of poster board. Allow time for the children to respond with a definition.)

The word *obedience* means doing what you are asked to do without complaining or arguing. Most of us learned the verse, "*Children, obey your parents,*" when we were Flickers. So we know that the Bible tells us to be obedient.

Today, I want to tell you a story from the Bible about a boy who was very obedient. He

was willing to give his life to be obedient to his father. (Show Abraham and Sarah.)

Abraham and Sarah had only one son. His name was Isaac. (Show Isaac.) They loved him very much.

When Isaac became a young man, God told Abraham to do something that concerned Isaac. God wanted Abraham to take Isaac to one of the mountains in Moriah and to "offer him there for a burnt-offering upon one of the mountains" (Genesis 22:2). The people in the days of Abraham had no church building in which to worship. They selected a place and built an altar. (Show picture of an altar.) That was their place of worship.

Was God asking too much of Abraham? (Show Abraham alone.) God wanted to test the faith of Abraham. God had selected Abraham to be the father of a great nation. He was a man of great faith. God could show others that Isaac was an obedient son. Isaac would someday inherit all that his father had.

(Show Isaac and Abraham traveling.) Isaac went with his father without a question. It was not an easy trip. They left very early in the morning. It was a three-day journey to Moriah where God had told them to go, but Isaac did not complain.

As Abraham and Isaac saw the place in the distance, Abraham took the wood for the burnt offering and laid it upon Isaac. Isaac was very happy to carry his part of the load. (Show Isaac carrying wood.) That was a job which he could do to help prepare for the worship service.

(Show Abraham and Isaac going up the mountain.) As Abraham and Isaac were going up the mountain, Isaac was thinking of something he did not understand. He had been taught that some animal must be offered upon the altar. This animal was to be a picture of Christ dying upon the cross for the sin of the world. They were taking the wood, but they had no animal.

“Where is the lamb for the burnt offering?” asked Isaac.

Abraham answered, “God will provide himself a lamb.”

Isaac believed his father. They both went up the mountain to worship.

When they arrived at the top of the mountain, Abraham built an altar. He bound Isaac and laid him upon the altar. Abraham did not hesitate. He took the knife and was ready to slay his only son as God had told him to do. Isaac also believed God. He allowed his father to do what God told him to do.

Just as the knife was raised to slay Isaac, an angel called to Abraham. Abraham lifted his eyes. Behind him was a ram caught in the thicket. God had provided the ram for the offering. Abraham proved that he was obedient to God

and that Isaac was obedient to Abraham. Because both Abraham and Isaac were obedient, God provided the ram so that Isaac’s life could be spared.

We should remember this story and know that if we are obedient, God will always take care of us. As we learned in an earlier lesson, God’s Holy Spirit helps us to be obedient. Our memory verse teaches us not to grieve the Holy Spirit. Disobedience would certainly grieve the Holy Spirit.

Who would like to lead us in prayer, asking God to help us to be obedient to Him?

Activity: (Pass out the worksheets and pencils.) Let’s pretend you are in school and taking a quiz. All of you have taken quizzes before, haven’t you?

Be sure to pass out the memory-verse shapes with the memory verse written on it. If time allows after the children do the worksheet, let them practice the memory verse. Write it on the chalkboard and begin erasing one word at a time as they repeat the verse. Do so until all the words are erased and the children can say the verse by memory.

Worksheet

FILL IN THE BLANKS

1. God asked Abraham to offer his only son, _____.
2. Abraham and Isaac traveled for _____ days to reach the mountain in Moriah.
3. Isaac carried the _____ for the burnt offering.
4. God provided a _____ for a burnt offering.

IS IT TRUE OR FALSE? — CHECK ONE

1. Abraham and Sarah had many sons. (*True or False*)
2. The people in the days of Abraham built altars as places of worship. (*True or False*)
3. Isaac complained about the long trip to the mountain. (*True or False*)
4. Isaac knew that an animal was needed for an offering. (*True or False*)
5. Abraham and Isaac went up the mountain to worship. (*True or False*)

MAKE AN X BY THE CORRECT ANSWER

1. In what book of the Bible is the story of Isaac found? () Matthew, () Psalm, () Genesis.
2. Why was Isaac known as an obedient son? () Because his mother and father loved him. () Because he did as his father asked him, without complaining. () Because he was the only son of Abraham and Sarah.

God's Word Teaches Us to Be Kind and Friendly

God's Word — Lesson 8

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that God's Word teaches kindness and friendliness as part of God's plan for their lives.

Text: Luke 10:30-36

Materials Needed: Bible, five scripts of "The Good Samaritan" (Characters: narrator, man, priest, Levite, Samaritan man), paper heart as described on art page, scissors, materials for activity

Memory Verse: "Be ye kind one to another, tenderhearted" (Ephesians 4:32a). (Visualize on a keep-right-sign shape.)

Songs: "I Have Decided to Follow Jesus" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "Be Ye Kind One to Another" (*Salvation Songs Numbers 4*, Child Evangelism Fellowship Press)

Prayer: Thank God for His kindness to us and ask His help for us to be kind and friendly.

Lesson Approach: How many of you ever think very much about what kindness means? (Encourage response.) What about friendliness?

The Bible teaches kindness and friendliness in many ways. Some scriptures are written telling us to be kind and friendly. Then there are some stories about people who were kind and friendly. These stories were written as examples for us to follow. One is the story of the good Samaritan. Most of you have probably heard this story in Sunday School, but it is always good to go back and study Bible stories again.

This time, rather than telling the story, I want

you to act it out. (Pass out the scripts. If the need arises, let the students take turns being the different characters.)

THE GOOD SAMARITAN

NARRATOR (standing to one side — will do most of the talking): This story takes place on a lonely deserted stretch of road between Jerusalem and Jericho.

MAN (walking along, looking a little scared and cautious): It really looks dangerous along here. I had better be extra cautious and watch for thieves. Oh, no! (falls to the floor, looking hurt)

NARRATOR: A group of thieves jumped out, took the man's money, and beat him up. They left him half dead. Won't someone help this poor, wounded man?

MAN: Help! Help!

NARRATOR: Here comes someone down the road. Finally the man will be helped.

NARRATOR (as priest walks slowly toward the man and then walks away): Why, I believe it is a priest. Surely a priest will help this man. Wait! The priest is not stopping. He is going to the other side of the road. Why isn't the priest helping the wounded man?

MAN: Won't somebody please help me?

NARRATOR: Never mind the priest. Here comes a Levite. The hurt man is a Levite, also. I know the Levite will help one of his own kind.

NARRATOR (as Levite walks slowly toward the hurt man and then crosses to the other side of the road): I can't believe it! The Levite walked on by, too.

MAN (much weaker): Help. Help.

NARRATOR: Finally, I see someone else coming down the road. I certainly hope this person will help the hurt man. Oh, no! It's just a Samaritan. Samaritans won't help Levites. What is going to happen to this poor man?

(The Samaritan walks slowly toward the man, kneels down, and dresses his wound. He helps the hurt man stand up and lets him lean on him as both of them walk away.)

NARRATOR: The Samaritan had compassion on the hurt man. He took him to a nearby inn to be cared for. He also paid for the man's expenses to stay at the inn. Thank You, God, for people who are kind and friendly.

Boys and girls, let's think about this story. What would you do? Which one of the three would you be like? (Encourage response.) Our memory verse for today is, "*Be ye kind one to another, tenderhearted*" (Ephesians 4:32). (Show memory-verse shape.) The Bible teaches us to be kind as part of God's plan for Christians.

We have learned in a previous lesson that what we *say* is what we *are*. That is also true about the way we act. How we *act* is what we *are*. Our actions, as well as our words, come from our hearts.

(Take out prepared heart as described on art page. Hold it with the unwritten side toward the children.)

We want to be kind and friendly all the time. We especially want other people to know we are friendly. We want to always look good and pretty, just as this heart looks.

But sometimes there are things on the inside of our hearts that are not quite as good and pretty. (Turn heart with the written side toward the

children, pointing to each word as you talk about it.)

What about rudeness? Is it ever in your heart? Do you want to be first in line? Do you push? Do you yell at your friends or brothers and sisters?

What about selfishness? Does it sometimes creep into your heart? Do you share with your little sister or brother? Do you give an offering out of your allowance? Do you share a new toy with a friend who comes to visit?

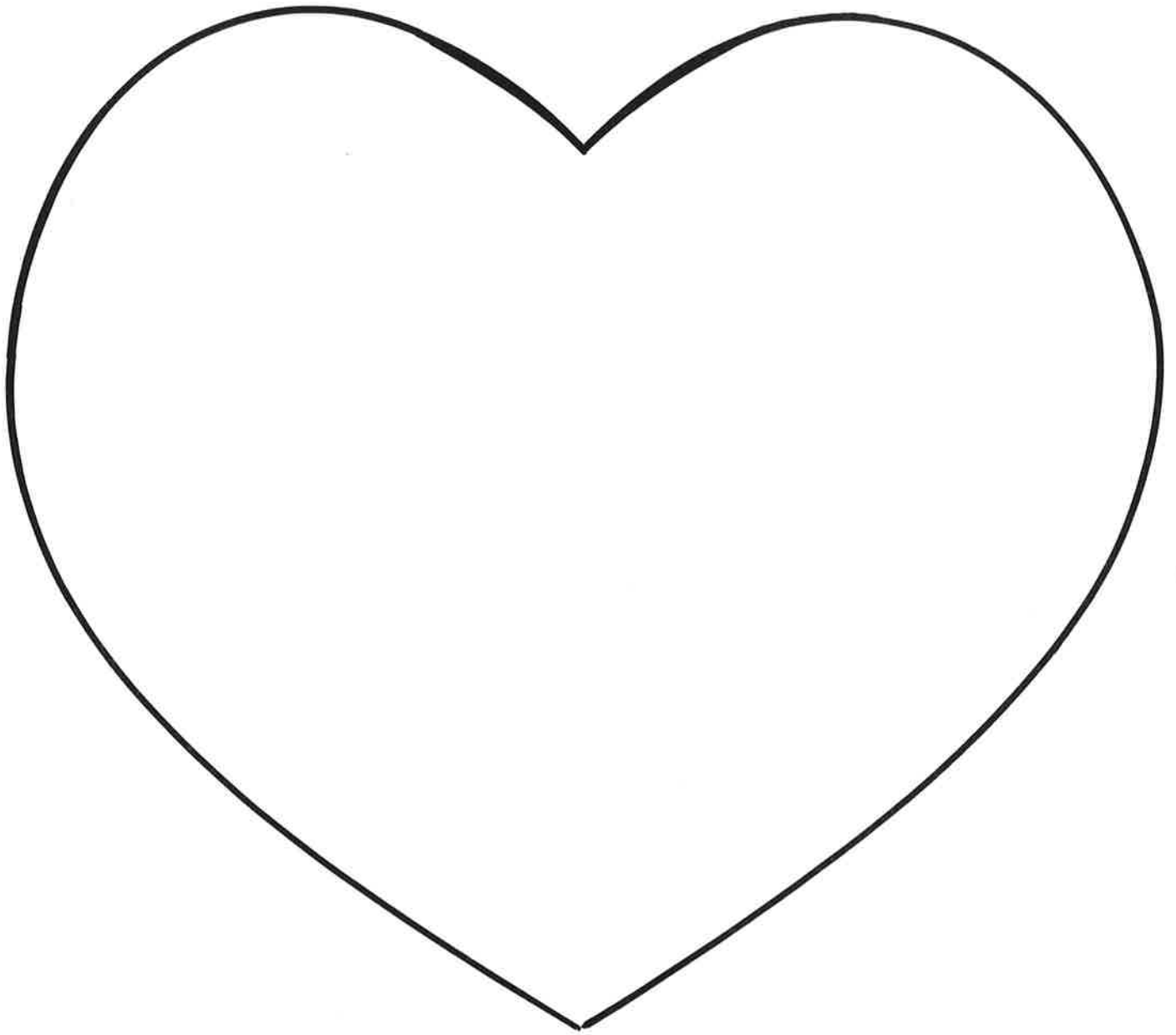
Then there is unfriendliness. Are any of you ever unfriendly? Do you play with a new person at school? Do you sit by certain people in Sunday School? Do you take time to smile and speak to older people?

What about unkindness? Are you ever unkind? Do you say unkind things to someone at school or even at Sunday School? Do you talk about someone in an ugly way? Are you polite to parents, teachers, and friends?

We need for God to remove these things from our hearts. (Start cutting off the words along the line.) As we try to follow God's plan for our lives by praying and studying His Word, He will remove these things from us. As our heart changes, so will our actions. We will only think of ways to be kind and friendly.

Let's pray and ask God to change our hearts so our actions will be more pleasing to Him.

Activity: Let the children decorate a heart that you have made for them. They can do it with crayons, rick-rack, glitter, etc. Have them write the memory verse on one side. Write *I will be* at the top of the other side and list ways they will be kind and friendly. Punch a hole in the top of the heart and provide yarn so that it can be hung at home to serve as a reminder of kindness and friendliness.



Decorate one side of the heart to look very pretty. The other side should have the words *rudeness*, *selfishness*, *unfriendliness*, and *unkindness* written on the outside edges of the heart. Draw a very light line just inside of the words to follow when cutting off the words.

God's Plan Teaches Us to Forgive One Another

God's Word — Lesson 9

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn God's teachings about forgiveness and will desire to follow them.

Text: Matthew 18:23-35 and Matthew 6:15

Materials Needed: Bible, four cards with the pictures from the visual packet (Beacon 35-38), activity sheets and pencils for each child, memory-verse shape for children and teacher

Memory Verse: "*Be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you*" (Ephesians 4:32). (Visualize on a keep-right-sign shape.)

Songs: "Be Ye Kind One to Another" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "Always Take Time to Pray" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "Thy Word Have I Hid in My Heart" (*Salvation Songs Number 1*, Child Evangelism Fellowship Press)

Prayer: Thank God for His forgiveness and for His Word.

Lesson Approach: (Write the word *forgiveness* on the chalk board.)

Do you know what it means to forgive? (Encourage response.) It means to stop being angry, to stop wanting to get even with someone, to say you forgive and mean it by forgetting.

I want to tell you about some incidents. You tell me what you think should be done at the end of each.

Suppose there were three little boys going to watch a ballgame. One boy said, "I don't like

you anymore. Don't sit with me at the ballgame." Later that day, the other two boys were going to get ice cream at the store. The first little boy decided he wanted to go along, too. What should the other two boys say to him?

There were three children playing on the playground. One little girl was on the slide ready to slide down. Another girl pushed her off and said, "It's my turn." And the second little girl went down the slide. As they were going back to their classroom, the second little girl fell down on the sidewalk and hurt her knee. She lay there crying as the first little girl walked by with the other children. They remembered how she had acted on the slide. What should they do now?

Your mother needed your help and asked you to set the table for her before you went outside to play. You forgot. When you came back in, the table was already set. You told her you were sorry. Your mother said, "That's okay, we all forget sometimes, I forgive you." Later that night, you asked your big sister to help you with your math. She forgot, and it caused you to miss your favorite television show while you finished your math by yourself. You decided to get even with her and not tell her about an important phone call. Was this right or wrong?

(Allow children time to respond to the different incidents. You may think of some that would be more appropriate for your class.)

Jesus was constantly forgiving people when He lived here on earth. He forgave Peter for denying Him. He forgave the woman at the well. He even forgave one of the men on a cross beside Him as

He was being crucified. He asked God to forgive the people who crucified Him and treated Him so badly. And now He is forgiving each of us many times each day as we ask Him.

Jesus told a story about forgiveness in the book of Matthew. (Take out visualized story.)

(Card 1, Beacon 35) A certain king sent for a man who owed him a large sum of money. This man had never paid back any of the money that he had borrowed. The king ordered that the man, his wife, and his children be sold as slaves. Then all that the man had would be sold as payment.

The man fell on his face before the king and pleaded, "Please be patient; I will repay all that I owe."

The king felt sorry for the man and forgave him the whole debt. The man no longer owed the king anything.

(Card 2, Beacon 36) The same man went out and found a servant who owed him a small amount of money and ordered him to pay. The servant pleaded with the man, "Please give me a little more time; I will repay it soon." The man refused.

(Card 3, Beacon 37) The servant fell on his knees before the man begging. But the man wouldn't change his mind. He would not forgive the servant, and he put the servant in prison.

(Card 4, Beacon 38) Soon the king heard what

the man had done. The king told the man, "I forgave you completely. Why should you not do likewise and forgive your servant?"

The king was very upset and ordered the man to be put in prison until the debt was paid.

Jesus said that if we want to be forgiven, we have to forgive each other. This means more than just saying, "I'm sorry." How would it be if Jesus forgave you of all your sins, but He did not forget them? (Allow for response.) He wants us to forgive and forget.

Would someone please read Matthew 6:15? Those are pretty strong words, aren't they? This is Jesus speaking, and He says in His Word that if we cannot forgive each other, He cannot forgive us.

I want you to bow your head now and think for a moment about something you have done. You have already asked Jesus to forgive you. You know that He did forgive you, because His Word promises He will. Now think of something someone has done to you. Did you forgive them? If not, ask God to help you forgive just as He has forgiven you. (Close the prayer.)

Activity: Each word of the memory verse (Ephesians 4:32) can be found in the puzzle on the activity sheet. See if the children can find the words and write out the memory verse. Give memory-verse shape to everyone.

Find the memory verse in the puzzle, and write it out below the puzzle.

C	G	I	E	V	E	N	K	N	P	B	T
R	F	N	S	O	U	S	E	M	O	A	E
Y	S	O	N	E	T	V	R	S	V	R	N
O	Q	V	R	S	I	E	C	R	W	A	D
U	L	N	I	G	O	D	F	E	J	S	E
F	O	R	R	P	I	G	D	H	C	A	R
M	H	O	O	H	Q	V	O	T	E	K	H
C	F	O	I	A	H	B	I	O	R	E	E
A	K	N	E	T	A	T	R	N	B	C	A
L	I	E	U	H	S	C	S	A	G	W	R
J	B	V	B	K	P	G	H	V	I	M	T
B	E	A	B	C	Y	E	C	D	E	O	E
N	T	K	I	N	D	S	U	W	F	N	D
T	O	K	D	E	F	T	V	A	G	E	A
A	N	O	T	H	E	R	W	O	R	N	Z

Learning From God's Word

God's Word — Star Awards

Activity Number 3

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Children will review the main ideas and the Star Awards requirements taught in Lessons 7-9.

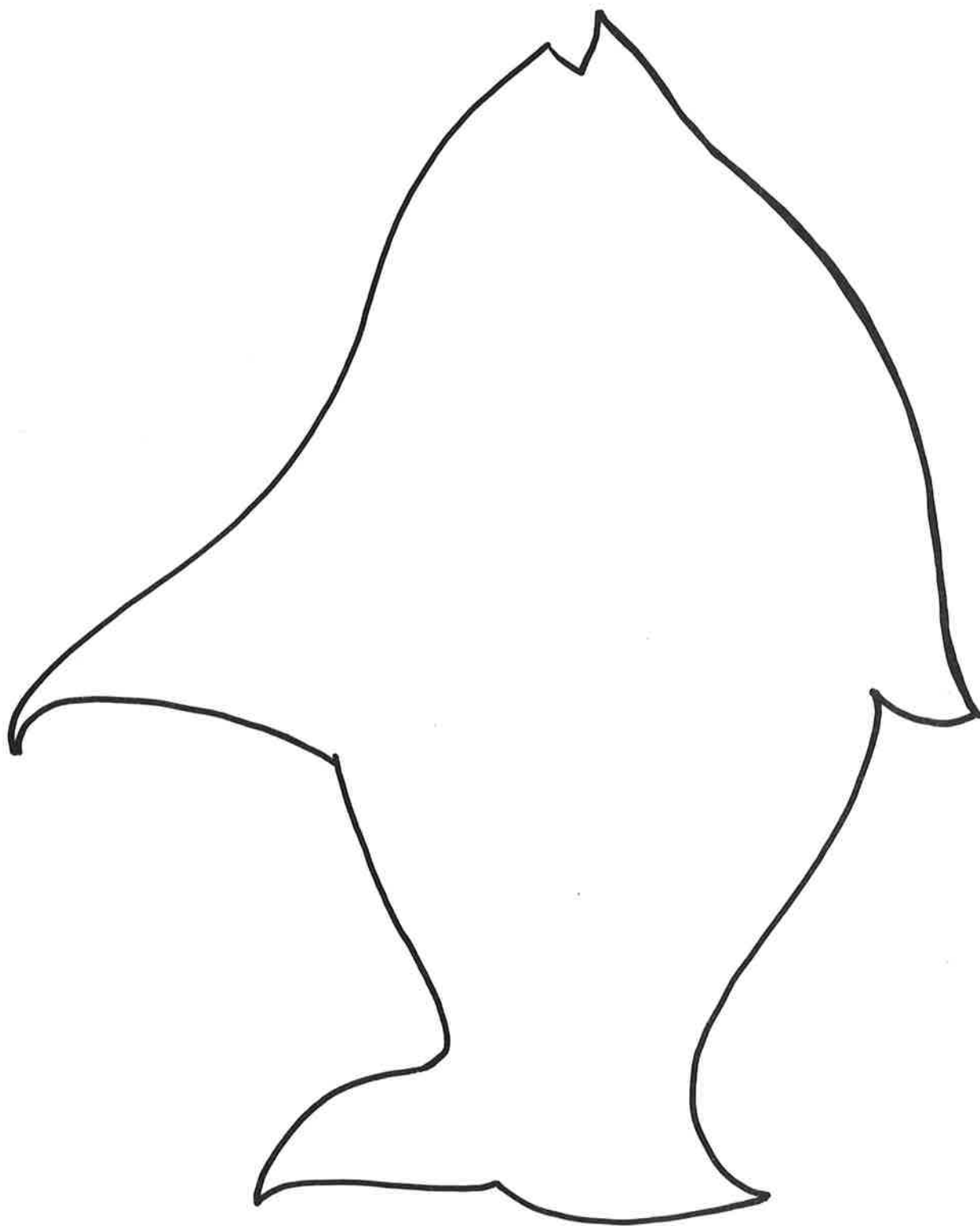
Materials Needed: Fishbowl, fish made from construction paper, questions on small pieces of paper — enough to be attached to all the fish with a paper clip, a fishing pole made with any kind of small rod, and a string with a small magnet attached to the end.

Lesson Approach: Let the children take turns fishing. When they catch a fish, have them look at the question and answer it. If they are unable to answer, they should fasten the question back to the fish and put it back into the bowl. If they answer correctly, they keep the fish. The one with the most fish wins. Have prepared a badge with *Fishing Champ* written on it for the winner. You may want to have a small token for all the children.

Art Page: See the pattern for the fish at the end of this activity.

Star Awards Review Questions for Lessons 7-9

1. Say Ephesians 4:30.
2. What does *obedience* mean? (doing what you are asked without complaining)
3. Who was very obedient to God? (Abraham)
4. Who was obedient to Abraham? (Isaac, his son)
5. What did God provide for the burnt offering? (a ram)
6. Say Ephesians 4:32
7. Who stopped and helped the hurt man? (the Samaritan)
8. Why did the Samaritan help the hurt man? (answers will vary)
9. What does it mean to forgive? (saying you forgive and meaning it by forgetting)
10. Who is constantly forgiving you and me? (Jesus)
11. What does Jesus teach about forgiveness? (If we want forgiveness, we must be willing to forgive others.)



The Bible Teaches Us to Be Followers of God

God's Word — Lesson 10

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that God's Word teaches us to follow Him in all we do. We are to be Christ-like in everything.

Text: Matthew 4:18-22; 9:9; 10:1-4; Mark 3:16-19; John 1:35-49; Acts 1:13

Materials Needed: Bible, twenty large footprints made from poster board with different directions written on each, activity sheet, and pencils for each child (For footprint, see Beacon 39 in visual packet.)

Memory Verse: *"Be ye therefore followers of God, as dear children"* (Ephesians 5:1). (Visualize on a one-way-sign shape.)

Songs: "Footsteps of Jesus" (found in most hymnals); "Disciple Song" (sung to the tune of "Jesus Loves Me" — words on activity page); "Book of Books" (*Salvation Songs Number 2*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Word and for His help in following Him.

Lesson Approach: (Lay out the twenty footprints on the classroom floor, mixing the two different paths.)

We are going to start our lesson today with the memory verse found in Ephesians 5:1. (Show the memory-verse shape and have someone read it.) What do you think this verse means? (Allow time for response — to obey, do as God teaches, try to be like Him.)

Sometimes it is difficult to follow. We usually have to watch the person we are following very closely or read the directions we are following very carefully.

I'm sure you noticed the footprints on the floor as you came into the room. The green ones have things written on them that God wants us to do in following Him. The yellow ones are things we should not do if we are following God. Let's see who can stay on the right path. You are to read the directions on each before stepping on it. Then count how many green footprints and how many yellow footprints you step on. (Allow time for all children to follow the path without wasting time.)

Which path were you following the most? Was it hard to keep on the green footprints? You had to read the directions carefully, didn't you?

Many verses in the Bible give directions for following Jesus. There are also certain requirements for following Him. One main requirement is to be willing to follow.

Let's take a look at some of the first people who were willing to follow Jesus. There were twelve men. Each man was very different from the others. Each one of you is very different from everyone else.

One day Jesus saw two fishermen throwing a net into the water trying to catch some fish. They were brothers named Peter and Andrew. Jesus called out to them saying, *"Follow me, and I will make you fishers of men"* (Matthew 4:18). The two brothers dropped their nets and followed Jesus.

A little farther down the road were two more brothers named James and John. They were mending their nets beside the sea. Jesus said to them, *"Come with Me."* They dropped their

nets and followed Him, too.

The next day Jesus met Philip and said, *"Follow me."* Philip was so excited he ran and found his friend Nathanael, better known as Bartholomew. They both gladly followed Jesus.

Later, others were called and were willing to follow Jesus. They were Thomas, Matthew, James, Thaddeus, Simon, and Judas Iscariot. These twelve men went with Jesus for about three years and were willing to follow Him and learn from Him. They became known as Jesus' disciples.

Just as the important step for these men was to be willing to follow, so is the same step necessary for us as Christians today.

Are you willing to be a follower of God? (Allow for response.) Let's see how well you can follow. Earlier you tried following footprints that had directions written on them. Now let's see how well you can follow me. Do you think you can follow and do everything that I do? (Move around the room, making different unex-

pected motions. The point you are trying to make is to show the children that it isn't easy to follow if you do not know what you are expected to do.)

What could I have done to make it easier for you to follow me? (Encourage response. I could have given directions, shown an example before time, told you what I was going to do, made a map, etc.) God does all this for us in His Word. We have the best example — Jesus. We have the best directions — the Bible.

Let's bow our heads and thank God for our example in Christ and for our directions, God's Word.

Activity: Hand out the activity sheet and pencils. After the children have finished this activity, pass out the memory-verse shapes to each child. Write the memory verse on the shapes. If time allows, let the children practice saying the memory verse to each other. Encourage them to see how closely they can follow the correct wording of the memory verse.

Use the footprint pattern in the visual packet. You will need to make ten from green construction paper or poster board and ten from yellow. You may turn the pattern over to draw the other foot.

On the green, write the following direction:

1. Love one another
2. Trust in God
3. Have faith
4. Tell the truth
5. Be kind
6. Read your Bible
7. Obey your parents
8. Give to the church
9. Worship God
10. Follow Jesus

On the yellow, write the following directions:

1. Tell a lie
2. Steal
3. Disobey parents
4. Hate
5. Be unkind
6. Start a fight
7. Be selfish
8. Don't go to Sunday School
9. Do not share
10. Say bad words

HOW WELL DO YOU FOLLOW?

1. Read this paper all the way through before writing anything or doing any of the things suggested.
See if you do everything correctly.
2. Touch your nose.
3. Count your toes.
4. Wave to your neighbor on your left.
5. Smile to your neighbor on your right.
6. Sing a happy song.
7. Cross your left leg over your right.
8. Turn around.
9. Do not do 2 through 8.

Only as we study God's Word and follow His example carefully can we be followers of God.

Words for song: "Jesus Disciples" or "Jesus Called Them"

First Verse:

Jesus called them one by one,
Peter, Andrew, James, and John.
Next came Philip, Thomas, too,
Matthew and Bartholemew.

Chorus:

Yes, Jesus called them,
Yes, Jesus called them,
Yes, Jesus called them,
And Jesus calls you, too.

Second Verse:

James, the one they called the less,
Simon, also Thaddeus,
Twelve apostles, Judas made,
Jesus was by him betrayed.

The Bible Teaches Us to Love as Christ Loves

God's Word — Lesson 11

BEACON Star Awards

- Bible Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that God's Word teaches us to follow Christ by loving others as He loves us.

Text: John 21:15-17

Materials Needed: Bible, memory-verse shape for teacher and for each child, teacher's memory-verse shape from Lesson 10, activity sheet and pencils, three circles from visual packet — Beacon 40-42

Memory Verse: *"Walk in love, as Christ also hath loved us"* (Ephesians 5:2a). (Visualize on a one-way-sign shape.)

Songs: "God's Love Is Like a Circle" (sung to the tune of "Stand Up, Stand Up for Jesus" — words found at end of lesson); "Sermon in Shoes" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "Book of Books" (*Salvation Songs Number 2*, Child Evangelism Fellowship Press)

Prayer: Thank God for His love and ask Him to help us to love others as He loves us.

Lesson Approach: Our last Bible lesson was about following God. Who can tell me the memory verse? (Ephesians 5:1: *"Be ye therefore followers of God, as dear children."* Show memory-verse shape from last lesson.) How do we know how to follow God? (Allow for response.) That's right. We must be willing to study His Word and allow the Holy Spirit to lead us.

Today we are going to learn one way to follow God. (Hold up memory-verse sign: *"Walk in*

love, as Christ also hath loved us," [Ephesians 5:2].) Would someone like to read this? That is a big order, isn't it? We are to love others as much as Jesus loves us. How can we do this? We just sang a song about God's love and how it is like a circle with no end.

(Show circle 1.) The Bible has been called God's love-letter to man. Throughout it are examples of God's love. All the stories in the Old Testament lead up to God's greatest example of His love for us — giving His Son so that we might be saved.

(Show circle 2.) In John 21:15-17, we see Jesus talking with Peter, trying to get him to understand what love meant. That love is not just a word we say; it is something we do also. It is how we treat other people. Let's read what Jesus and Peter said. (Read John 21:15-17 with much expression.) Jesus wanted Peter to realize that loving Him meant caring for His lambs. This means His people, and that includes you and me.

It is easy to say "I love you" to someone. But what about the times when someone hurts your feelings? Is it easy to still love him or her? Love keeps on going around and around even when feelings have been hurt.

(Show circle 3, or direct children's attention to a table to use as an object lesson.)

A good, loving Christian can be compared to a table.

Just looking at this table, what would you say about it? (Allow for response.) That's right, it is pretty. It looks good. It looks strong. A Christian should always try to present a strong Christ-

like appearance to everyone.

Do you think that this table is level? It needs to be level to hold food. If not, the food might spill or slide off. How can Christians be level? They can be honest with one another, even with people they might not like so well.

What else could we say about this table? It is made to hold things, isn't it? It could hold dishes, books, or a pretty vase. How does this affect you as a Christian? (Allow time for response.) You are to hold love for one another all the time, not just when things are going well. It's easy to love someone who loves you in return, but what about someone who has been ugly or unkind to you?

Who can think of one more thing about this table? (Wait for response.) That's right, we can sit down and eat from it. It's made to serve people. Would you say this table could be a servant? You and I are to serve other people, too. That would make us servants, wouldn't it?

The Bible says that one of the greatest things you and I can do as Christians is to serve others. Jesus was a servant. Everywhere He went, He served people, didn't He? Jesus served, cared for, and loved people at all times.

(Show memory-verse shape for Ephesians 5:2 again.) _____ (child's name) _____, would you read this again? (Then show memory-verse shape for Ephesians 5:1.) _____ (child's name) _____, would you read this? If you and I are to walk in love and be God's followers, we are to try to imitate Christ.

Let's try to be more like a good table. We need to always make a Christ-like appearance to others, always be on the level with others, always hold love for others, and always serve others. If we are like good tables in these areas, we will be able to follow Jesus more closely in loving as He loves.

Let's bow our heads now and ask God to help us to love others more like He loves us.

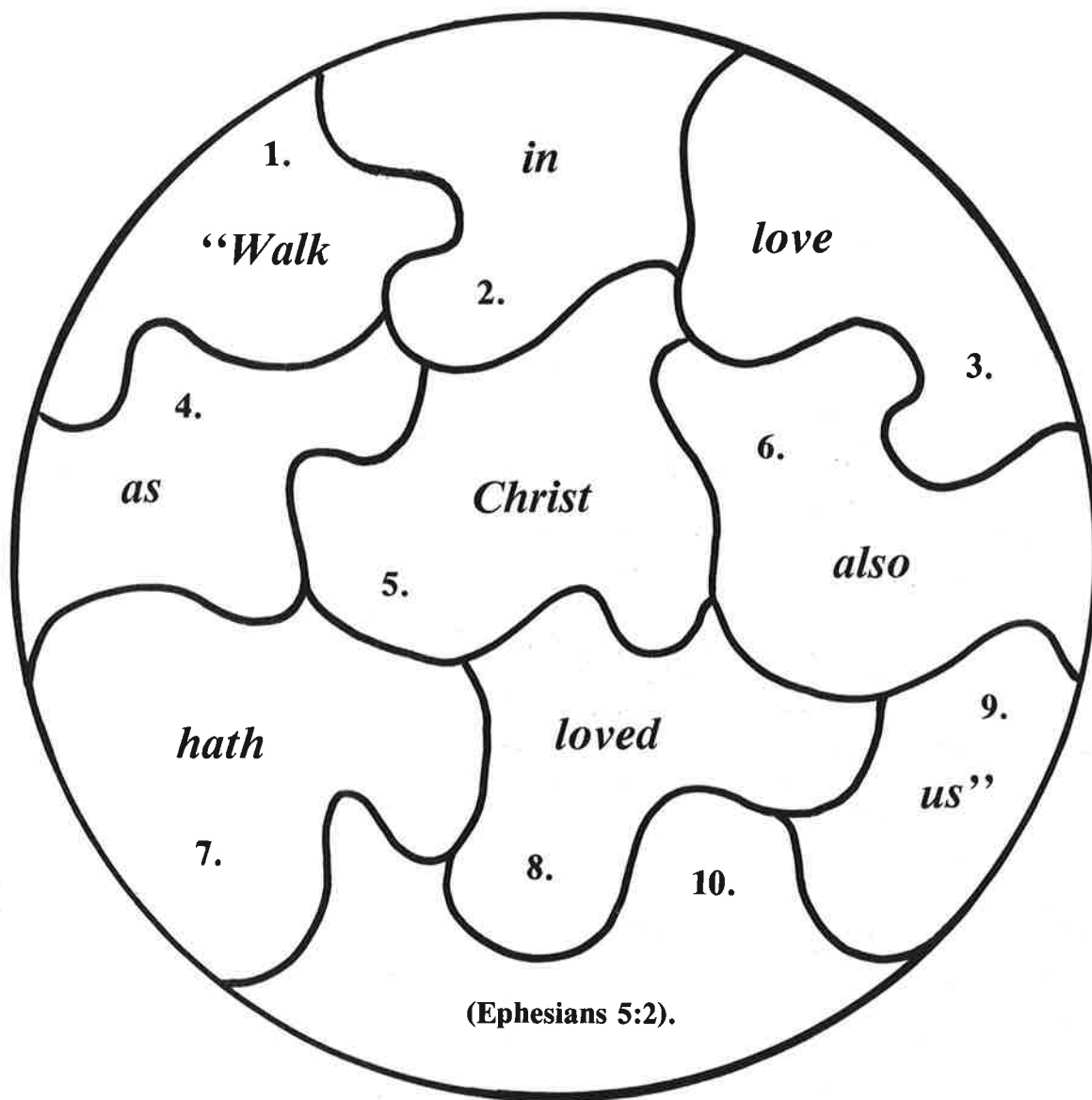
Activity: Have a puzzle for each child. Have him look up the references on each puzzle piece. The puzzle pieces are numbered 1 through 10. Have someone read the Scripture reference before placing that puzzle piece on the circle. After all references have been read and all puzzle pieces have been put in the proper places, the children may glue the pieces and color them. The memory verse will be revealed after all the pieces of the puzzle are put together. To use a stronger type of paper such as poster board or art paper would be good.

Be sure to pass out the memory-verse shapes to add to the children's ring binder.

Activity Sheet: Use the pattern for a round puzzle with ten pieces. Each piece should be numbered to correspond with the references given below. The memory verse should be written on the circle in bold letters so that when the puzzle is put together, it will be revealed.

1. Colossians 3:14
2. John 3:16
3. Jeremiah 31:3
4. John 14:15
5. Matthew 22:39
6. John 13:35
7. I John 4:16
8. Romans 12:9
9. I Corinthians 13:13
10. John 15:12

God's love is like a circle,
A circle big and round.
For when you see a circle,
No ending can be found.
And so the love of Jesus
Goes on eternally.
Forever and forever
I know that He loves me.



The Bible Teaches Us to Give as Jesus Gives

God's Word — Lesson 12

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that the Bible teaches us to follow Jesus' example in giving to others.

Text: Matthew 25:34-40

Materials Needed: Bible, seven visual cards to use as a flip chart (Beacon 43-49), activity sheet and pencils for each child, memory-verse shape for teacher and children, several of the other memory verses

Memory Verse: *"Christ . . . hath given himself for us an offering and a sacrifice to God for a sweetsmelling savour"* (Ephesians 5:2). (Visualize on a one-way-sign shape.)

Songs: "Sermon in Shoes" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "I Have Decided to Follow Jesus" (*Salvation Songs Number 4*, Child Evangelism Fellowship Press); "Let's Meet a Christian" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Word and for His Son Jesus as our example in giving.

Lesson Approach: All through our Beacon Bible lessons, we have studied about God's directions for our lives. (Show some of the memory verses on the different shapes.) Just as there are different signs to give us directions as we travel down the road, God's Word is full of different directions for us.

Our verse for today is Ephesians 5:2, *"Christ . . . hath given himself for us an offering and a sacrifice to God for a sweetsmelling savour."* (Show shape.) Jesus gave himself as an

offering for us. He was our sacrifice to God, and it was very pleasing to God.

If we are to follow God's directions for our lives, we will want to follow Jesus' example completely, even in giving. How do you think we can do that? (Allow for response.) How can you give yourself to God as an offering which will be pleasing to Him? Let's see if this flip chart can give you some ideas.

(Picture 1, Beacon 43) There are two heads here, and it looks as though one of them wants to please God. He has asked Jesus to be his Savior, and he wants only to please Him. He has already given his heart to God. He knows that he belongs to God. What about the other head? Do you think he is trying to please God?

(Picture 2, Beacon 44) These happy lips want to belong to Jesus. They sing His praises and tell others about Him. They would never say unkind words to someone. I'm not so sure about these other lips. What do you think? Sometimes they say cross words, even bad words. Sometimes they sass Mother and make fun of others.

(Picture 3, Beacon 45) Look at these eyes. Eyes that belong to God will look for ways to help other people. They can see ways to help Mother and pick up toys. They can see ways to be friendly to others. Which eyes do you think belong to God?

(Picture 4, Beacon 46) Hands are so useful. God was good to give us hands. Hands that belong to God are always eager to help others. They can pick up toys, maybe help dust the furniture, or help Daddy in the yard. Which

hand would grab a cookie away from a little brother? Which would take something that doesn't belong to him? Which might slap someone? Would the one that belongs to God do these things?

(Picture 5, Beacon 47) What about ears? What would an ear that belongs to God do? That's right, he would listen in Sunbeams and church. He would also listen to his mother and daddy. He would be eager to listen and learn more about Jesus.

(Picture 6, Beacon 48) Now we are down to feet. A foot that belongs to God will come quickly when his mother calls. He will be eager to walk to church. He would never put himself upon the furniture or run in church.

(Picture 7, Beacon 49) What about it, boys and girls? Do you have any ideas yet on how you can

give yourselves to God? (Encourage response.) God gave us our heads, hearts, lips, eyes, hands, ears, and feet, didn't He? Shouldn't we give them back to Him?

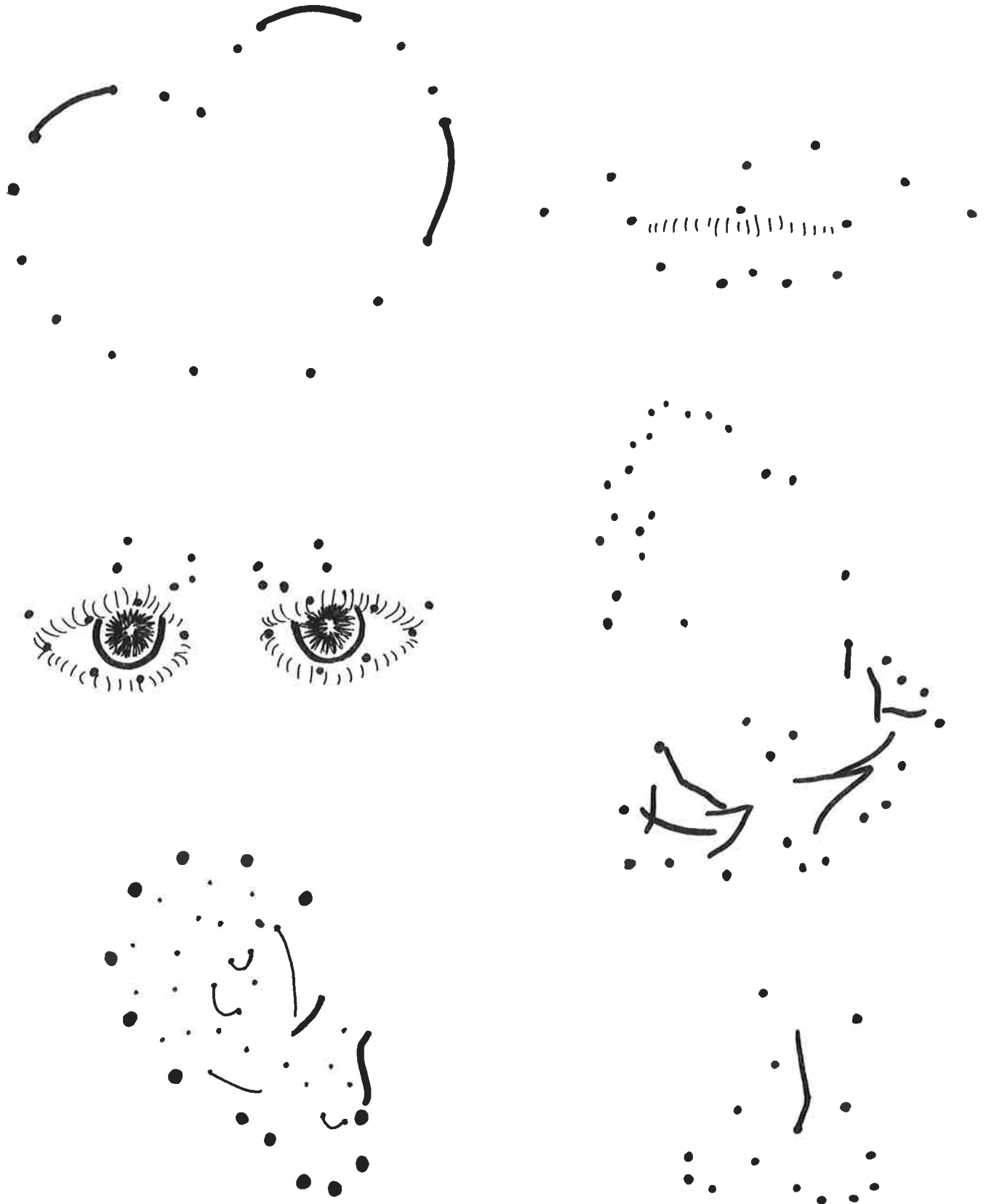
Jesus told us in Matthew 25:34-40 what we must do in giving ourselves to Him. I want you to listen carefully as I read what Jesus said. (Read with much expression.)

As we love and give ourselves to others, we are giving ourselves to God. And it will be pleasing to Him.

Let's thank God for His clear directions in His Word showing us how to love and give.

Activity: Pass out activity sheets and pencils to each child. After he has finished, give him the memory-verse shape with the memory verse already written on it. Encourage him to add the verse to his ring binder and study it.

I Will Give Myself to God. I Want to Be an Offering That God Will Use to Do His Work.



“Christ hath given himself for us an offering and a sacrifice to God for a sweetsmelling savor” (Ephesians 5:2).

God Wants Us to Give Ourselves to Him

God's Word — Star Awards

Activity Number 4

BEACON Star Awards

- Bible
- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Children will review the main ideas and Star Award requirements taught in Lessons 10-12.

Materials Needed: Different parts of the body made from poster board and paper fasteners for all students (Patterns for the different body parts are Beacon 50-54 and are in the visual packet.)

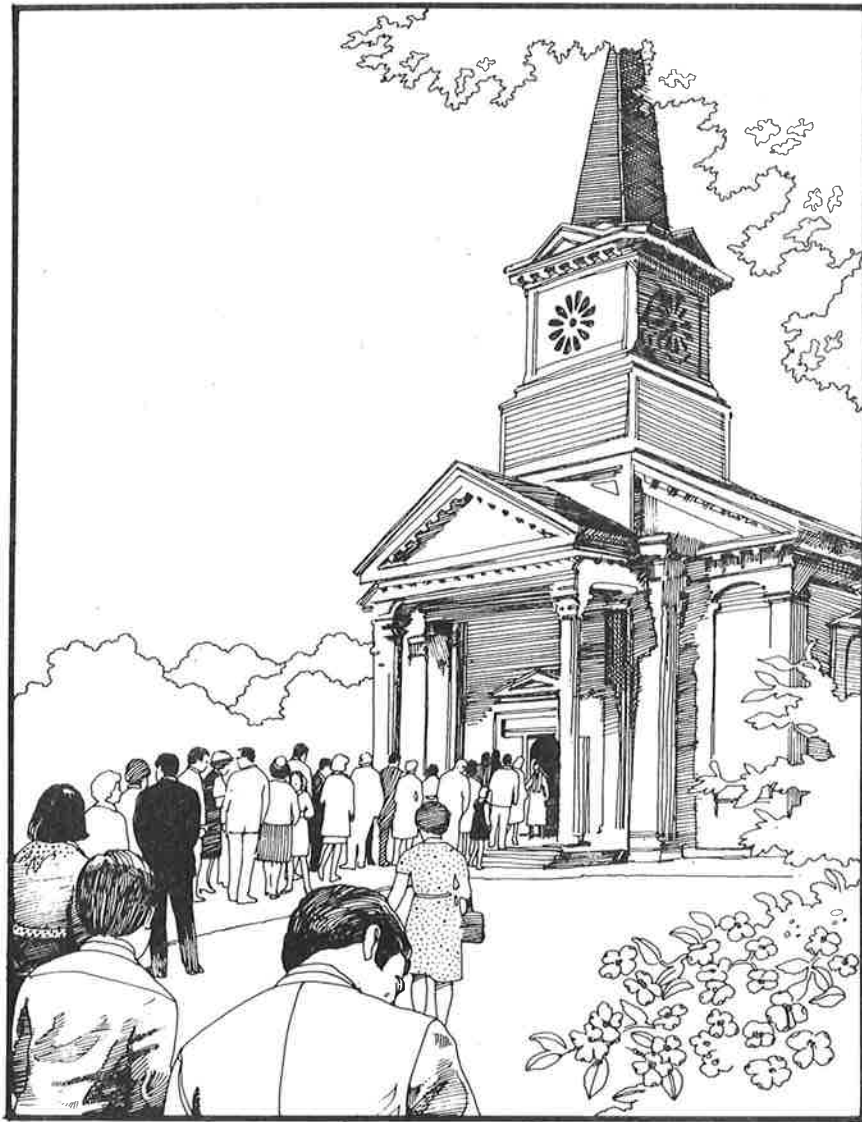
Lesson Approach: Prepare different parts of the body, especially the parts that we talked about in Lesson 12. Have the different parts in an envelope. Each child will need one of these. Tell the children that each one is going to try to make a complete person who will be able to give himself to God. They must be able to answer all the questions in order to make their person complete. Have plenty of paper fasteners on the table to fasten the parts together. Do not let them look into their envelopes. As you ask a question, see who can answer. Each one may then reach into his envelope and take out a body part. Keep asking questions until the first "person" is

completed. If time permits, keep asking questions until each child has his person complete.

Star Awards Review Questions for Lessons 10-12

1. Say Ephesians 5:1.
2. Who were the first people who followed Jesus? (His disciples)
3. What is one main requirement for following Jesus? (One must be willing.)
4. Where do we find directions for following God? (in the Bible)
5. Say Ephesians 5:2.
6. What is the first way we learned to follow God? (in love)
7. With whom did Jesus talk, trying to get him to understand about love? (Peter)
8. What did we learn that we can try to be like in following God? (table)
9. As we love and give ourselves to — — — — —, we are giving to God. (others)
10. What must we give as an offering to God? (ourselves)

God's Workers



Jesus Established the First Church

God's Workers — Lesson 1

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that Jesus established the first church and taught His apostles to carry on His church.

Text: Matthew 16:13-19; Ephesians 5:23-27

Memory Verse: “*Christ also loved the church, and gave himself for it*” (Ephesians 5:25).

Materials Needed: Visuals for this lesson are provided in the visual packet. You will need Beacon 55-60. These should be: (1) figure of Jesus; (2) flashcard reading *Holy Spirit*; (3) flashcard reading *God-Called Leaders*; (4) figures of several apostles in one group figure; (5) several other Bible-time men in one figure; (6) a modern-day pastor or church leader. The memory verse should be written on a large figure of a church, Beacon 61, which should be backed with poster board or construction paper to make it more sturdy. All pieces may be backed with flocked paper or felt or pieces Beacon 56, 57, and 61 (*Holy Spirit*, *God-Called Leaders*, and the memory verse visual) may be prepared as flash cards by backing them with poster board or construction paper. Each one might also be laminated or covered with clear contact paper for added durability. Make a copy of the activity page for each child. Scissors, crayons or colored markers, glue, and felt (optional) are needed.

Songs: “There’s a Welcome Here” (*Action Songs for Boys and Girls, Volume 7, Singspiration*); “This Is God’s House” (*Sing and Be Happy Songs for Children, Rodeheaver Company*); “The Church’s One Foundation”

(*Primaries and Juniors Sing*, David C. Cook Publishing Company)

Prayer: Thank God for the love which Jesus has for His churches and for the church which we attend.

Lesson Approach: Announce that you are going to play a simple game. Tell the children to do exactly as you do. (Perform several simple acts such as raising your hands, standing up, sitting down, clapping your hands, and turning around in place.) This is a form of a very familiar game which you have all probably played many times. It is called “Follow the Leader.” In the past when you have played “Follow the Leader” which did you enjoy more, being the leader or one of the followers? (Allow time for discussion.) Most of us would rather be a leader. We think that it is more fun to be able to tell others what to do than to have to follow someone else. When we’re talking about games, it’s fun to take turns being the leader.

Think of all the responsibility a leader has in real life. What are some types of leaders that we know? (As answers are given you might want to write them on the chalkboard. To get the answers started, you might mention the mayor of a city or the president of a company. Others that might be listed are: governor, school superintendent, school principal, senator or representative, judge, vice-president of the United States, and/or president of the United States.) These people and many others make decisions every day which affect thousands of people and

sometimes concern millions of dollars. As important as these people are, and as many decisions as they make, they can never hope to be perfect in everything they do.

There is one man who has been the leader of millions of people for almost two thousand years. That man is Jesus. (Place figure Beacon 55 on the flannelgraph board.) While He lived here on earth He established something which has lasted longer than any government, company, school, or organization. He established the church. He began the church years ago as He called disciples to come and follow Him. The first followers were called *apostles*. There were twelve of them. They were: Peter, Andrew, James, John, Bartholomew (Nathanael), Thomas, Matthew, Thaddaeus, James (son of Alphaeus), Simon, and Judas.

In a physical body, Jesus is no longer with us. How does He lead the church today? (Through the Holy Spirit and God-called leaders. Place Beacon 56 and 57 on the board.) The Lord planned it so that the true churches would never disappear but would always remain until His return. (Read Matthew 16:13-29 and Ephesians 5:23-27.) Jesus preached and taught during His ministry on earth. (Remove flashcards *Holy Spirit* and *God-Called Leaders*, Beacon 56 and 57. Place figure 58 near Jesus.) He prepared His apostles and others to carry on the work of the church after He was no longer physically on

earth. (Remove Jesus, Beacon 55. Place figure Beacon 59 near the apostles.) The apostles then trained others to carry on with the work. (Remove all figures. Place figure Beacon 60, the modern-day pastor or church leader, on the flannelgraph board.) Today young men who are called by God train to be pastors and other church leaders. Others train to teach or work in the music ministry.

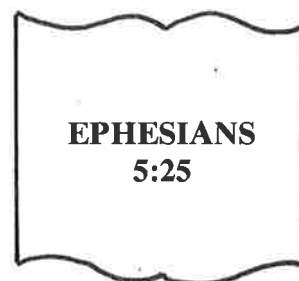
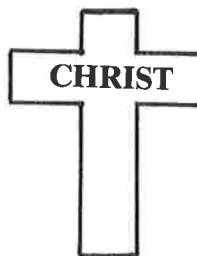
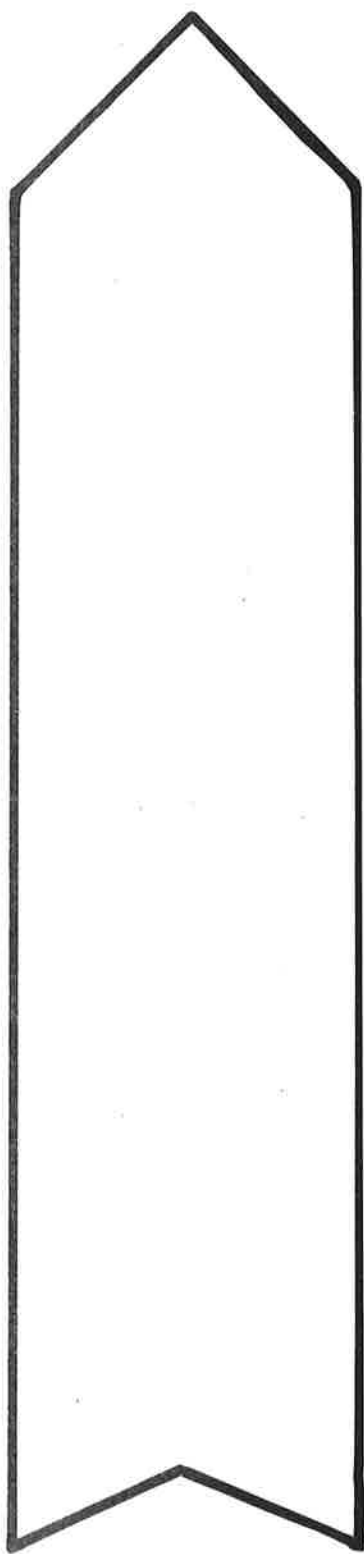
Why has all this effort been put into the church for so many years? Because Christ loves the church. (Show the memory verse visual, Beacon 61.) He gave His life that the church might continue to grow and do His Father's will on earth. (Say the memory verse several times with the children and help them memorize it.)

Aren't you glad that you and I have the opportunity to be part of something which has had such an influence for good on the lives of so many people and in so many cities, towns, and villages around the world? Let's pray, thanking God for Jesus, who established the church, and especially for our church where we can worship, work, and serve God together. (Lead the children in prayer. Sing several of the suggested songs.)

Activity: Provide each child with a copy of the following activity. Each child may use the paper bookmark or use it as a pattern for a felt bookmark. Have the children color each of the small figures and cut them out. Let each child glue his pieces in order onto the bookmark.

The Star Awards requirements list an additional verse for Beacons to know. You may use this verse as a memory project during the study of the church.

"Ye . . . are built upon the foundation of the apostles and prophets, Jesus Christ himself being the chief corner stone" (Ephesians 2:20).



Why Do We Have Church?

God's Workers — Lesson 2

BEACON
Star Awards
Bible

- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn the main purpose of the church is to carry on the work Jesus started. The church is people working together to tell others about Jesus and what He did for them.

Text: I Corinthians 12:12-27; Acts 2:41-47

Memory Verse: *"They continued steadfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers"* (Acts 2:42).

Materials Needed: Collect magazine pictures of all types of people: children, older persons, those who are short, tall, fat, thin, and people of different races. Mount each picture on construction paper. Each picture may be covered with clear contact paper if you want to make it more durable. Visuals for the lesson are included in the visual packet. You will need Beacon 62-71. Color and cut out each figure. Back each one with flocked paper or felt.

The following figures are needed for the lesson: (1) a foot; (2) a hand; (3) an ear; (4) an eye; (5) a nose; (6) a head. Flashcards for the following should also be in the packet: (1) *preachers*; (2) *pianists*; (3) *soloists*; (4) *teachers*. A copy of the activity sheet will be needed for each child. Pencils and crayons or colored markers will be needed.

Songs: "I'm in the Lord's Army" and "I Love to Hear of Jesus" (*Action Songs for Boys and Girls, Volume Seven, Singspiration*); "Our Church" (*Primaries and Juniors Sing*, David C. Cook Publishing Company.)

Prayer: Thank God for the church and pray

for His help in being a good church member. Pray for those who may not have accepted Christ, which is necessary before one can become a member of the church.

Lesson Approach: (Look your class over, mentally dividing the students into groups by hair color, color of eyes, height, whether they are boys or girls, etc.) All of the boys with brown hair (or whatever category you wish to use) stand here. (Indicate the place where you want them to stand.) All the blond-haired girls please stand here. (Indicate the place for this group to stand. Continue separating the class into groups until all the children are with a group.) I'm going to make several statements. Don't make comments now. We will discuss them in a few moments. All brown-haired boys will grow up to be preachers. (Hand the appropriate flashcard, Beacon 68 to a boy in that group. Have him hold the flashcard so that it can be seen.) All blond-haired girls will grow up to play the piano in church. (Have a girl in that group hold up the appropriate flashcard, Beacon 69.) All red-haired children will grow up to sing solos in church. (Hand the appropriate flashcard, Beacon 70, to a child in that group.) All blue-eyed children will grow up to teach a Sunday School class.

How many of you believe that the statements I have made are true? (Have the children raise their hands if they think the statements are true.) What keeps these statements from being true? (Discuss this question. Show the magazine pictures which you have prepared.) Each of us is different. We all have ways in which we are

similar, but no two humans are exactly alike. It is being discovered more and more that even identical twins are different in many ways.

One of the very special qualities of a good church is that all different types of people are able to work and worship together. Each church member brings his or her unique qualities into the church. If we let Him, God is then able to use these qualities in ways that will make our church pleasing to himself. Let's see how the Bible phrases this idea. (Have one or more students read I Corinthians 12:12-27 aloud. As the verses are read, place the prepared flannelgraph figures Beacon 62-67 on the board.) Paul compared the church to a human body. There are no two parts of the body that perform the same function. The mouth cannot smell; the ears cannot taste. Each body is also different. The function of a human body is a good illustration of how many different people can work together to do a good job for the Lord.

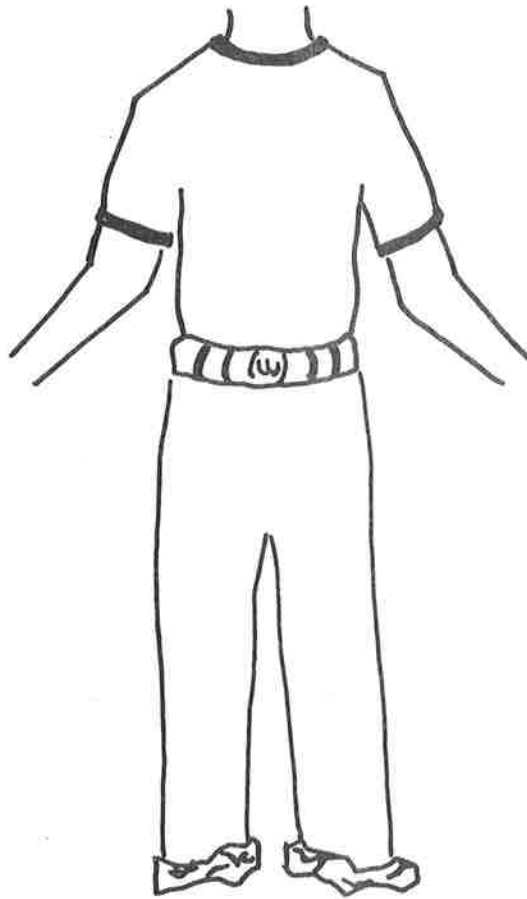
I am glad that I don't have to try to serve God as a _____ (name an area of service for which you *know* you are not called). God is able to use me in ways that fit my personality and my abilities. As you continue to grow in the Lord, you will begin to find ways to serve and worship God which exactly fit your personality and abilities. As adult Christians you will be able to work with others to form a church which honors

and glorifies God. Remember, no task is too small or too great if you are led by God to do it.

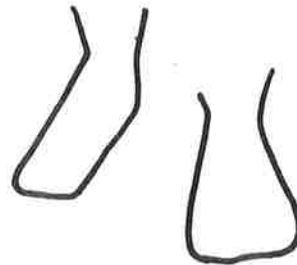
The book of Acts shows how the early church made these principles work. (Read Acts 2:41-47.) The early church knew how to work together, to love one another, and to serve the Lord. Because of their devotion to God and willingness to learn, pray, and participate, the church grew at an amazing speed. Three thousand souls were saved one day (Acts 2:41); five thousand were saved on another day (Acts 4:4). The church received new members every day (Acts 2:47). They shared, prayed, and studied, always praising God. That is the goal of every true church. It is what our church strives to do, also. The early church and the apostle Paul give us instructions on how to be a church that is pleasing to God.

(Lead the children in prayer. Sing several of the recommended songs. Help the children memorize the memory verse if that has not already been done.)

Activity: Using the small pictures as models, complete the body of Christ, the church, by drawing the parts onto the unfinished person. Draw a line from each of the parts which you have added. After group discussion, decide what church member position each part might represent. Label each part with the position the class has decided upon.



***“For the body is
one, and hath
many members”
(I Corinthians 12:12).***



Jesus Wants Each of Us to Become a Part of His Church

God's Workers — Lesson 3

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will review the plan of salvation and know the scriptural procedure and order for becoming a church member.

Text: Acts 2:14-21, 37-41; 8:35-38

Memory Verse: *"They that gladly received his word were baptized"* (Acts 2:41).

Materials Needed: Items such as a first-aid kit and first-aid book will be useful during the introduction. Visuals for the lesson may be found in the visual packet. Cut each one out and back with flocked paper or pieces of felt. Use Beacon 72-79. These figures should be: (1) figure of Peter; (2) speaking balloon — *"It shall come to pass that whosoever shall call on the name of the Lord shall be saved"*; (3) figure of Philip; (4) speaking balloon — *"Let me explain the scriptures to you"*; (5) sentence strips *All have sinned — Romans 3:23*; (6) *The penalty of sin is death — Romans 6:23*; (7) *Christ died for sinners — Romans 5:8*; (8) *Accepting Jesus as Savior is necessary for salvation — Romans 10:13; Acts 16:31*; (9) the memory verse visual which should be on the same large church figure that was used for Lessons 1 and 2. The memory verse visual is Beacon 61. Highlight the words with bright colors. Cut out the visual and back with construction paper or poster board. Make a copy of the activity page for each child. Glue, staples, metal fasteners (brads), tape, or yarn will be needed for each salvation booklet, as well as crayons or colored markers.

Songs: If possible, use a visualized song such as "S-A-L-V-A-T-I-O-N" or "Jesus Found Me"

(Child Evangelism Fellowship Press). If a visualized song is not available, sing songs such as "Numerical Chorus" or "Just Like Nicodemus" (*Salvation Songs for Children, Number 2*, Child Evangelism Fellowship Press).

Prayer: Thank the Lord that He continues to convict hearts and save souls. Pray that each of your class members will accept Jesus as Savior and make his salvation public by being baptized and becoming a church member.

Lesson Approach: How many of you have ever been hurt in an accident such as getting burned or being hit by a baseball? (Allow time for hands to be raised. Let one or two tell about his accident. Produce the first-aid kit and first-aid book.) Many times when an accident occurs someone will get a first-aid kit such as this one. He will apply bandages or whatever is necessary until the one who is hurt can see a doctor. When you get older you might take a lifesaving course at the swimming pool, or learn first aid or CPR (cardio-pulmonary resuscitation). You might be the one who has to help at the site of a car accident, or you might have to save a child from drowning in a swimming pool. It is so important to be prepared and to know what to do if an emergency takes place.

There is an emergency today and every day. Boys, girls, men, and women are dying every day without knowing Jesus as their Savior. If an accident happened, you wouldn't hesitate to do everything you could to help. In the same way, we should do everything we can to help people be

saved from an eternity in hell. Whatever we have to learn or whatever we have to do, it is worth it if we can point someone to God's plan of salvation.

Members of the early church were willing to be the Savior's helpers. Many preached and taught so that, one at a time or in groups, people could learn the way of salvation. Two of these helpers were Peter and Philip. (Read Acts 2:14-21 and 8:35. Place the figure of Peter, Beacon 72, on the flannelgraph board. Place the speaking balloon, Beacon 73, over his head.) God used Peter to preach to thousands of people on the day of Pentecost. Thousands of them were saved because of the message Peter preached. (Place the figure of Philip, Beacon 74, on the flannelgraph board. Place the speaking balloon, Beacon 75, over him.) In the scriptures which we read about Philip, he spoke to only one person, but that person also accepted Jesus as his Savior. Peter and Philip taught the same plan of salvation which we know today.

(Place the sentence strips, Beacon 76-79, on the board as each part of the plan of salvation is presented. Read each scripture and explain each verse.)

1. ALL HAVE SINNED — ROMANS 3:23
2. THE PENALTY OF SIN IS DEATH — ROMANS 6:23
3. CHRIST DIED FOR SINNERS — ROMANS 5:8
4. ACCEPTING JESUS AS SAVIOR IS NECESSARY FOR SALVATION — ROMANS 10:13; ACTS 16:31.

Peter and Philip did not use these same scriptures, but they taught the same facts. There is no other way to be saved than to believe that Christ died on the cross to take the punishment for all sin, and to ask Him to forgive your sins and

come into your life as Savior.

What was the result of the preaching and teaching that Peter and Philip did? (Read Acts 2:37-41 and 8:36-38.) After being saved, what did the new Christians want to do? (be baptized) Why did they want to be baptized? (to show publicly that they were Christians) When Jesus was baptized by John the Baptist, He said He did it to fulfill all righteousness (Matthew 3:13). He was giving His approval to this act of baptism as showing that one belongs to God and is going to do His work. Should baptism come before salvation? (no) Why? (One is not a child of God before salvation.) Acts 2 indicates that after baptism all those that were saved were members of the church.

(Place the sentence strips Beacon 76-79 on the board in mixed-up order. Let the children help you put them in the correct order.)

Help the children learn the memory verse by having each child in order say one word. Be sure to include the Scripture reference. When the verse has been said, start with a different child and say the verse again. Do this several times. You might then let each child say the verse alone. Lead the children in prayer. Sing several of the recommended songs.

Activity: Cut out the pages of the booklet. Put the pages in the proper order. Color the pictures. Punch holes at the side of each page. Fasten the pages together with metal fasteners (brads) or pieces of yarn.

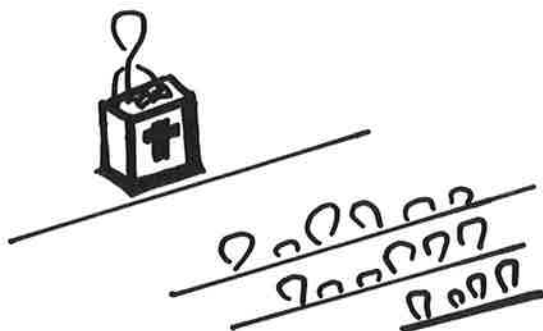
Additional Activity: Provide a sheet of 9" x 12" manila paper for each child. Let each one trace his hand on the page. Let each child write a salvation Scripture reference on each finger and the thumb and then color the hand the corresponding colors of the wordless book.

How to Become



a Church Member

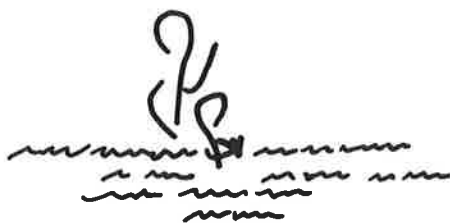
1. Hear the Word.



2. Accept Jesus as Savior.



3. Be Baptized.

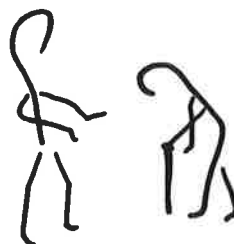


Then . . .

4. Study and Pray.



5. Serve the Lord.



Star Awards Review

God's Workers — Star Awards Activity Number 1

BEACON Star Awards Bible

- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: The students will review the material and Star Awards requirements contained in Lessons 1 — 3. The questions which do not receive an immediate response should be reviewed again until all children learn the material.

Memory Verses: *"Christ also loved the church, and gave himself for it" (Ephesians 5:25); "They continued steadfastly in the apostles' doctrine and fellowship, and in breaking of bread, and in prayers" (Acts 2:42); "Then they that gladly received his word were baptized" (Acts 2:41).*

Materials Needed: Make copies of the footprints for the review questions. Write a review question on one side of each footprint. You may color the other side of each footprint if you wish. On a long sheet of butcher paper draw a road and color it brown. The area outside of the roadway may be colored green to represent grass.

Write a review question on each of the footprints. Turn the footprints over so that the blank sides show and attach them to the roadway with Plasti-Tak or tape. At the top of the review poster write *"Come, . . . and follow me"* (Mark 10:21). Go over the review questions carefully, setting aside prepared lesson visuals which pertain to the questions. You may use these to review items which have not been completely learned by all the children. Memory-verse visuals may be used to review these verses.

Lesson Approach: Star Awards review is always exciting. I am thrilled to see how much each of you remembers about the last three

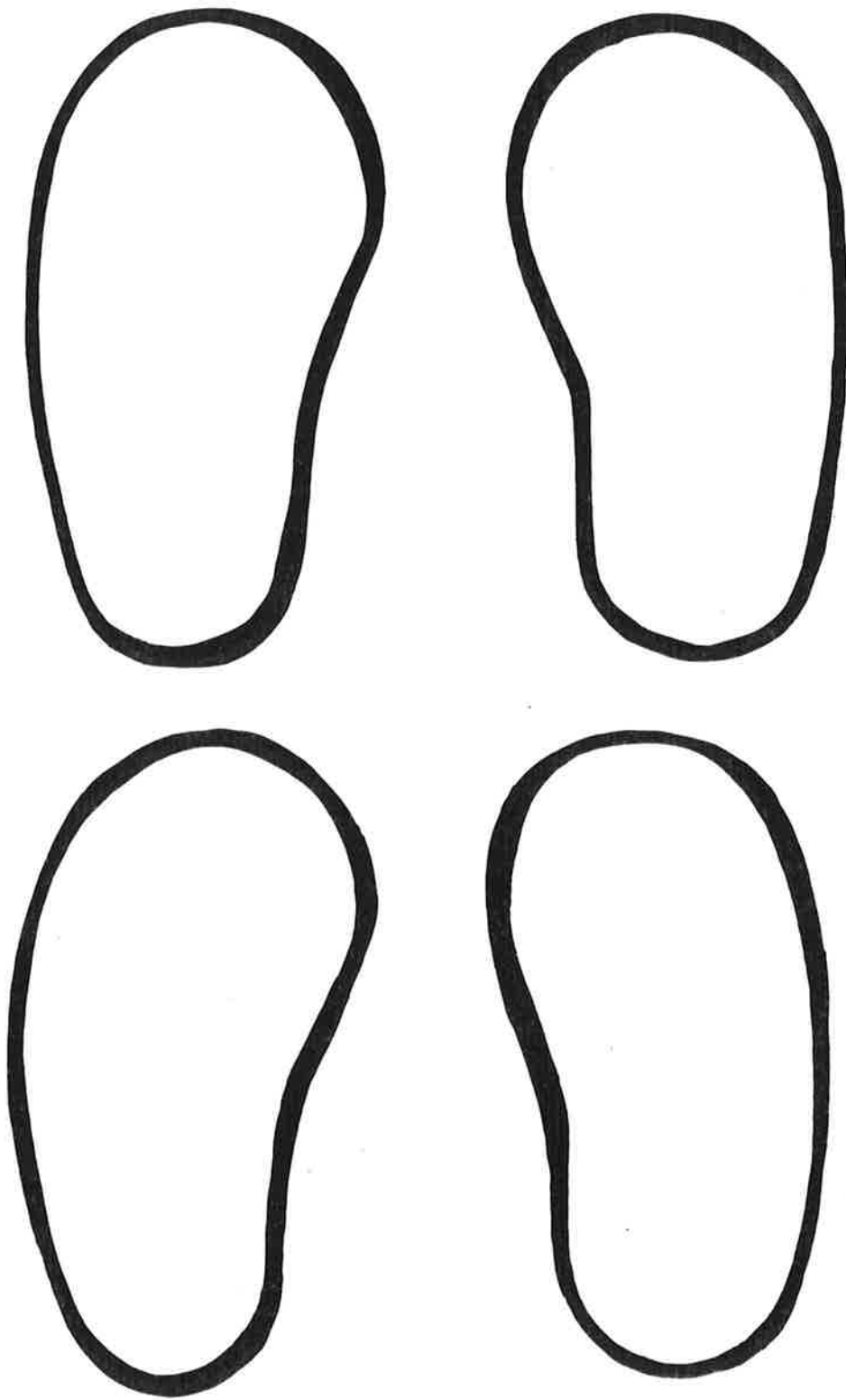
lessons. (Draw the students' attention to the review visual.) In Lessons 1 — 3 we have studied about Jesus, the church, and how to become a church member. The apostles and disciples down through the ages have followed in the footsteps of Jesus to maintain churches that are as strong as the one He established while He lived here on earth.

Each of you in turn will pick a footprint from the pathway. You will turn it over and read the question that is on the back. If you can answer the question, you may keep the footprint. If you cannot, it is to be replaced on the poster. (Proceed with the review, allowing each child to select a footprint, remove it from the poster, read the question, and answer it. Each child may keep the footprint of any correctly answered question. A small reward of gum, candy, a bookmark, etc., may be awarded to the person with the most correctly answered questions, or you may wish to give each child a small reward.)

Star Awards Questions for Lessons 1 — 3

1. What did Jesus establish during His ministry on earth? (the church)
2. Who were the first church members? (the apostles)
3. How does Jesus lead the church today? (by the Holy Spirit)
4. How does the Holy Spirit provide leadership for the church? (through God-called leaders)

5. Fill in the blanks. Jesus taught and prepared the _____ to carry on the _____. (apostles, church)
6. Fill in the blanks. The apostles taught and prepared other _____ to carry on the _____. (believers or disciples, church)
7. One leader in our church today is the _____. (Name the pastor.)
8. Name another leader in our church today.
9. Name another leader in our church today.
10. Say the memory verse for Lesson 1. (*"Christ also loved the church, and gave himself for it"* [Ephesians 5:25].)
11. What is each person called who joins the church? (a member)
12. Is each church member expected to do the same things in the church? (no)
13. Name a part of the body that Paul mentions in I Corinthians 12 as he describes the church membership.
14. Name another part of the body that Paul mentions in I Corinthians 12.
15. Whose work is the church carrying on? (Jesus' work)
16. What is the main purpose of the church? (to tell others about Jesus)
17. Before anyone can become a church member he must first be _____. (saved)
18. The first point in learning how to be saved is to learn that _____ have _____. Quote Romans 3:23. (all, sinned)
19. The Bible says that the penalty for _____ is _____. Quote Romans 6:23. (sin, death)
20. Who died to pay the penalty for sin for all people? (Christ)
21. What must you ask Jesus to forgive before you can be saved? (sins)
22. Fill in the blanks of this simple prayer of repentance. Dear Father, I believe that _____ died on the _____ to take the _____ for my _____. Please _____ me of my sins. I ask You to come into my _____ and be my _____. Amen. (Jesus, cross, punishment, sins, forgive, heart or life, Savior)
23. What is the next step to becoming a church member after salvation? (baptism)
24. Why can't baptism without salvation save you? (Only accepting Jesus as Savior saves you. Baptism is how we show others that we want to follow Him.)



God Gave the Bible as the Church's Guide

God's Workers — Lesson 4

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that God gave the Bible to be used as our church's guide and that our Church Covenant is based on Christian principles. They will also learn the importance of the words *infallible* and *inspired*.

Text: II Timothy 3:16, 17; II Peter 1:19-21

Memory Verse: *"The law of the Lord is perfect, converting the soul: the testimony of the Lord is sure, making wise the simple"* (Psalm 19:7).

Materials Needed: For the introduction a book of nursery rhymes or fairy tales and an encyclopedia will be needed. Visuals for the lesson are provided in the visual packet. The large Bible, Beacon 80, should be colored, cut out, and backed with poster board to increase its sturdiness. Other flashcard visuals, Beacon 81-86, are in the form of pages for the Bible. Color each one. Cut them out and attach all pages, which have been put in order, on the right-hand side of the Bible. Attach with metal fasteners (brads), staples, a narrow strip of glue, tape, or yarn. As the lesson is told, turn the pages to reveal the correct flashcard. Pages for the flashcard visual should include: (1) Bible-time character, writing on a scroll; (2) *inspired* — *each thought and word directed by God*; (3) *infallible* — *incapable of error; never wrong*; (4) *doctrine, reproof, correction, instruction in righteousness*; (5) *profitable* — *for our good*; (6) The memory verse should be on a large Bible-shaped visual. The memory-verse visual, Beacon 80, should be cut out and

mounted on construction paper. Make a copy of the activity page for each child. Scissors, glue, and crayons will be needed.

Songs: "God's Book, the Bible" and "The Book of Books" (*Salvation Songs for Children, Number 2*, Child Evangelism Fellowship Press); "How Our Bible Came" (*Primaries and Juniors Sing*, David C. Cook Publishing Company)

Prayer: Thank God for His Word, the Bible, and for the truths it teaches. Ask for His help in being faithful to read and "hide its words in your heart" that you might learn more about Him and His will for your life.

Lesson Approach: As you get older you will have to begin making some important decisions. Some of those decisions will have to do with what you read and believe. (Hold up a book of fairy tales or nursery rhymes.) We all know what this is. It is a book of fairy tales (or nursery rhymes). Are these true stories? (no) There are even some things in these stories that can't really happen, like animals talking. These stories are really fun to read and fun to pretend with, but can you learn how to be a good Christian from reading them? (no)

(Hold up an encyclopedia.) What kind of book is this? That's right, it's an encyclopedia. As far as we know, everything it says is true. There are many, many interesting facts in this book. However, can you find God's plan of salvation in here? (no) There are many wonderful books for children today. Some of them are true; some are fiction. In school and at home, I hope you

read many of these books. However, we don't want to forget the most wonderful book of all, the Bible.

(Hold up your Bible. Have a student read II Peter 1:19-21 aloud. Show the first page of the Bible visual, Beacon 81.) God used the Holy Spirit to tell men in Old and New Testament times what to write down. The process of the Holy Spirit guiding these men is called *inspiration*. (Show the next page of the visual, Beacon 82.) We don't have the complete history of the people of Israel or a complete record of all Jesus did while on earth. John says that if everything Jesus did was written down, the whole world could not contain the books it would take (John 21:25). God chose specific instances, leading holy men to write about these instances in a way that He approved. That is what we mean when we say the Bible is inspired.

Because every word of the Bible is inspired, it is also *infallible*. (Show the next page of the visual, Beacon 83.) Does anyone know what this word might mean? (Give several an opportunity to answer.) The dictionary says that infallible means *incapable of error; never wrong*. There are no mistakes in the Bible. It is complete and perfect. No matter how hard someone might try to prove the Bible to be wrong, they cannot.

(Have a student read II Timothy 3:16, 17. Show the next page of the visual, Beacon 84.) We are very fortunate that our church believes in and practices the principles of the Bible. The Bible is used as a guideline for each of us as individuals, and for our church as a whole. Paul reminded Timothy that he had been taught the Scriptures since he was a child. Our church is very serious about the responsibility of teaching the Bible to children. (Let the children name the specific ministries in your church which provide Bible teaching for children. These might include Sunday School, Training Service, Sunbeams, GMA's, Galileans, Vacation Bible School, etc.) The Church Covenant, which is a list of principles that we encourage every church member to follow, is based on the Bible. The exact words are not found in the Bible, but there are one or more scriptures to back up every one of the items in the Church Covenant.

The Bible is profitable to us. (Show the last page of visual, Beacon 85.) It is for our good. It teaches us what is good to believe, what things are wrong, and how God wants us to act. Isn't it great!

(Show the memory verse visual, Beacon 86. Read it aloud several times with your students. You might want to use an activity such as the following to aid in memorization. Use a tennis ball. Toss the tennis ball lightly to a student. That student will say the first word of the verse. He then tosses the ball to another student who says the second word. Continue in this manner until the entire verse is recited. Don't allow this activity to get out of hand; however, you might repeat it several more times, trying to gain speed each time, as a sort of "hot potato" game. Sing several songs about the Bible. Lead the children in prayer.)

Activity: Give each student a copy of the activity page. Let each child color his picture, including the items which are apart from the main picture. Let each child cut out the arm, quill, and scroll. Have each child glue the quill onto the hand. Attach the arm with a metal fastener (brad). Let each student glue the scroll onto the table.

Additional Activity: This activity will take several weeks to complete. Supplies needed are: a round margarine tub lid for each child, a circle of black construction paper large enough to cover the writing on the margarine tub lid, dry alphabet macaroni, glue, toothpicks, a 3" piece of ribbon for each child; clear spray varnish or sealer. You will want to choose the verse which you want to use. Suggestions are: "*Thy word have I hid in mine heart, that I might not sin against thee*" (Psalm 119:11); "*Open thou mine eyes, that I may behold wondrous things out of thy law*" (Psalm 119:18); or "*Thy word is a lamp unto my feet, and a light unto my path*" (Psalm 119:105).

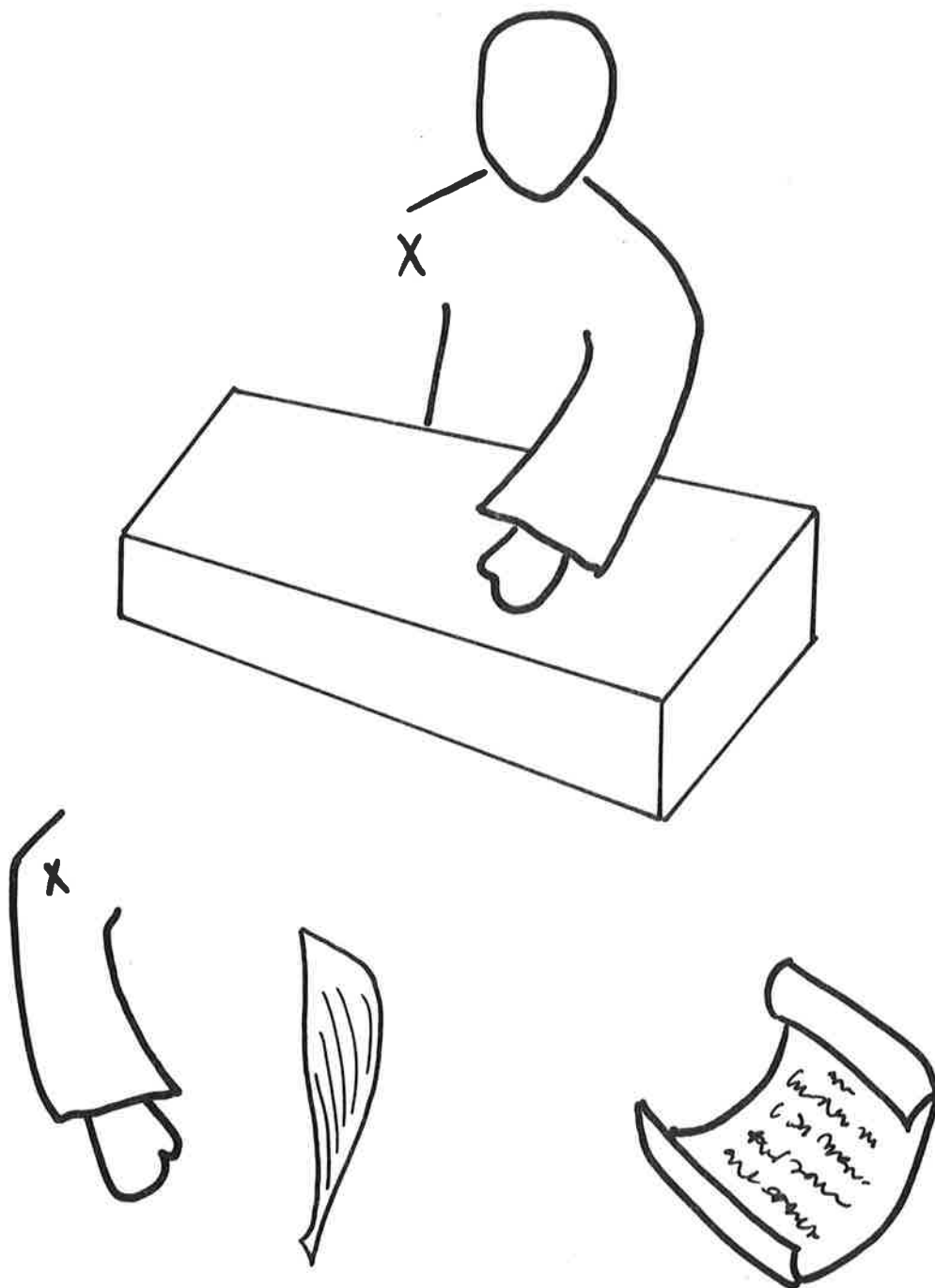
From the package of alphabet macaroni, separate the needed letters for each child, putting them in a small envelope for each one. Let the children glue the black circle on the margarine lid. Have each child put his letters in order accor-

ding to the verse which you have chosen. Let the children glue the letters to the black circle, centering it as well as they can.

The toothpicks come in handy when working with the small letters and getting them in place. Excess space on the plaques may be filled in with stickers. When the plaque has been finished,

attach a 3" piece of ribbon to the top on the back side to use for hanging. Spray the plaque with clear varnish or sealer. Allow the finished plaques to set until the next week before the children take them home. Be sure to bring the extra alphabet letters to class so that any broken letters can be replaced.

***“Holy men of God spake as they were moved
by the Holy Ghost” (II Peter 1:21).***



Our Church Believes in the Trinity

God's Workers — Lesson 5

BEACON
Star Awards
Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will begin to understand the Trinity and the special work of each person in the Trinity.

Text: I John 5:1-8; John 4:34; 16:12-14; Luke 19:10

Memory Verse: *"There are three that bear record in heaven, the Father, the Word, and the Holy Ghost: and these three are one"* (I John 5:7).

Materials Needed: From the visual packet you will need figures to make flashcard pictures. Color each picture, Beacon 87-89. Cut out each one and mount on construction paper or poster board. Figures needed will be: (1) an egg, broken so that all three parts are visible; (2) an apple, cut so that the seeds, meat, and peel are shown; (3) a running faucet, a boiling kettle, and a cube of ice. Flashcards for the following sentence strips will also be needed: (1) *God the Father*; (2) *God the Son — Jesus*; (3) *God the Holy Spirit*; (4) *Originator of all things*; (5) *Savior of all*; (6) *Guide and Helper of all*.

The memory verse should once again be on a large, open Bible. Sentence strips are also provided, Beacon 90-95. Cut out and highlight each sentence strip with bright colors. The memory-verse visual, Beacon 96, should be cut out and mounted on construction paper or poster board. For activity time, a copy of the art page is needed for each student. Crayons, scissors, and glue or tape will be needed. As an option, you might want to provide each child with a small piece of $\frac{1}{2}$ " or $\frac{3}{4}$ " wide ribbon to use as a hanger for the

memory verse/lesson reminder he has made.

Songs: "I Believe" (*Sing and Be Happy Songs for Children*, Rodeheaver Company); "To the Trinity" (*Salvation Songs for Children*, Number 2, Child Evangelism Fellowship Press)

Prayer: Thank God for each person of the Trinity. Thank Him for the special work of each one and for the love which they all show toward each of us.

Lesson Approach: In the Bible, one of the numbers that has always meant something perfect or complete is the number three. (Write the numeral three on the chalkboard.) One thing about the number three that makes it complete, or perfect, is that it stands for the Trinity of God. Who are the three persons of the Trinity? They are God the Father, God the Son, and God the Holy Spirit.

Down through the years I have had the Trinity illustrated to me in different ways. I want to share these illustrations with you, but I also want you to realize that it is actually impossible to use earthly things to describe something that is totally spiritual. We all believe in the Father, the Son, and the Holy Spirit. However, the part of the Trinity that we sometimes have difficulty understanding is that, even though they are three separate persons, they are all one. This unity of the three persons of the Trinity is called the Godhead.

The first simple illustration of the Trinity is an egg. (Show the flashcard visual, Beacon 87.) The egg is made up of three parts: the shell, the white,

and the yolk. But it is still one egg. The three parts of the egg even have separate uses, just like the Trinity. The young chick grows out of the yolk and feeds on the white. The shell holds the egg together and is a protector as the little chicken grows. (Expand on this illustration as you have time and as you feel led.)

The second illustration is an apple. (Show the flashcard visual, Beacon 88.) The apple is also made up of three parts, the seeds, the meat, and the peel. Each of these three parts also has its separate job, but they make up one whole apple. The apple, as the egg also, would be incomplete if any of the three parts was missing. In the same manner, the Trinity would be incomplete if one of the three persons was missing.

The last illustration is water. (Show the flashcard visual, Beacon 89.) Water can be found in three forms. Name the three forms of water. (Allow the class to name the three forms of water, which are the liquid, ice, and steam.) Even though the forms of water are totally different and have different purposes, they are all still water. As we will discover, the function of the three persons of the Trinity is also totally different, but they are still the same; you can not alter the fact that they are all still the Godhead.

You can see that in many ways these illustrations do explain the Trinity, even though they do not do so adequately. Each illustration shows a three-part item that remains one whole and yet has three purposes. However, we need to go to the Bible to really understand the spiritual meaning of the Trinity. (Read I John 5:1-8.)

Which person of the Trinity is mentioned most in the Old Testament? (God the Father. Show the sentence strip, Beacon 90.) What are some of the things He did? (Allow for discussion.) How did He make himself known to men in Old Testament times? (He spoke to them; He performed miracles for them; He appeared in several forms, such as the pillars of cloud and fire in the wilderness.) God the Father was not the only person of the Trinity present in the Old Testament, but He was the one who was most prominent during that time.

Which person of the Trinity do we learn about most in the Gospels of Matthew, Mark, Luke,

and John? (Jesus. Show the sentence strip, Beacon 91.) What are some of the things that we learn about Him in the New Testament? (Allow time for discussion about this question.) One of the most important things we learn is that Jesus completed the plan of salvation by His death, burial, and resurrection.

Beginning in the book of Acts and continuing right through the remainder of the New Testament to the present time, we learn more about the wonderful working of the Holy Spirit, who lives within each saved person. (Show the sentence strip, Beacon 92.) He helps us, giving us guidance from God, showing us what we need to do, and helping us understand the Bible.

Just as each person of the Trinity seemed to be more noticeable during a particular period of history, each one also has a special work to do. (Read John 4:34.) God the Father is the originator of all things. (Show the sentence strip, Beacon 93. Place it next to *God the Father*.) He decides what should and should not be done for the good of all. Jesus said He had come to do His Father's will. In other words, God the Father had already decided what must be done, and Jesus did those things. In order to live a happy, fulfilled Christian life, we must also find what God's will is and do it. He knows what is best for us because He knows all things past, present, and future.

What is the job of God the Son, Jesus? (Read Luke 19:10. Show the sentence strip, Beacon 94. Place it next to *God the Son*.) He brought the plan of salvation to all people. Those who believed on Him were baptized, and He started the church. His sacrifice on Calvary did away with the need for animal sacrifices, and when He returned to heaven He provided us with a direct link to God, speaking to God in our behalf (Hebrews 7:25; 9:24).

The work of the Holy Spirit is sometimes difficult to understand. We can't see Him, and most of the time we can't feel Him, but He is a very important person to every saved person. (Read John 16:12-14. Place the sentence strip, Beacon 95, on the board beside *God the Holy Spirit*.) He speaks to our hearts and minds, letting us know what God wants us to do. He helps us under-

stand the Bible. He gives us comfort and peace. He helps us feel joy, even in times of hardship. He helps us to know that even though we can't see God, and Jesus has gone back to heaven, we are not alone. Believing in the Trinity helps us understand the work of God a little better. We should be very thankful that our church believes and preaches the Trinity of God.

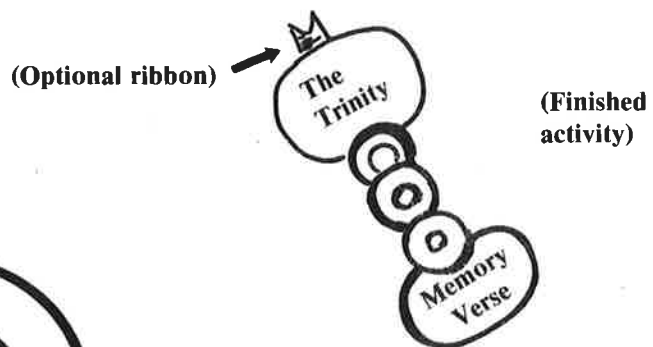
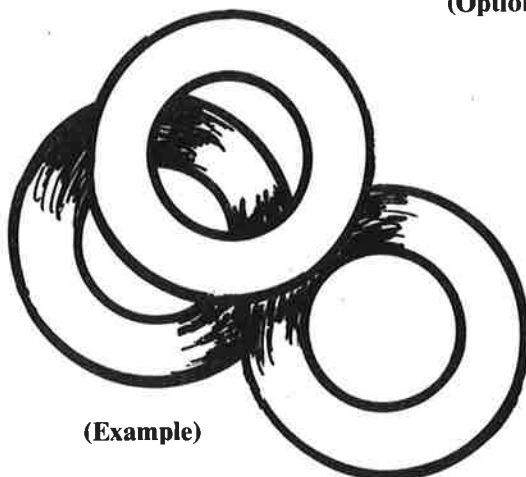
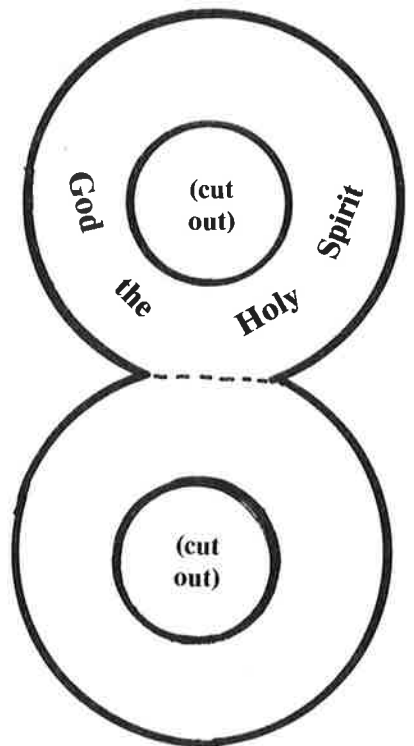
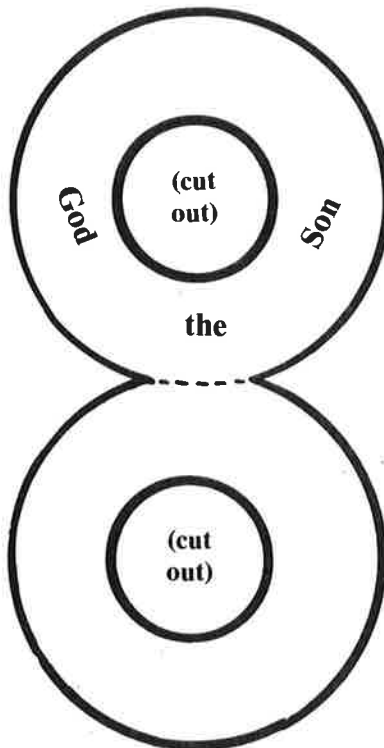
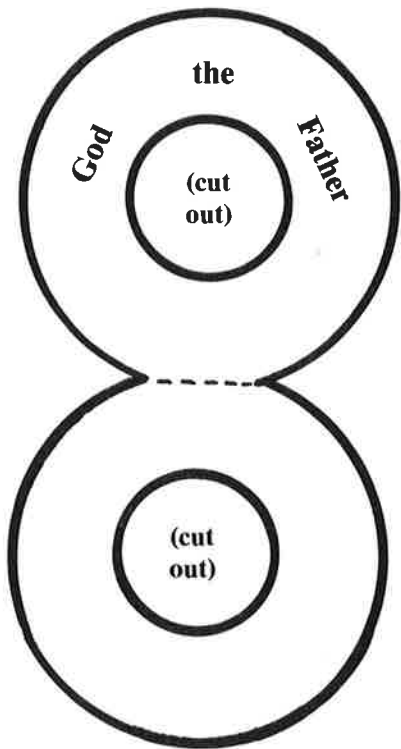
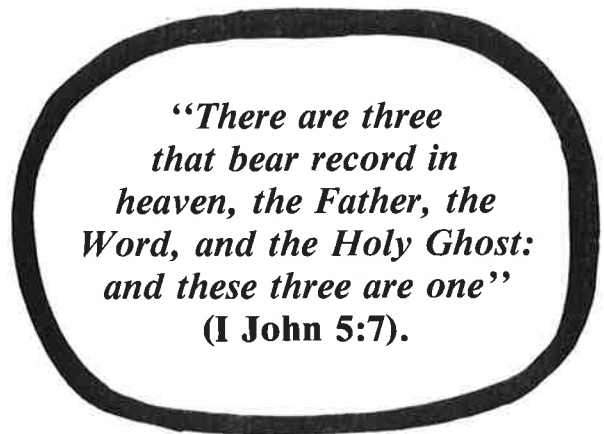
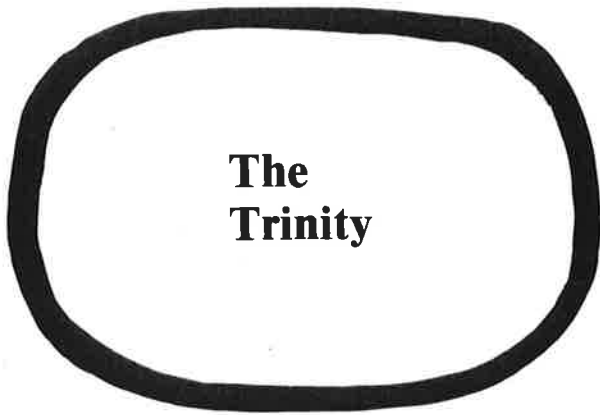
(Sing one or both of the suggested songs. Lead the children in prayer.)

Activity: Provide each child with a copy of the

following activity page. Let the children color the pieces and cut them out. You may need to help cut out the center circles. Slightly bend the plain circle half of the piece *God the Son*, fitting it through the center cut-out section of both pieces of *God the Holy Spirit*. Follow the same procedure for the piece *God the Father*. Glue the piece *The Trinity* between the two halves of *God the Father*. Glue the memory verse to the *God the Holy Spirit* piece. As an option each child may glue a small piece of ribbon to the back of the top piece to use as a hanger.

The Star Awards requirements list an additional verse for Beacons to know. You may use this verse in addition to the memory verse for this lesson.

"The grace of the Lord Jesus Christ, and the love of God, and the communion of the Holy Ghost, be with you all" (II Corinthians 13:14).



Our Church Believes in the Creation

God's Workers — Lesson 6

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will understand the biblical account of creation and that it is the teaching of our church.

Text: Genesis 1:1-31

Memory Verse: *"The earth is the Lord's, and the fullness thereof; the world, and they that dwell therein"* (Psalm 24:1).

Materials Needed: Figures from the visual packet will be needed to make flannelgraph figures for the lesson. Use figures Beacon 98-103. Color each figure, cut it out, and back with flocked paper or felt for use on the flannelgraph board. The memory-verse visual, Beacon 97, should be cut out, mounted on poster board, and the letters highlighted in bright colors. Magazine pictures of modern-day inventions, such as computers, advanced medical equipment, modern cars, VCR's, stereos, hi-tech televisions, etc., should be cut out and mounted on construction paper. (A flannelgraph figure is needed to illustrate each of the six days of creation. The memory-verse visual should once again be on a large open Bible.)

Songs: "God Is So Good" (*Sing and Be Happy Songs for Children*, Rodeheaver Company); "Blue Skies Tell Me of His Love" and "God Makes the Sun to Shine" (*Action Songs for Boys and Girls, Volume 7*, Singspiration)

Prayer: Thank God for all the wonderful things He has made and for allowing us to be a part of His creation.

Lesson Approach: How many of you like to

make things? I'm talking about making all types of things from wood, clay, fabric, sand, plastic, or any other material. (Let the children raise their hands. Call on one or two, letting them tell briefly about the last thing they made, such as a model car or plane, a doll dress, or a birdhouse, etc.) Aren't scientists and engineers making some wonderful things? (Show the pictures you have gathered, naming and briefly discussing the outstanding achievement which went into the development of each one.) How many of you would like to learn more about some of these machines and perhaps even invent something better than these when you get older? (Have the students raise their hands.) I know that the people who invented these items must have felt very proud when they saw millions of people buying, using, and benefiting from their inventions.

Do you think God might have felt that way when He created the heaven and the earth? In school you may have to listen to a teacher tell you about different *theories* of creation. A theory is what someone thinks may have happened. Our church doesn't believe a theory of creation; our church believes what the Bible says about creation. Why isn't the Bible version of creation a theory? (It is very important for children to understand and believe in the inspiration of the Scriptures. This removes any possibility that the Bible is just a book of men's thoughts and theories. The Bible can then be accepted as truth and its teachings as true and infallible.) We may never understand *how* God

created everything, but we know that He had a purpose in creating everything (Revelation 4:11).

Let's look at the days of creation. (Read Genesis 1:1-5. Place the flannelgraph figure, Beacon 98, on the board.) What two things were created on the first day of creation? (day and night)

(Read Genesis 1:6-8. Place the flannelgraph figure, Beacon 99, on the board.) What was created on the second day? (earth water and moisture above the earth)

(Read Genesis 1:9-13. Place the flannelgraph figure, Beacon 100, on the board.) On day three the world started to look like what we might think a forest or jungle looks like. What two important things were done on day three? (seas gathered, leaving dry ground; plants created)

(Read Genesis 1:14-19. Place the figure Beacon 101 on the flannelgraph board.) God left the creation on earth for a day and moved out into the universe. What items did He place in space? (the sun, moon, and stars — You might give your class something to think about by reminding them that the sun is not a star as they learn in science. It was created and named separately from the stars. The sun was created specifically to give light and heat to our planet.)

(Read Genesis 1:20-23. Place figure Beacon 102 on the flannelgraph board.) Now that there were water, plants, light, and heat, the earth was ready to welcome some moving creatures. What types of creatures were created on the fifth day? (all types of water creatures and flying creatures) God made a way that every plant and every creature could multiply so that soon the whole earth would be filled and the death of one plant or animal would not mean that God would have

to create another one to take its place. How wonderful He is!

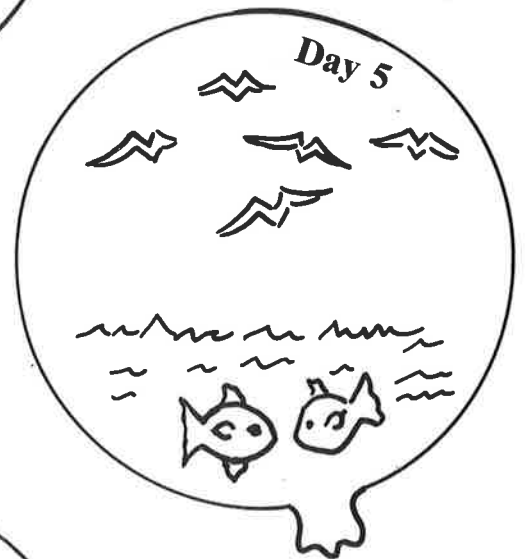
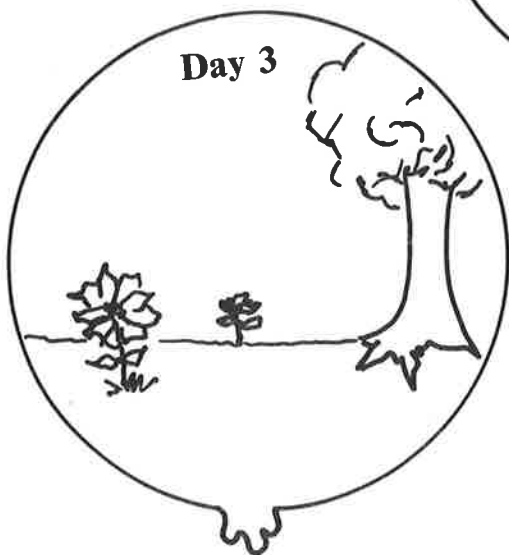
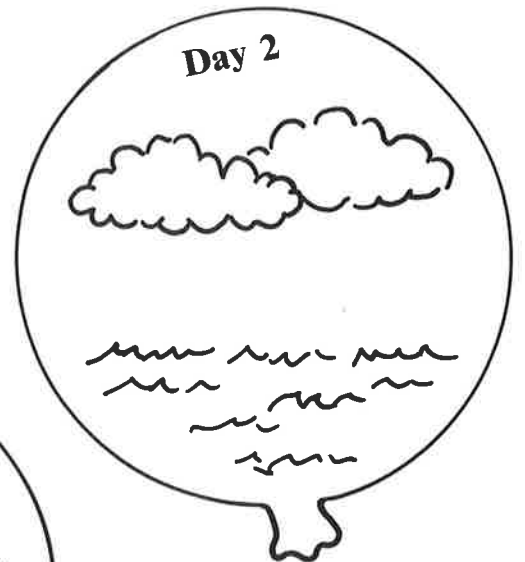
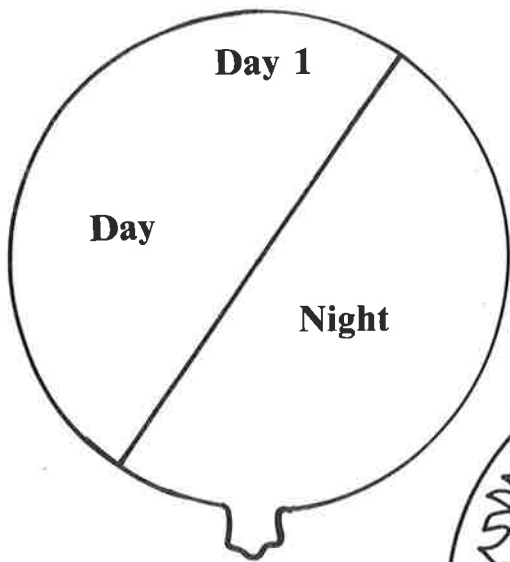
(Read Genesis 1:24-27. Place figure Beacon 103 on the flannelgraph board.) Did God save the best for last? Since it involves us, we probably think He did. What wonderful things were created on day six? (animals and man — God also gave woman to be man's companion.) How was man's creation different from the creation of any other thing? (Read Genesis 2:7. Discuss this verse and the great blessing to be a part of the creation that God honors so highly.)

(Show the memory verse visual, Beacon 97. Read it aloud several times and help your students memorize it.)

Many things on the earth have changed. The sin of Adam and Eve was the beginning of people using God's creation in a way that was not pleasing to Him. However, we can still read about the days of creation and realize that, as imperfect as it is now, our universe is still a wonderful testimony to the greatness and power of God.

(Sing several of the suggested songs. Lead the children in closing prayer or ask one of them to lead the prayer.)

Activity: Provide each child with a copy of the activity page, a piece of construction paper (a lighter color if possible), six pieces of yarn approximately 4" long, scissors, glue or tape, and crayons or colored markers. Have each child color the six balloons and cut them out. Glue or tape a piece of yarn to each one. Let each child glue or tape his balloons to the piece of construction paper, making a balloon bouquet. At the top of the construction paper have each child write *The Creation*. Below the balloon bouquet have each child write the memory verse.



Star Awards Review

God's Workers — Star Awards

Activity Number 2

BEACON Star Awards Bible

- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: The students will review the material and Star Awards requirements contained in Lesson 4 — 6. Areas of difficulty will be reviewed again until all children are sure of the facts to be learned.

Memory Verse: *"The law of the LORD is perfect, converting the soul: the testimony of the Lord is sure, making wise the simple" (Psalm 19:7); "There are three that bear record in heaven, the Father, the Word, and the Holy Ghost: and these three are one" (I John 5:7); "The earth is the LORD'S, and the fulness thereof; the world, and they that dwell therein" (Psalm 24:1).*

Materials Needed: Make enough copies of the stars so that you will have a star for each of the review questions. Number the stars consecutively 1 — 23. Color the stars if you wish, or leave them white. A full sheet of poster board, 20" x 28", will be needed. Use either blue or black. Attach the numbered stars to the poster board with Plasti-Tak or tape.

As each child chooses a star, read the question that corresponds to that star's number. If the child cannot answer the question, he can hand the star to another child, giving that child an opportunity to answer. If that child is unable to answer the question, the star is returned to the poster until another child picks it. That material should then be reviewed and the question asked again. Lesson and memory-verse visuals should be available for review purposes.

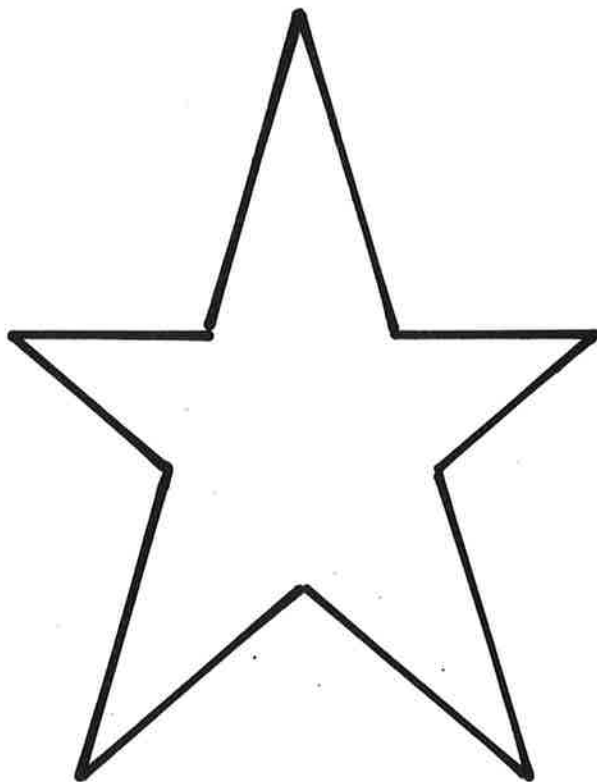
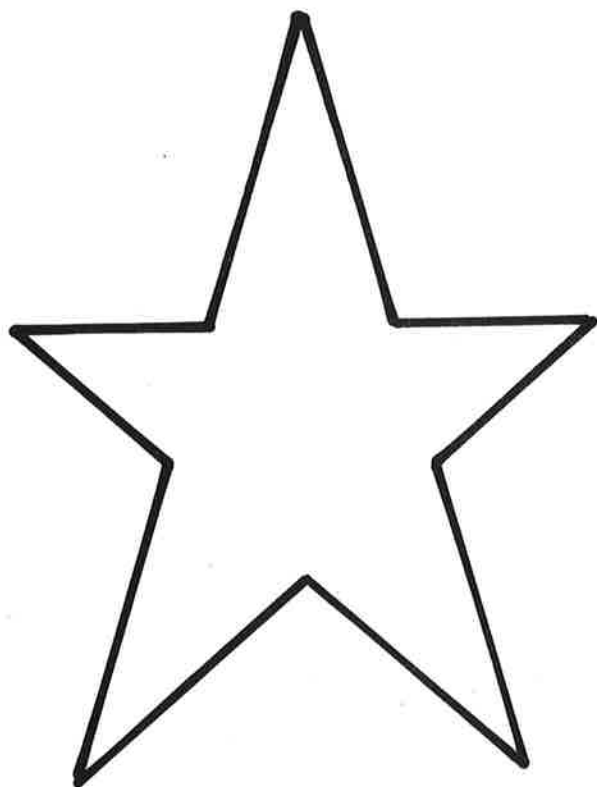
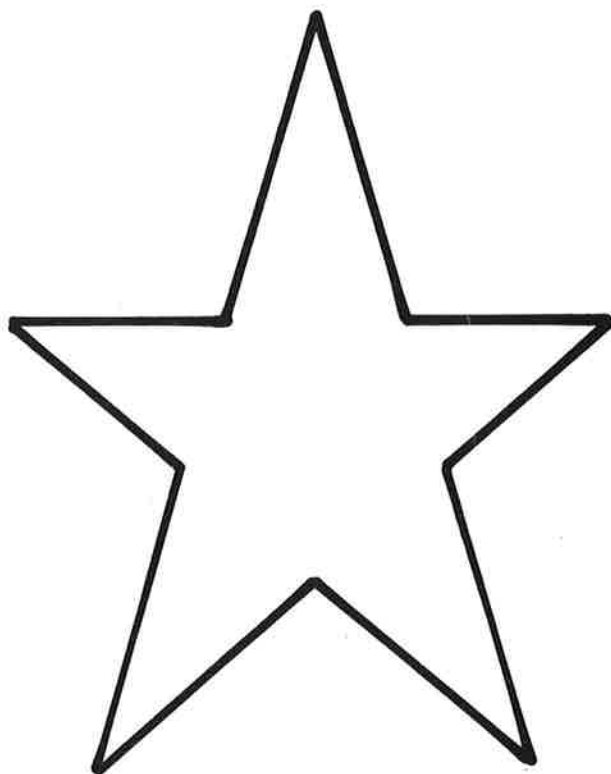
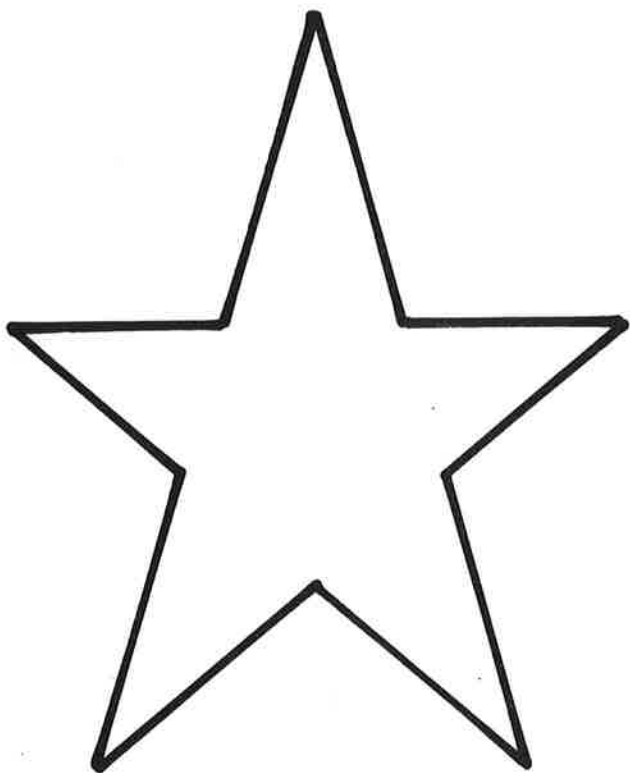
Lesson Approach: Our Star Awards review

will really shine tonight. (Produce the review poster. Attach it to a wall or bulletin board or stand it on an easel.) Each one of the numbered stars represents a review question. Everyone will have an opportunity to answer questions. (If you are going to give small rewards for each correctly answered question or for the most correct answers, explain to the children the type of reward and how it may be earned.) If you answer the question correctly, you may keep the star. If you do not know the answer or if you answer incorrectly, you may choose someone else to give the question to. Pass the star to them. I will repeat the question and give that person a chance to answer it. If he cannot answer it, the star will go back on the board until someone who thinks he knows the answer picks it.

Star Awards Questions for Lessons 4-6

1. Who is the author of the Bible? (God)
2. Whom did God use to write the Bible and how did they know what to write? (Holy men of God wrote as the Holy Spirit directed them.)
3. What does the word *inspired* mean? (each thought and word directed by God)
4. What does the word *infallible* mean? (incapable of error; never wrong)
5. Second Timothy 3:16 states that the Scriptures are profitable for us. What does that mean? (They are given for our good.)

6. Name two ways in which the Scriptures are profitable for each of us as individuals and for the church as a whole. Refer to II Timothy 3:16. (doctrine, reproof, correction, instruction in righteousness)
7. What is the list of principles which our church believes, and which is based on the Bible? (the Church Covenant)
8. What is the one-word title for the three persons of the Godhead? (Trinity)
9. Which person of the Trinity is the originator of all things? (God the Father)
10. Which person of the Trinity is the Savior of all who believe in Him? (God the Son)
11. Which person of the Trinity is the helper and guide of all? (God the Holy Spirit) Spell your answer.
12. Which person of the Trinity is most often spoken of in the Old Testament? (God the Father) Spell *testament*.
13. Which person of the Trinity was on earth during the time of the Gospels and is spoken of throughout the New Testament? (God the Son) Spell *testament*.
14. Which person of the Trinity became well known on the day of Pentecost and lives within each believer today? (God the Holy Spirit)
15. Fill in the blanks. "In the beginning _____ created the _____ and the _____." (God, heaven, earth)
16. What is a theory? Is the Bible account of creation a theory? (someone's ideas or thoughts about a subject; no)
17. What did God create on the first day? (day and night)
18. What did God create on the second day? (water on the earth and moisture above the earth)
19. What did God do on the third day? (gathered seas, leaving dry ground; created plants)
20. What did God create on the fourth day? (sun, moon, and stars)
21. What did God create on the fifth day? (birds and fish)
22. What did God create on the sixth day? (animals and man)
23. How is man different from the other things created on the sixth day? (He is made in God's image; and God breathed into him the breath of life, making him a living soul.)
24. Quote Psalm 24:1. ("*The earth is the LORD'S, and the fulness thereof; the world, and they that dwell therein.*")



Our Church Believes in the Virgin Birth

God's Workers — Lesson 7

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will understand that the virgin birth was necessary for all Scriptures to be true.

Text: Isaiah 7:14; Matthew 1:18-25; Luke 1:26-38

Memory Verse: *"Behold, a virgin shall conceive, and bear a son, and shall call his name Immanuel"* (Isaiah 7:14).

Materials Needed: Figures will be needed from the visual packet to make flannelgraph figures to use in the lesson presentation. Use figures Beacon 105-107. Color each figure, cut it out, and back it with flocked paper or felt for use on the flannelgraph board. Cut out the memory verse visual, Beacon 104. Mount it on poster board or construction paper for added durability. Laminating or covering the memory verse visual with clear contact paper would help preserve it for future use. Figures that will be needed are: (1) Mary; (2) Joseph; (3) the angel. The memory verse should be on a large open Bible. Make a copy of the activity page for each child. Three-fourths-inch cubes of sponge, scissors, glue, and crayons or colored markers will be needed.

Songs: "Isn't He Wonderful?"; "Praise Him, Praise Him" (*Sing and Be Happy Songs for Children*, Rodeheaver Company); "A Christmas Hymn" (*Salvation Songs for Children*, Number 2, Child Evangelism Fellowship Press); "Fairest Lord Jesus," verse 1 (*Primaries and Juniors Sing*, David C. Cook Publishing Company)

Prayer: Thank the Lord for the miracle of the

virgin birth and for the part it played in fulfilling Scripture and preparing the way for the plan of salvation.

Lesson Approach: (Call on several students, having them tell you the names of their fathers and mothers. Let several tell something special about their mothers. Let several tell something special about their fathers. This information could include such things as how tall they are, what type of work they do, what schools they attended, the name of a famous person who is in their family tree, etc.) These days it is not unusual for one parent to be raising the children. There might be a divorce in the family; one parent might have died; and in some cases, the parents were never married before the child was born.

All of these situations are very sad, but I think the saddest of all would be when the mother and father are not married before a child is born. Sometimes that child feels alone and different from other children. He might be ashamed or embarrassed to admit that his mother is not married. He might not even know who his father is. A situation like this is not pleasing to God, and the child always seems to suffer in some way. There has only been one time in the history of the world when a situation like this has pleased God. Let's read about it. (Read Luke 1:26-36. Place the figure of Mary, Beacon 105, on the left side of the flannelgraph board.)

Mary had never been with a man like a wife is with a husband. She was promised in marriage to a man named Joseph, but it is very likely that the

marriage was arranged by their families. It was not allowed for a young girl to even be alone with a man in those days. A young woman who did not have a love relationship with a man before they were married was called a virgin. (Place the figure of the angel, Beacon 107, to the upper left of Mary on the board.) Mary was a virgin, but God said she was going to have a child. Mary knew that it was impossible to have a child without being with a man, but the angel of God assured her with comforting words. She had been chosen from all the young women of Israel for the special honor of having a child whose Father would be God. It was a miracle! The angel continued to explain the miracle to Mary, reminding her of something she already knew: *"For with God nothing shall be impossible"* (Luke 1:37). Mary loved the Lord and believed and accepted what the angel Gabriel had told her.

God did not forget Joseph, whom Mary was supposed to marry. (Place the figure of Joseph, Beacon 106, on the right side of the flannelgraph board.) According to the Jewish law, when Joseph found out that Mary was pregnant, he could have had her stoned to death or he could have had their promise to marry cancelled, almost like a divorce. Either way, he would have said publicly that Mary had been unfaithful to him and was not fit to be married to him. However, God took care of the situation.

(Read Matthew 1:18-25. Move the angel just to the left of Joseph.) Joseph also loved the Lord and was a very faithful Jew. He believed what the angel told him and continued on with his plans for marriage to Mary. As far as most

people around them were concerned, Joseph was the father of the baby called Jesus. But was he? No! Mary remained a virgin until after Jesus was born so that no one could ever say that the Father of Jesus was anyone but God.

Why is it important for our church to believe that Mary was a virgin when Jesus was born? (Allow time for discussion.) I think all of you are very special children, but you must admit that you all have faults. Once in a while you do something wrong. Children since time began have been that way because they have earthly parents who are not perfect. If Jesus had two earthly parents, He would also be imperfect and would have a sin nature just like you and I have. But, if He had not had at least one earthly parent, He could not have been human. He could not have lived on the earth and died for our sins. The virgin birth of Jesus is a very important Bible doctrine that our church believes and teaches.

Isn't God wonderful to provide the perfect plan to bring Jesus to earth! Let's sing about it. (Sing songs from the list of suggestions. Lead the children in prayer.)

Activity: Provide each child with an activity page. Have each child color the pictures on the activity page. The children should then cut out the angels and glue a piece of sponge (or a small spring made of braided paper strips) to the back of each one. Let the glue dry for several minutes as you review the lesson and the memory verse. Let each child glue the two angels onto the activity sheet, one in front of Mary, and the other in front of Joseph.

“Behold, a virgin shall conceive, and bear a son, and shall call his name Immanuel” (Isaiah 7:14).

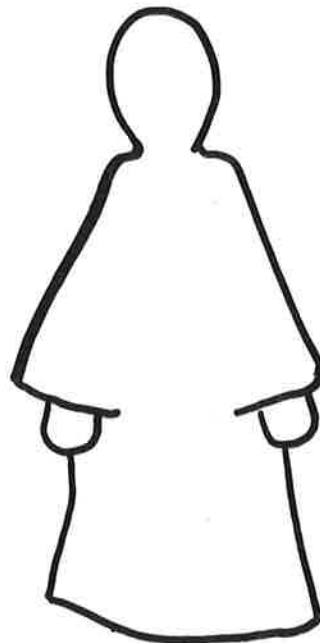
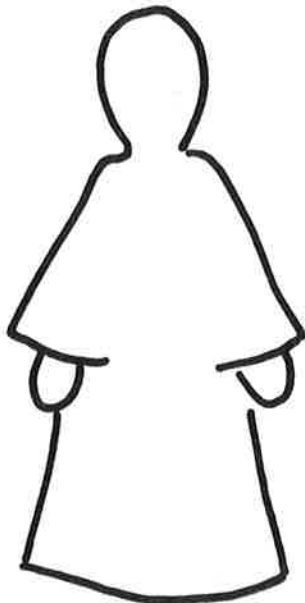
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X



Paste an angel on each picture.



Our Church Believes in the Bodily Resurrection

God's Workers — Lesson 8

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will begin to understand and accept that the resurrection of Jesus was necessary for our salvation.

Text: I Corinthians 15:1-8, 12-26

Memory Verse: “*Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live*” (John 11:25).

Materials Needed: Pictures will be needed from the visual packet. Use Beacon 108-114B. Color each picture, cut it out, and mount it on construction paper. Cut out the two pieces of the memory-verse visual. Color them and fasten the stone on the left side only. Pictures that will be needed for flashcards are: (1) the disciples at the tomb of Jesus, some turning sadly to go home; (2) two women before the sealed tomb, a guard on either side of the stone; (3) a small group of disciples in a room; (4) the women at the empty tomb, an angel on the stone. Make flashcards for each of the following three words: *Past, Present, Future*. Make a copy of the activity page for each child. You will need construction paper, scissors, glue, and tape for the activity.

Songs: “S-A-L-V-A-T-I-O-N” (Visualized song, Child Evangelism Fellowship Press); “Jesus Lived in Nazareth,” verses 3 and 4 (*Primaries and Juniors Sing*, David C. Cook Publishing Company); “Wounded for Me” (*Salvation Songs for Children, Number 2*, Child Evangelism Fellowship Press)

Prayer: Express thanksgiving to God for

Jesus, who completed the plan of salvation through His resurrection, and who offers each of us the hope of eternal life through Him.

Lesson Approach: Occasionally, I still like to play “What If.” Today I want you to picture in your minds what it might have been like and what it would mean to us if a portion of the life of Jesus had happened differently. (Very solemnly tell the following story, using visuals as indicated.)

(Show flashcard, Beacon 108.) The apostles and other believers stood in shocked silence as the body of their beloved Jesus was placed in the borrowed tomb of Joseph of Arimathaea. As the stone was rolled across the entrance, sealing the lifeless body inside, the grief-stricken Christians turned, walking away with the slow steps of sorrow. Sundown quickly approached, bringing the beginning of the Sabbath and the end of all labor until the first day of the week. Plans to better prepare the body of Jesus for His final rest would have to wait until then. It was difficult for the believers to look at one another or speak, as one by one they turned aside to go home. A word or even a look would bring the tears of grief that they tried so valiantly to hide. Mary Magdalene and several of the other women silently vowed in their hearts that they would return on Sunday; the body of their Lord would be properly prepared for burial.

The wait seemed endless, but finally the moment arrived. (Show flashcard, Beacon 109.) The two faithful women, both named Mary, hurried through the shadows of the early morning to the

borrowed tomb. The soldiers who were standing guard snapped to attention when they heard the hurried footsteps. *Pilate was right*, they thought, *His followers are on their way, trying to steal the body*. They almost laughed in relief as they saw the two women approaching.

"Sirs, we beg you, please let us enter the tomb and finish preparing the body for burial," the two women pleaded.

"Go on your way," one guard ordered. "This tomb has been sealed by the order of Pontius Pilate. No one may break the seal and enter the tomb."

Finally, having exhausted their pleas for compassion, the women left, hoping to persuade Peter and some of the other disciples to try again. The disciples did try, still without success, to persuade the guards to loosen their security, if only for the sake of burying their beloved Jesus with the dignity they knew He deserved. Day followed day, and finally all attempts were abandoned. The body would now be returning to dust; their hope was gone. (Show the flashcard, Beacon 110.) Soon the thought of continuing to meet together became a chore rather than a delight. Those who met in the upper room became fewer and fewer, until one day no one came.

(Pause for a moment. Let the unreality of this story be realized by the children.) Have you ever read this story in the Bible? No! What events actually took place after the crucifixion of Jesus? (Show the flashcard, Beacon 111. Discuss the actual events of Christ's resurrection morning with the children.)

The church at Corinth, which was one of the mission churches established by the apostle Paul, had a problem accepting the doctrine of the resurrection. One of the reasons Paul wrote the book of I Corinthians was to remind those believers of the importance of the resurrection to them. (Read I Corinthians 15:1-8, 12-26.) Paul used a "what if" discussion with the Corinthians. I will do the same with you. What if Jesus had not been resurrected? Could we hope to be resurrected? No! If the all-powerful Son of God could not overcome death, we as humans would have no hope of a resurrection. If Jesus could

not be raised from the dead, He died for nothing. Anyone — Peter, James, John, even doubting Thomas — could have been crucified, but the sacrifice only had meaning if it was followed by life. Throughout the Bible priests of all religions had been offering sacrifices, even human sacrifices. Those priests and the false gods they represented were powerless, however, to restore the sacrifice to life. Only the one true God could do that!

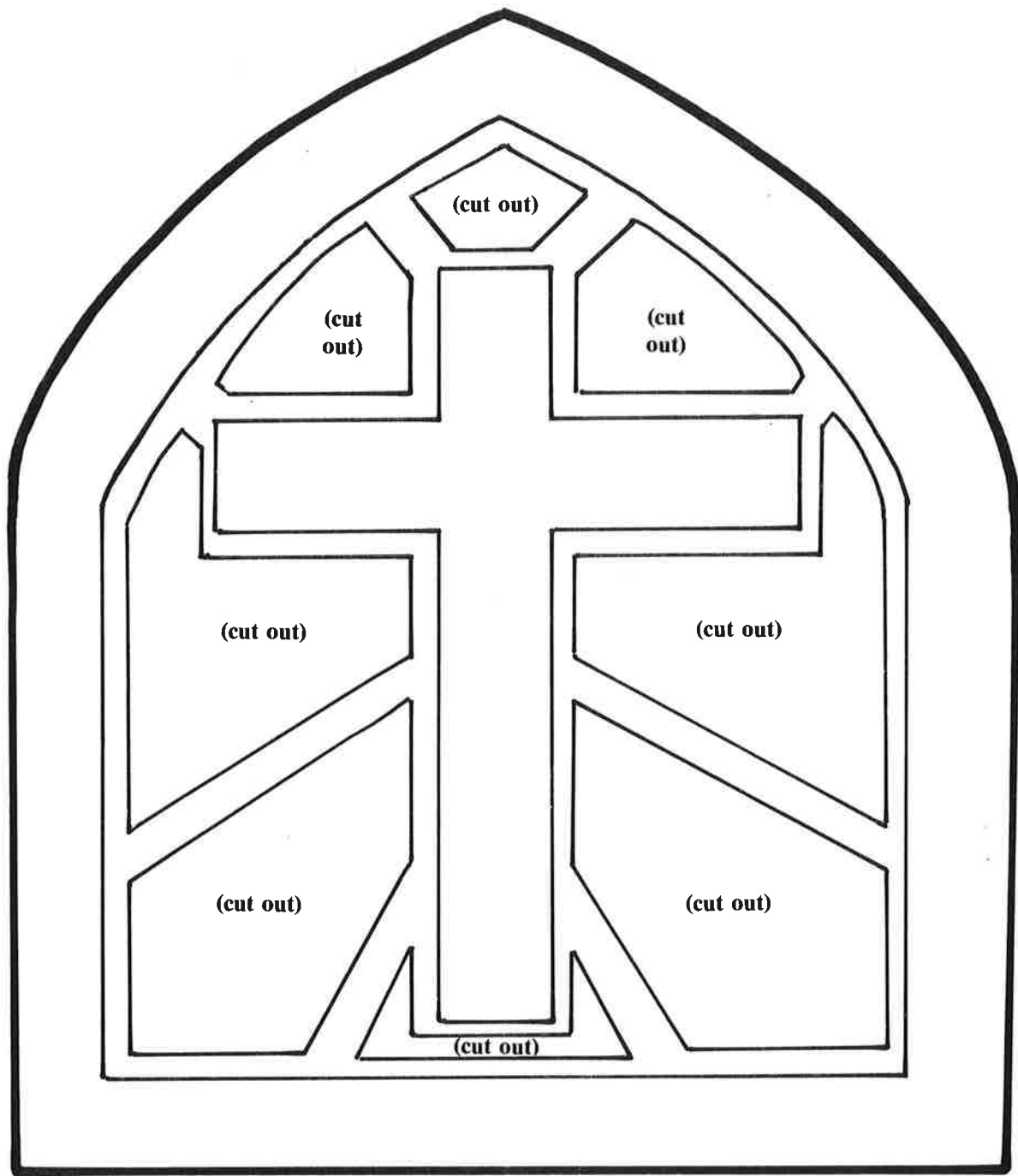
Our hope of salvation rests in the belief that, though we die, we will live again, and that hope is based on the fact that Jesus has already proven that the miracle of being bodily resurrected, never to die again, can take place.

(Place the three flashcards, Beacon 112-114, on the board at the appropriate times.) Salvation means three things to us: (1) At the moment of salvation we are saved from the punishment of all the sins we have committed in the past and every sin we will ever commit. (2) Every day we are being saved from sin controlling our lives. We have the Holy Spirit to lead and guide us, helping us to avoid sins and to break old sinful habits. (3) In the future we will be saved from the wrath of God. This includes our bodies being resurrected if we die before Jesus returns. (See I Corinthians 15:51-58.)

Without the resurrection which Jesus promises to all believers, our salvation would be incomplete.

(Show the memory-verse visual Beacon 114A and 114B. Help the children to memorize the verse. Sing several of the recommended songs. Close with prayer.)

Activity: Provide a copy of the activity page for each child. You will also need to provide small pieces of colored construction paper, scissors, tape, glue, and a full sheet of construction paper for each child. Let the children cut out the stained-glass window and the sections which are marked. Have the children tape scraps of brightly colored paper behind each cut out section. When this is completed, let each one fold his sheet of construction paper in half. Glue or tape the stained-glass window to the front of the construction paper card. Let each child write the memory verse on the inside.



Our Church Believes in the Second Coming of Christ

God's Workers — Lesson 9

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that our church believes in Christ's second coming and this is the reason for carrying out His instructions.

Text: I Thessalonians 4:13-18

Memory Verse: *"Watch therefore: for ye know not what hour your Lord doth come"* (Matthew 24:42).

Materials Needed: A roadmap, a letter from a friend in another town and/or snapshots of places and activities taken on a vacation will be needed for the introduction. Use figures Beacon 55 and 58 from Lesson 1 (figures of Jesus and of the apostles which have been prepared for the flannelgraph board).

Cut out the three cloud pieces, Beacon 116-119. Highlight the edges of the clouds with blue crayons or felt-tipped markers. Cut out the circle labeled *Jesus*, Beacon 115. Color or highlight it yellow. Highlight or color the church, Beacon 119, brown. Back all five pieces, Beacon 115-119, with construction paper. Punch a small hole at the top and bottom of each figure. Beginning with the church, run a piece of yarn through the bottom hole from the front. Leaving a 2"-3" end, tie a knot so that the yarn will stay in place. From the back, pull the yarn through to the front of the church figure, tying another knot either on the back or front side of the visual. You may wish to tie knots on both sides to assure that the pieces will stay in place on the yarn. String all five pieces on a continuous piece of yarn, leaving an additional 2"-3" piece at the top. Cut out the memory verse visual, Beacon 120. Color it and

mount it on poster board. (The memory verse should be on a large alarm-type clock figure.) Make a copy of the activity page for each child. Scissors, crayons or colored markers, and glue or tape will be needed.

Songs: "I Have a Home," "I'm Going Up, Up, Up," "Wear a Crown" (*Salvation Songs for Children, Number 2*, Child Evangelism Fellowship Press)

Prayer: Thank God for the promises He has made to return and take His children to heaven. Ask His continued help to remain faithful and busy until He returns.

Lesson Approach: (Show the items you have brought.) How many of you have had someone visit in your home who lived far away? (Let the children raise their hands. You might let several children tell how far away their visitor actually lives, or, if they don't know the distance they may tell from which city or state the visitor came.) How many of you have gone to visit someone who lives far away? (Again, let the children raise their hands and tell the distance or the place where they visited.) When it is time to leave on the homeward trip, many people say, "I'll come see you again real soon." Have you ever said that? Did you keep your promise? A lot of us travel long distances these days, but we don't always get to return to places as quickly as we would like.

(Place the figure of Jesus, Beacon 55, on the flannelgraph board.) Last week we learned that after Jesus' death on the cross He was resurrected. After spending forty more days on the

earth, He ascended to heaven to be with God (Acts 1:9-11; Romans 8:34). (Place figure Beacon 58, the apostles, on the board.) Many times during His ministry on earth He taught the disciples that He would have to leave, but that He would return.

Sometimes it seemed that the apostles did not understand His teachings about His return. (Read John 14:1-6. Emphasize Thomas' question.) When the apostles accepted Jesus as the Messiah who was to come, perhaps they expected Him to become an earthly king and defeat the Romans. Thomas may have even thought that Jesus' statement referred to a large estate in a far city where He was going to gather His military troops. Because many expected an earthly king, they were at a loss to understand why He had to die before His kingdom could be established. After the resurrection, the disciples were ready once again for the Lord to establish His kingdom on earth. Jesus reminded them that only the Father knows when it will be time for Him to rule the earth (Acts 1:6, 7). What was He going to do then? What were they going to do? Jesus was going to return to His Father. (Read Acts 1:9-11.) They were going to carry out His commands. (Read Acts 1:8.)

The question today is still, "How long, Lord, must we wait before Your return?" The answer today remains, "Only the Father knows the time of His return." One comfort we have is the Bible, which provides many scriptures describing the second coming of Christ. These scriptures give our church the firm foundation to believe in and preach about the Lord's return. One of the many passages of Scripture concerning the Second Coming is I Thessalonians 4:13-18. (Read these verses. Display the hanging visual which you have made.) These verses go hand-in-hand with last week's lesson about the resur-

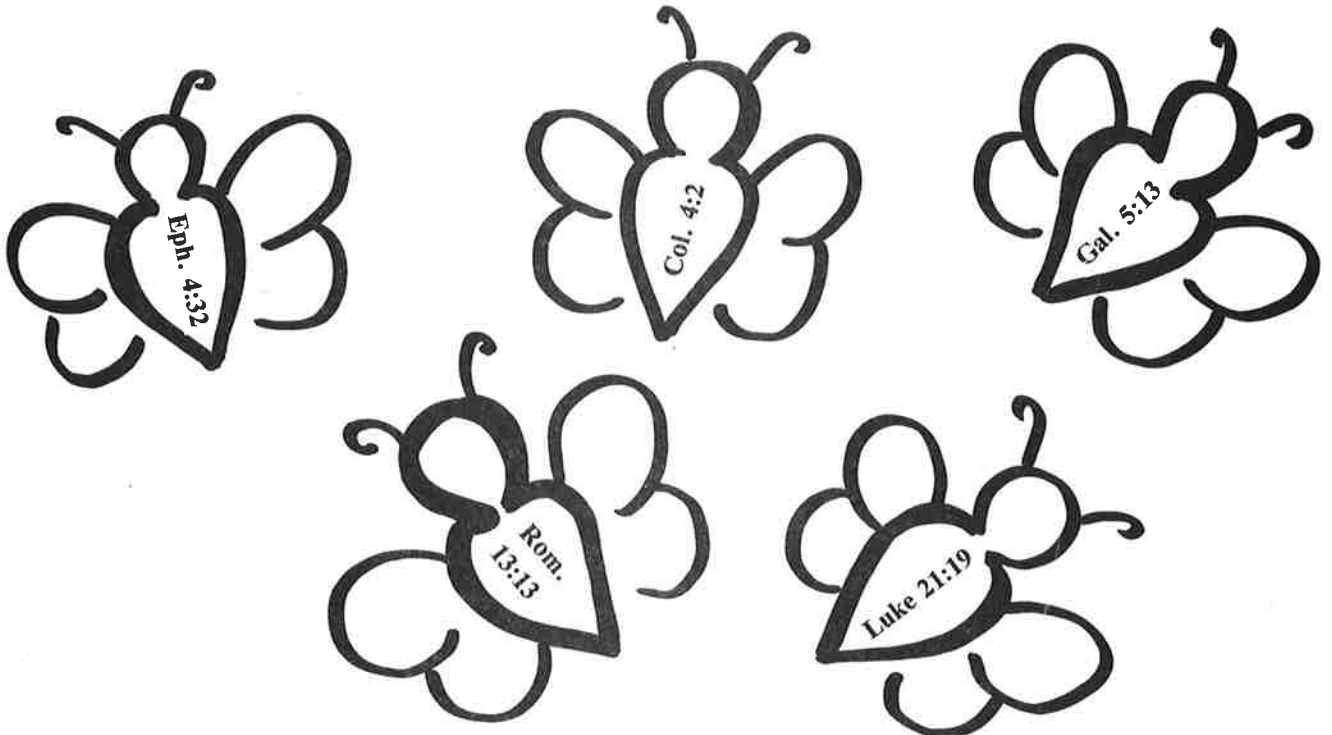
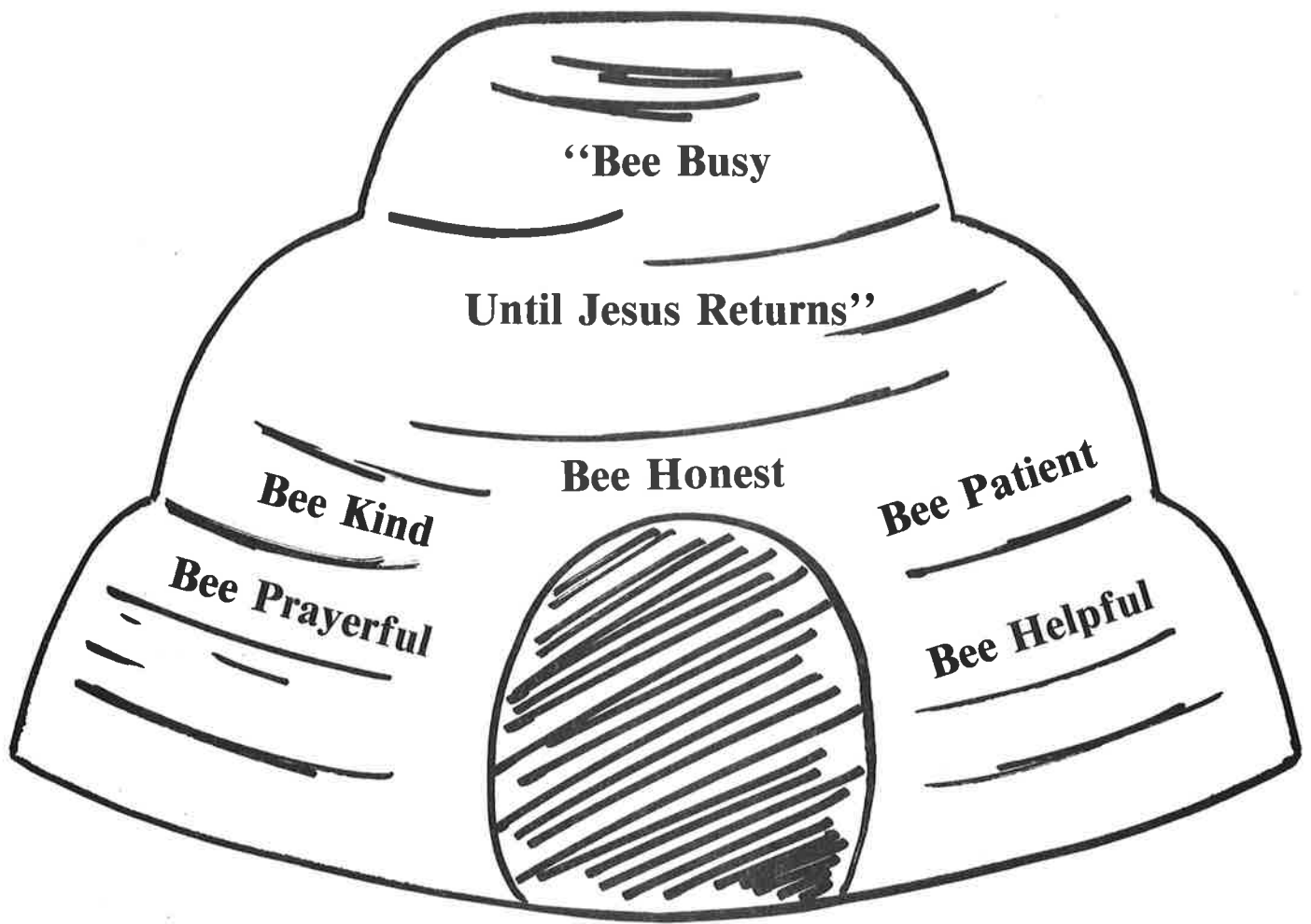
rection. (Discuss the verses with the children, explaining any words or phrases which you think might be confusing. Some of these might be: "*Them which are asleep*" — those who are already dead; "*shall not prevent*" — will not precede or go ahead of.)

I guess since we know that Jesus is coming back we can just sit and wait, doing whatever we want to do. No! As many times as Jesus tried to prepare the disciples for His leaving, He also instructed them about what to do while He is gone. These instructions remain the same for all generations until He comes again. (Show the memory-verse visual, Beacon 120. Read it and help the children memorize it.)

When the verse says "*Watch,*" what is it actually telling us to do? (be busy) (Read Matthew 28:19, 20; Acts 1:8.) There is so much to be done for the Lord. There are lost people to be witnessed to, saved people to be taught the Bible, prayers to be prayed, families to be raised and taught to love God. You will never find a scripture that says we can sit and do nothing until Jesus comes again. Jesus once said that He must be about His Father's business. We are sure about His return, and we, too, must be about the Father's business until He comes again.

(Sing several of the recommended songs. Lead the children in prayer.)

Activity: Each child will need a copy of the following activity page. Let each child color the beehive and the "Busy Bees." Each child should cut out his five bees. As a class activity, read the verse referenced on one of the bees. Decide as a class which "Bee Attitude" it matches. Let each child attach the bee with glue or tape next to the correct phrase on the beehive. Example: the "Busy Bee" labeled Ephesians 4:32 belongs next to "Bee Kind."



Star Awards Review

God's Workers — Star Awards Activity Number 3

BEACON Star Awards Bible

- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Facts and Star Awards requirements from Lessons 7 — 9 will be reviewed. Areas of uncertainty for the children will be covered again so that all students will learn the necessary material.

Memory Verses: *"Behold, a virgin shall conceive, and bear a son, and shall call his name Immanuel"* (Isaiah 7:14); *"Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live"* (John 11:25); *"Watch therefore: for ye know not what hour your Lord doth come"* (Matthew 24:42).

Materials Needed: Make enough copies of the art page so that you will be able to write each review question on a cloud. Glue or tape a piece of yarn approximately 12" long to each cloud. Cover a shoe box with solid blue paper, covering the top and bottom of the box separately. Cut a hole in the top of the box. Place each cloud inside of the box, pulling the yarn up through the hole so that it is on the outside. Replace the lid so that the questions may not be seen. Each child in turn should pull on one piece of yarn, bringing that question out. The student should then read the question and answer it. At the end of class correctly answered cloud questions, which have been collected by each child, may be returned to the teacher in exchange for an equal number of marshmallows, a sandwich bag of popcorn, or other fluffy white food. Memory-verse and lesson visuals should be available to review any points of difficulty.

Lesson Approach: In Lessons 7 — 9 we learned about some heavenly events in the life of Jesus. This Star Award review time will cover these three lessons. (Show the shoe box.) All of the questions for the review are inside this box attached to these strings. Each of you will get to choose a string, pull it up, and read and answer the question you find. If you cannot answer the question, it must be put back in the box and you may choose one more. If you cannot answer that question, it will be put back into the box and it will be the next child's turn. (If you plan to give a reward, explain what it will be and how it may be earned.)

Star Awards Questions for Lessons 7 — 9

1. Who is the mother of Jesus? (Mary)
2. What is a woman called who is pure and has not married? (a virgin)
3. Whom had Mary promised to marry? (Joseph)
4. Who told Mary that she was going to have a child? (the angel Gabriel)
5. Who is the Father of Jesus? (God)
6. According to the law, what two choices did Joseph have when he found that Mary was going to have a child? (stone her to death; have the promise to marry cancelled, which was almost like a divorce)
7. Who convinced Joseph to go ahead with the wedding with Mary? (an angel of God)
8. Why did Jesus have to be both human and divine? (so He could live on earth as a man and yet remain perfect and sinless as God)

9. What does the word *resurrection* mean? (to raise from the dead; to bring back to life)
10. On what day each year do we celebrate the resurrection of Jesus? (Easter. Remind the children that we can remember the resurrection every Sunday as we worship the risen Christ.)
11. Which church that was established by Paul had a problem believing in the resurrection? (the church at Corinth)
12. Has any other god down through the centuries been able to raise a sacrifice back to life? (no)
13. What is the past tense of salvation? (being saved from the penalty of every sin committed — past, present, or future)
14. What is the present tense of salvation? (being saved every day from sin controlling my life)
15. What is the future tense of salvation? (being saved from the wrath of God upon all the ungodly which is yet to come)
16. When Jesus presented himself as the Messiah who was to come, what did the Jews expect Him to do? (set up an earthly kingdom at that time)
17. Who knows the time when Jesus will return? (only God)
18. What does the phrase "*them which are asleep*" in I Thessalonians 4:13 mean? (those who are already dead)
19. What does the phrase "*shall not prevent*" in I Thessalonians 4:15 mean? (will not go ahead of)
20. What is the difference in being raptured and being resurrected? (Being raptured means being caught up and changed while still alive; being resurrected means being raised from the dead.)
21. What are we to do while we wait for the Lord's return? (watch, wait, and carry out His commands)
22. Name a way that you can be busy while you wait for the Lord to return.
23. Name another way that you can be busy while you wait for the Lord to return.
24. Name another way that you can be busy while you wait for the Lord to return.



Our Church Believes in Spreading the Gospel by Loving

God's Workers — Lesson 10

BEACON Star Awards Bible

- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: The children will know the importance of loving others and will become familiar with the church's benevolent work.

Text: Romans 12:9-21; 13:8-10

Memory Verse: *"My little children, let us not love in word, neither in tongue; but in deed and in truth"* (I John 3:18).

Materials Needed: A Valentine card, an empty candy box, or a bouquet of artificial flowers may be used during the lesson introduction. Using figures Beacon 121-124 from the visual packet, make a flipchart for use during the lesson presentation. Color each figure. Cut each one out and mount it on a 9" x 12" piece of poster board. Punch two holes at the top of each flipchart page. Use metal rings, Chinese jacks, or yarn to fasten the pages together. Color the memory verse visual, Beacon 125. Cut it out and mount it on red construction paper which has been cut from the same pattern. When the two sides of the visual are folded in, write "We Show God's Love" across the front.

The lesson visuals needed are: (1) a cross with the words *I love you* written on it; (2) a heart with the words *God's Love Reaches to All* written on it; (3) a scroll with the words *Love Fulfills the Law of God* written on it; (4) a church with the words *Our Church Shows God's Love* written on it. The memory verse should be on a large folding heart. The quiz at the end of the lesson is optional. If it is used, type or write out a copy for each child on a small sheet of paper or a 5" x 7" index card. Use the patterns on the activity page

to cut construction paper pieces for each child. The flame should be yellow, the candle white, the holder green, and the base yellow. Write the following verse on each base: *"Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven"* (Matthew 5:16). A sheet of blue or red construction paper will be needed by each child to complete the visual. A copy of the word *Sunbeams* and the Sunbeam motto will also be needed for each child.

Songs: "You Can Spread a Ray of Sunshine" (*Action Songs for Boys and Girls, Volume 7, Singspiration*); "After All He's Done for Me" (*Action Songs for Boys and Girls, Volume 1, Singspiration*); "I Want to Work for Jesus" (*Primaries and Juniors Sing*, David C. Cook Publishing Company)

Prayer: Thank God for the love He shows toward us. Ask Him to help each child show his love for God in return by helping others. Thank God for giving your church opportunities to help those who are in need.

Lesson Approach: (Show the items which you have brought.) If your father brought items such as these home to your mother, there would usually be three words that he would say when he gave them to her. What would those three words be? (I love you. Write this sentence on the chalkboard.) When you are young you want to hear these words from your parents, grandparents, and other special people. You also say these words to those same people. When the

words *I love you* are said because they are true and not just to impress someone or to try to get something, they are very special to the one who hears them.

Our actions may say *I love you* even if we don't speak the words. What are some things we can do for our parents to show our love without speaking the words? (Allow time for discussion. You might also continue the discussion by naming things that can be done for grandparents, brothers and sisters, friends, or others you think of.)

These are all wonderful ways of showing our love for others. Someone once showed His love for all people in a very special way. That person was Jesus. How did He show His love for each of us? (Show the first page of the flipchart, Beacon 121.) (Allow discussion. Help the children to realize that when Jesus died on the cross for the sin of the whole world that He demonstrated the greatest love that could have been shown. See John 15:13.)

Love is a very special quality of God. (Show flipchart visual, Beacon 122.) He loves people who don't deserve to be loved. He loves rich people and those who are poor. He loves people from every nation and people of every age. He loves educated people and those who cannot learn.

The Bible shows us how to show our love for Jesus through loving others. (Read Romans 12:9-21 and 13:8-10. Show the flipchart visual, Beacon 123. Discuss words with the children which might be difficult to understand. Dissimulation means *hypocrisy*. Cleave means *cling*. Instant could also be translated as *diligent*.)

It always seems easy to show love to someone who loves us first. These verses teach that we are even to love and pray for those who do evil things to us. Don't forget that we can love and pray for the person without loving or agreeing with what he does. Every person, whether good or bad, has a soul that can be saved by God. Our church is a good example to follow when learning to show love for others. (Show flipchart page Beacon 124.) We do many things that are benevolent. Benevolence means *doing good or*

kind things.

(Discuss your church's benevolence programs. List items of benevolence on the chalkboard as they are mentioned. Acts of benevolence which are common in many churches are: praying for the sick, sending get-well or sympathy cards, telephoning or visiting those in the hospital or with shut-ins, praying for those who have experienced a tragedy, collecting offerings to help with unpaid doctor or hospital bills, taking meals to those who are sick or to a family after a death or tragedy, doing housework or chores for those who cannot, taking the elderly to the doctor or to do shopping. Special items of benevolence might include storing food or clothing for needy families or having money set aside to help those in need. A special committee might even be used by your church for this purpose. Specifically mention areas in which Beacon-age children can participate. As a benevolence project you might take your children to the home of an older person, letting the children clean the yard or do other odd jobs.)

(Show the memory-verse visual, Beacon 125.) How easy it is to say words and then do nothing! The things we do prove whether our words of love for God really mean anything. We don't have to prove ourselves to God. He knows all about us. We do have to prove to a world of very critical unbelievers that we are Christians and that the love of God is very real in our hearts. Unkind words or acting mean and hateful tell the lost that it is no different to be a Christian than to be a sinner. Do you feel love in your heart for others? I hope so. That feeling of love which you have is your proof that God is living in your heart. If you will let Him teach you to love, that feeling will grow and grow, and soon you will discover that good really can overcome evil. (The following quiz is optional.)

- I. I do something good for someone else most of the time because:
 - a. I want to.
 - b. they will do something good for me in return.
 - c. someone makes me do it.

II. When I do good for someone else I feel:

- a. good inside.
- b. upset because they don't deserve it.
- c. relieved that it is over and I can do something else.

III. The last time I prayed for someone else was:

- a. today or last night.
- b. over a week or more ago.
- c. so long ago I don't remember when it was.

IV. When Jesus said *love thy neighbor* He meant:

- a. love the person who lives next door to you.
- b. love the people who live on your street.
- c. love all people everywhere.
- d. all of the above.

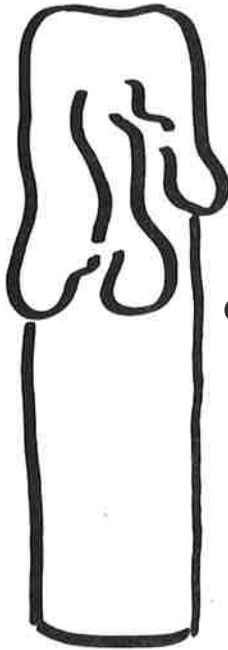
Activity: Make construction paper pieces for each child according to the colors indicated on the activity page, or let each child color the pieces as indicated. Let the children cut out each piece and put the visual together on a sheet of blue or red construction paper. If you cut the pieces from construction paper, write out Matthew 5:16 on each base or let the children write it on the finished pictures.

The Star Awards requirements list an additional verse for Beacons to learn. This verse will be memorized in addition to the memory verse for this lesson.
"Thou shalt love thy neighbor as thyself" (Mark 12:31).



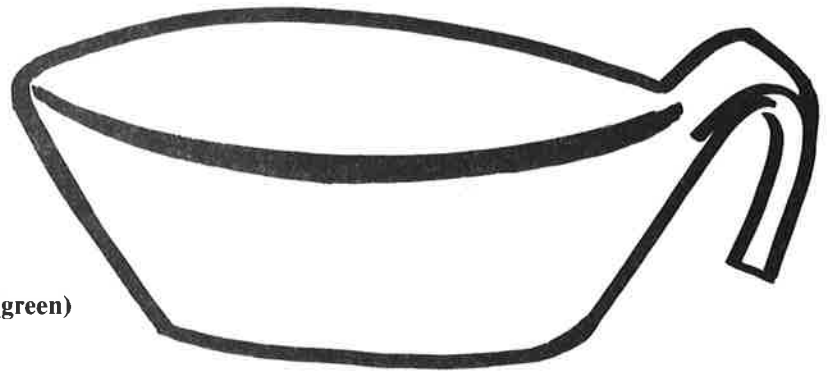
(yellow)

Sunbeams



(white)

*“Ye are the light
of the world”
(Matthew 5:14).*



(green)

*“Let your light so
shine before men,
that they may see your
good works, and glorify
your Father, which is in heaven”
(Matthew 5:16).*

Our Church Believes in Spreading the Gospel by Teaching

BEACON
Star Awards
Bible

- Church Missions
- Music
- Memory Work
- Prayer

God's Workers — Lesson 11

Aim: The children will know that Jesus taught and that it is the church's responsibility to teach. They will know how the church teaches and will know about the BMA teaching ministry.

Text: Mark 6:1-6; Matthew 28:19, 20

Memory Verse: "*Study to shew thyself approved unto God*" (II Timothy 2:15).

Materials Needed: The visual packet contains visuals which may be used to present the lesson. Use Beacon 126-129. Color and cut out each figure. Mount the figure of Frisky on a piece of poster board which has been cut to the same shape. Attach a craft stick, tongue depressor, or small dowel stick to the back of the figure. Color the other figures. Cut them out and back them with flocked paper or felt for use on the flannelgraph board. Cut out the memory-verse visual, Beacon 130. Color the frame around the slate. Mount the visual on poster board. Figures needed are: (1) the (cocker spaniel) puppy Frisky; (2) a young Bible-time boy; (3) Jesus reading from a scroll in the synagogue; (4) Jewish men attending the synagogue. The memory verse is shown on an old-fashioned school slate, the slate black and the writing white. A map of the United States will be helpful in locating the sites of the various BMA schools and the Baptist Publishing House. Make a small label for each school, the Publishing House, and your church from strips of white paper. During the lesson, attach each label to the map with a map pin, straight pin, or tape in the approximate location of the town mentioned. Other helpful items would be pictures, catalogs, or other materials from each

place you mention. Each child will need a copy of the activity page. Crayons are needed for the activity.

Songs: "Tell It Again," "We have a Story to Tell," "Tell Me the Stories of Jesus" (*Sing and Be Happy Songs for Children*, Rodeheaver Company)

Prayer: Thank God for the faithful men and women who have taught and are teaching the Word of God. Thank Him for the teaching ministry of your church and pray for His continued blessings on it. Ask for His continued blessings on all areas of the BMA teaching ministry.

Lesson Approach: Let's pretend for just a moment that I have a new little cocker spaniel puppy named Frisky. (Show the stick puppet figure, Beacon 126.) He is the cutest, sweetest little puppy you ever saw. He plays with me and licks my face. He likes to sleep at the end of my bed. However, Frisky has a few problems. He won't come when I call him. He chews on socks and shoes and tears them up. When I try to get him to stay at home he sneaks out and comes running after me. What would you do with a puppy like that? (Let the children tell you what they would do if Frisky was their puppy. End the discussion with the fact that Frisky needs some training. He needs to be taught by a trained teacher to behave like a good dog.)

We've decided that Frisky needs a teacher. What about you? When you turned five years old and your mother and father wanted you to begin

learning to count and say the alphabet, what did they do with you? (They sent you to school. Show a kindergarten-age activity book if you wish.) Even though you may learn many things at home, most of your learning is done at school. Now you are old enough that you are reading and spelling very difficult words. You have gone from just counting to adding, subtracting, and learning your multiplication tables. You have learned so much in the last several years because you have had teachers who are trained to do their jobs well.

There are well-trained teachers for everything from teaching Frisky to obey to teaching you to read, write, and do arithmetic. What about here at our church? Is it important to have good teachers and teaching materials at church? (yes) When you get older and finish high school, is it important to have colleges, and other schools which teach true Bible doctrines? (yes)

(Place the figure of a young Bible-time boy, Beacon 127, on the flannelgraph board.) Many, many years ago when Jesus was young, children who attended school learned to read, write, and do arithmetic. They also studied history and science. Mainly, they studied the Old Testament scriptures and the writings of the wise men of Israel. They learned about God and all He had done for the people of Israel. They learned about things that were going to happen in the future when they studied the writings of the prophets.

As a Jewish boy grew into a man, it was the custom on every Sabbath to meet at the temple. One of the men would read from the scrolls of the Scriptures and speak about what he read. Jesus was the greatest teacher who ever lived, and He also followed this custom. (Read Mark 6:1-6. Place the figure of Jesus and the Jewish men, Beacon 128 and 129, on the flannelgraph board.) It wasn't unusual for people to be critical of Jesus when He taught. For many years the Jews had been taught that the Scriptures would come true "one day." Suddenly Jesus began saying, "The Scriptures are coming true now, and I am the one they are speaking of." Even though there were people who criticized Jesus every time He taught, many others believed His teachings and followed Him. Right up to the time of His

death Jesus taught His disciples.

After His resurrection He spent another forty days teaching the disciples. Teaching sinners how to be saved and believers how to live was very important to the Lord. Before He ascended to heaven to be with God, He gave His followers, the church, the Great Commission. (Read Matthew 28:19, 20.) Verse 19 tells the church to teach unbelievers how to be saved. Verse 20 tells the church to teach the saved all of Jesus' commandments, which include all the teachings of the Bible.

The teaching ministry of every church is very important. (Discuss the teaching ministries of your church. Name them and tell the appropriate times for each one. Name the teaching ministries of the BMA which include the BMA sponsored colleges and BMA Theological Seminary. Pictures from state papers or other sources, including printed material from the colleges and seminary will be useful. Ask your pastor for help in obtaining these well in advance. Be acquainted with the location and name of each school.

(A list of schools and locations may be found in the *BMAA Directory and Handbook* printed by the Baptist News Service. Using a map of the United States and labeling each school's town will help children to identify its location and proximity to them. Make special mention of the BMA teaching ministries which your church supports. Include in your list of BMA teaching ministries the Baptist Publishing House in Texarkana, Texas, which publishes BMAA literature and teaching aids for Sunday School, Training Service, GMA's, Sunbeams, Vacation Bible School, and Galileans, as well as other areas of Christian Education. Spanish publications and teaching materials are probably being covered in your missions studies; however, you may want to mention that they are printed by the Casa Bautista Misionera de Publicaciones in Lubbock, Texas.)

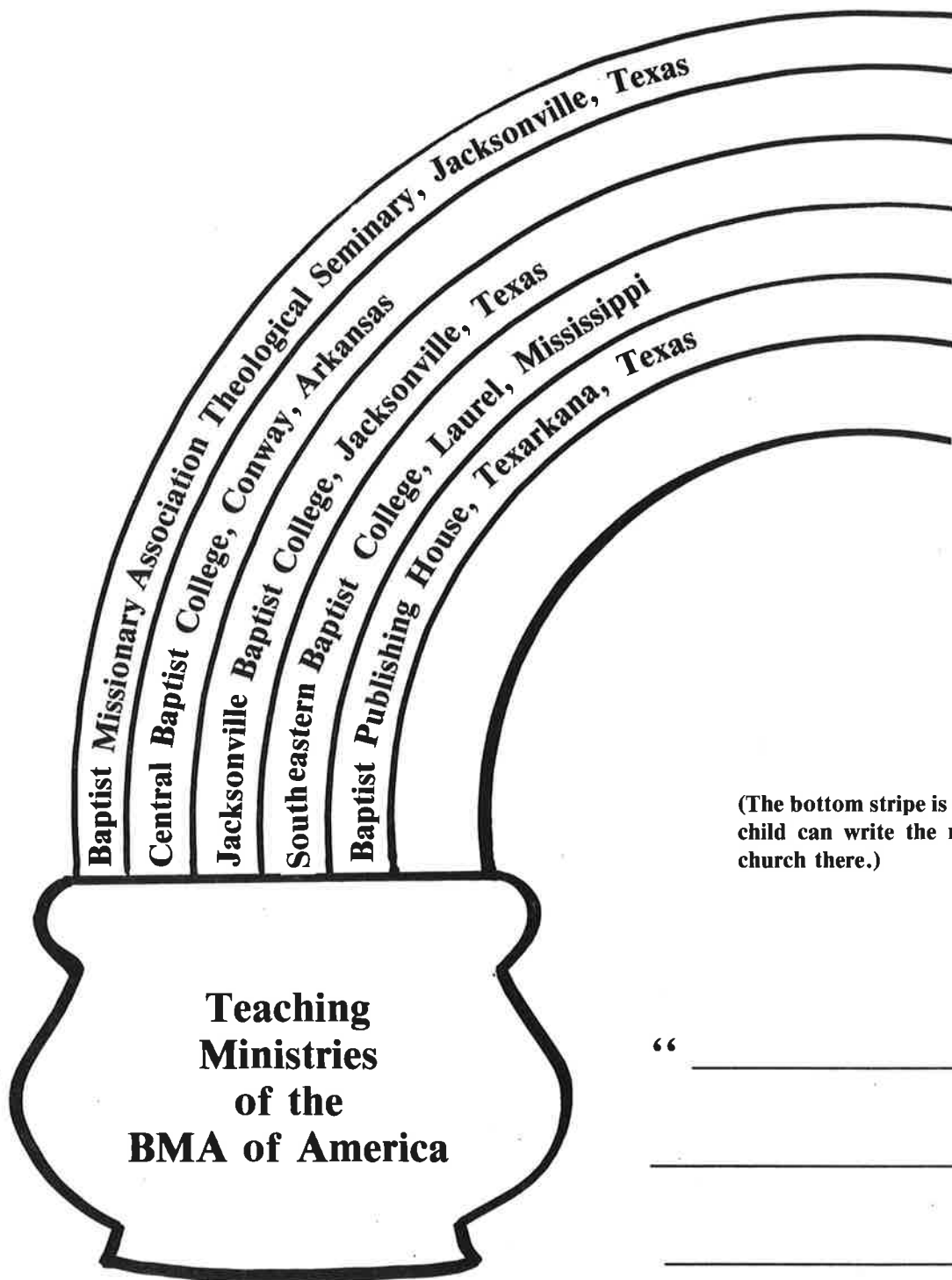
If someone wants to know how to be saved, can he learn that at our church or from one of our schools? (Yes!) If someone wants to know how to live a better life for God, can he find out how at our church or at one of our schools? (Yes!) We can thank God every day that He

allows us to attend a church which believes and teaches the Bible. We should also thank Him for allowing the BMAA to have many teaching ministries including colleges, Bible schools and institutes, a seminary, and a publishing house which prepares Christian education materials.

(Sing several of the recommended songs. Show the memory-verse visual. Help the children

memorize the verse. Lead the children in prayer.)

Activity: Provide a copy of the activity page for each child. The last stripe of the rainbow is empty. Have each child write the name of his church on this stripe. Let the children color each stripe of the rainbow a different color. Let the children write the memory verse on the lines provided.



(The bottom stripe is blank so the child can write the name of his church there.)

“ _____

_____”

(_____) .

Our Church Has Areas of Growth and Responsibility After Sunbeams

God's Workers — Lesson 12

BEACON Star Awards Bible

- Church Missions
- Music
- Memory Work
- Prayer

Aim: The children will learn about GMA's and Galileans.

Text: II Timothy 1:1-7; 3:14, 15

Memory Verse: "Grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ" (II Peter 3:18).

Materials Needed: Plan ahead if you wish to invite a GMA and/or Galilean to visit your classroom to discuss the auxiliaries for older children. You may also want to borrow display items such as handbooks, emblems, etc., from the GMA and Galilean counsellors. From the visual packet you will need figures Beacon 131-138. Color each of these figures. Cut them out and mount them on sheets of construction paper or poster board to be used as flashcards during the lesson. Color the memory verse visual. Cut it out and back it with poster board.

Pictures needed for the flashcards are: (1) Timothy reading a letter from Paul; (2) Timothy's mother, Eunice, and grandmother, Lois; (3) a simple crucifixion scene labeled *salvation*; (4) a church worship scene labeled *worship*; (5) a child reading the Bible labeled *Bible study*; (6) a picture of a child helping someone labeled *service to God*; (7) a picture of a child praying labeled *prayer*; (8) a picture of children participating in a fun activity labeled *activities*. The memory verse is visualized on something that symbolizes growth. It is on a tree. You will need a copy of the activity page for each child. Scissors, crayons or colored markers, staples, metal fasteners (brads), and/or yarn will be

needed to complete the activity.

Songs: "Boys and Girls for Jesus," "Jesus Bids Us Shine," "I'm Gonna Work" (*Action Songs for Boys and Girls, Volume 1*, Singspiration); "Onward, Christian Soldiers" (*Primaries and Juniors Sing*, David C. Cook Publishing Company)

Prayer: Thank God for your church, which takes the spiritual training and welfare of children seriously. Pray that each child will continue to realize his need for increased knowledge about God and more opportunities to serve Him. Thank the Lord for the GMA and Galilean auxiliaries which encourage continued worship, study, and service to the Lord.

Lesson Approach: (Call each child by name, letting him tell how long he has been in Sunbeams. Express to the children your joy in being their teacher for the final year of Sunbeams.) Are you excited that soon you will be promoted from Sunbeams to GMA's and Galileans? (Yes!) Being promoted can be exciting and a little scary, especially if you don't know what to expect. For a moment I want each of you to think about how serious you are about serving God now and as you grow older. God knows exactly what He wants each of you to be doing five, ten, fifteen, or even more years in the future. Your training to fulfill God's purpose for your life began with the first Bible story you ever heard. It has continued through your years in Sunbeams, and will be carried on as you enter GMA's and Galileans.

In the Bible, the apostle Paul wrote a letter to the young preacher Timothy. Paul reminded Timothy that the spiritual training he had received as a child had been very important to him. (Show the flashcard visual, Beacon 131. Read II Timothy 3:14, 15.) Someone took time to teach Timothy about God. Who were Timothy's teachers? (Read II Timothy 1:1-7. Show the flashcard visual, Beacon 132.) Timothy's grandmother, Lois, and mother, Eunice, were also believers. From the time he was very small, they had taught him about God. Because of his early training it was easier for him to realize how he could serve God and to immediately begin to do so.

People who are saved or who begin attending church when they are older can still serve God. However, they must also take the time to learn about Him before they can assume positions of responsibility. Your Sunbeam, GMA, and Galilean training gives you a good foundation to begin serving God at an early age. As you grow older, there will be added opportunities and responsibilities.

(Show the memory-verse visual, Beacon 139. Read the verse with the children and help them memorize it.)

Growing in grace and knowledge of the Lord Jesus Christ is exactly what you will do in GMA's and Galileans. (Show the flashcard visual, Beacon 133.) GMA's and Galileans learn that salvation is essential before they can worship and serve God. Each GMA and Galilean will learn salvation scriptures and will be given many opportunities to accept Jesus as Savior if he or she has not already done so.

(Show the flashcard visual, Beacon 134.) GMA's and Galileans learn more about worshipping God. They learn to use their talents as they worship. They learn that God must be worshiped in Spirit and in truth.

(Show the flashcard visual, Beacon 135.) Bible study is very important as you grow older. GMA's and Galileans learn many Bible verses.

Bible study is used to discover God's will and to learn more about Him. You will memorize many more scriptures and become much more familiar with the Bible.

(Show the flashcard visual, Beacon 136.) Serving God in many ways is an important part of GMA's and Galileans. You will learn ways to help others. You will learn more about missions and ways that you can be a missionary as well as ways to help foreign, interstate, state, and local missionaries.

(Show the flashcard visual, Beacon 137.) GMA's and Galileans also spend time learning about prayer. They learn the different types of prayers and the importance of prayer. They learn to pray for specific things and to look for God's answers to their prayers. They also learn to thank God for answered prayers.

You have some very busy years ahead of you in GMA's and Galileans. What else will you do? Have fun! (Show the visual flashcard, Beacon 138.) Just like Sunbeams, GMA's and Galileans do a lot of fun things. There are outings, activities, houseparties, camps, retreats, programs, and lots of fun! (Name the GMA and Galilean sponsors in your church. Tell the children when their promotion will take place and what activities, programs, etc., are planned for that time. You might have a GMA and Galilean visit your classroom to tell about their auxiliaries and to encourage the Beacons to become active in the GMA and Galilean ministries of your church.)

(Sing several of the recommended songs. Lead the children in closing prayer.)

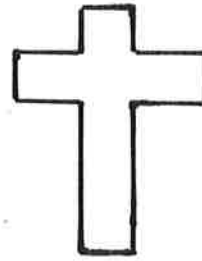
Activity: Provide each child with a copy of the activity page. Let the children color the pictures and cut them apart on the solid lines. Have the children put the pages together to form a booklet. Staple each booklet or punch holes on the left-hand side of each page so that yarn or metal fasteners (brads) may be used to fasten the pages together.

**GMA's and
Galileans
Learn About**

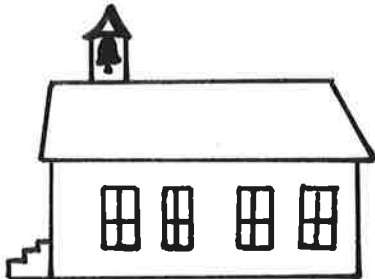
*"Grow in grace, and in the knowl-
edge of our Lord and Saviour
Jesus Christ"*

(II Peter 3:18).

Salvation



Worship



Bible Study



**Helping
Others**



Prayer



Star Awards Review

God's Workers — Star Awards

Activity Number 4

BEACON Star Awards Bible

- Church
- Missions
- Music
- Memory Work
- Prayer

Aim: Star Awards requirements and other facts will be reviewed from Lessons 10 — 12. Areas of difficulty will be reviewed again until all questions can be answered easily.

Memory Verse: *"My little children, let us not love in word, neither in tongue; but in deed and in truth"* (I John 3:18); *"Study to shew thyself approved unto God"* (II Timothy 2:15); *"Grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ"* (II Peter 3:18).

Materials Needed: Make a copy of the art page for each child. Color and cut out enough hearts to fill each page. Place the cut-out hearts in a dish in the middle of the table. You may want to divide them, putting some at each end of the table. Glue or tape will be needed for each child to attach his hearts to the page. Heart-shaped sugar cookies would be a good reward for this review time. Lesson and memory-verse visuals should be on hand for use in reviewing forgotten or difficult areas.

Lesson Approach: These last three lessons have helped us better understand how God loves each of us, and how He wants us to share that love with others. We have also learned that we can continue to grow in the Lord after we promote from Sunbeams. (Give each child a copy of the art page. Place the cut-out hearts and glue or tape on the table so that they are easily accessible to each child.) When I ask you a review question, if you answer correctly, take a heart from the container and attach it to your page in one of the heart-shaped spaces. If you miss a question you

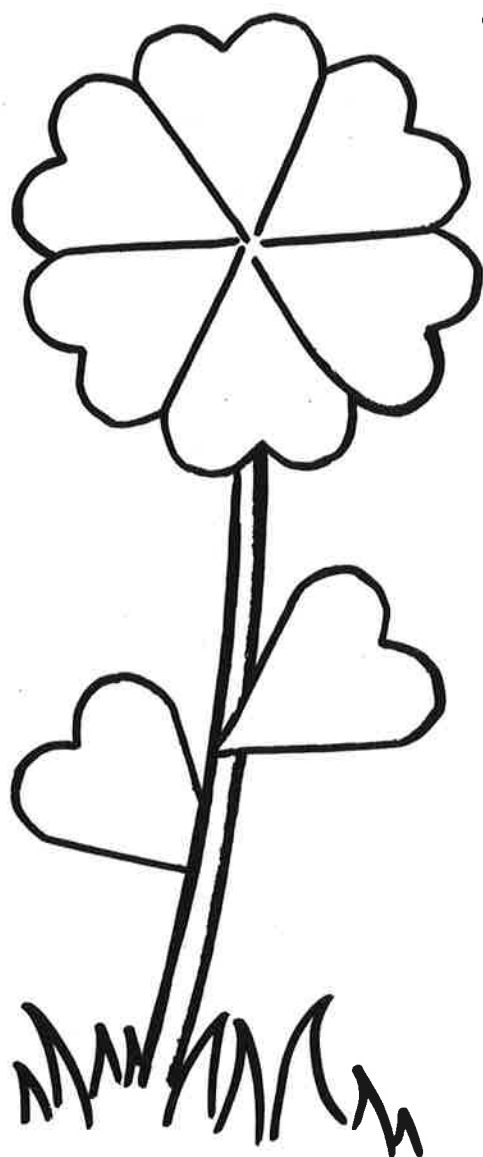
may not put a heart on your page, but must wait until I ask you another question. (If you are going to give a reward, tell what it will be and how it may be earned.)

Star Award Questions for Lessons 10 — 12

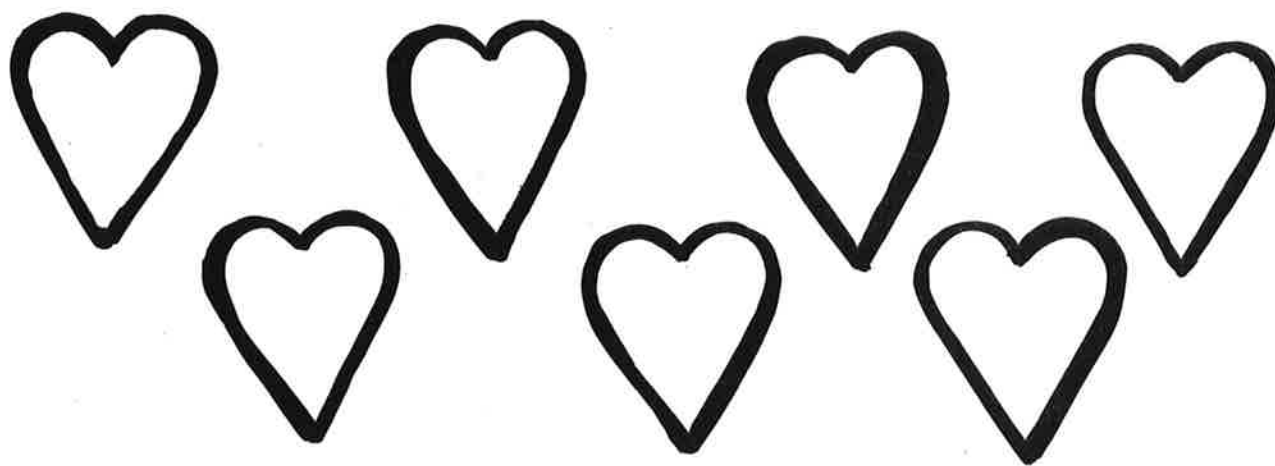
1. How did Jesus show His love for us? (by dying on the cross for our sins)
2. Does God show His love only to those who love Him first? (no)
3. How are we to treat those who do evil or mean things to us? (We are to love them.)
4. If vengeance is to be carried out, who is the one who should do it? (God)
5. How can we overcome evil? (with good)
6. What does the word *benevolence* mean? (doing good or kind things)
7. Name two ways in which our church shows benevolence to others.
8. Who is watching our actions every day to see if we show God's love and behave like Christians? (unbelievers)
9. What is the commandment concerning love which Jesus gave to His followers? (*"Love thy neighbor as thyself"* [Romans 13:9].)
10. Who was known as the "Master" teacher? (Jesus)
11. Where did Jesus stand to read the Scriptures? (in the synagogue)
12. Did the people always believe what Jesus taught? (no)
13. In Matthew 28:19, what does Jesus say the church should teach the lost? (how to be saved)

14. In Matthew 28:20, what does Jesus say the church should teach the saved? (to observe all of His commandments)
15. What is the name of the BMA college which our church supports, and where is it located?
16. What is the name of the seminary which our church supports and where is it located? (BMA Theological Seminary in Jacksonville, Texas)
17. What is the name of the ministry that publishes our teaching materials, and where is it located? (Baptist Publishing House in Texarkana, Texas)
18. What is the name of the auxiliary for girls who are older than Sunbeams? (GMA's — Girls Missionary Auxiliary)
19. What is the name of the auxiliary for boys who are older than Sunbeams? (Galileans)
20. What was the name of the young preacher to whom Paul wrote two New Testament letters? (Timothy)
21. When did Timothy begin to learn about God? (when he was a child)
22. What two women helped teach Timothy about God? (his mother, Eunice, and grandmother, Lois)
23. How do Sunbeams, GMA's, and Galileans prepare you to serve God?
24. Name two areas of study for GMA's and Galileans.
25. Name two more areas of study for GMA's and Galileans.
26. Name two types of activities which GMA's and Galileans might participate in.

“Growing in the Love of God”



(Color the hearts, then cut them out to use with the review questions.)



God's Witnesses



INTRODUCTION

God has directed every Christian to spread the gospel to the lost, whether in our own homes, next door, or across the sea. It is the responsibility of the Sunbeam teacher to teach the young child the importance of his obedience to God's command to be a witness (missionary). Before trying to teach these lessons, the teacher needs to pray that God will make witnessing a burden to his or her heart.

The unit on God's Witnesses has a three-fold purpose: (1) To teach what a witness is; (2) To teach how to be a witness; and (3) To teach how the Baptist Missionary Association of America witnesses.

The first three lessons are designed to teach the child what a witness is and how to be one.

The remaining lessons are designed to familiarize the child with how the BMAA witnesses. The various lessons deal with the areas of the world where BMAA missionaries serve. An introductory lesson is given to familiarize the child with the location, geographical data, culture, and customs of each area of the world.

It is hard for a preschool or primary child to visualize other countries that are many miles away. He has to have concrete things to aid in the learning process. Teachers need to use many visual aids in teaching missions to these children. Good sources of information are the public library, travel agencies, travel magazines, school catalogs, *The Gleaner*, *National Geographic*, *Evangelizing Today's Child*, *Discovery*, maps, atlases, other teachers, friends who have traveled, store displays, and coloring books; the list is endless. You may be surprised at the various places where you will find missions ideas. Many times you may find a good idea for teaching missions, but you may not be able to use it for the present year — file that idea. You will undoubtedly use it later.

Try to make the classroom as attractive as possible. Plan to use as many visual aids as possible — things that will aid the children in really "seeing" that country. Children remember much more when the facts are presented visually. They usually remember 50 percent of what they see. These lessons will present ideas relating to room design, study helps, activities, missions giving, slogans, and songs.

Each lesson that follows an introductory lesson features a missionary in that area. Because of occasional changes in the BMA missionaries and their locations, only a general outline is given for the teacher to use. (See the outline following the introduction.) The teacher will be allowed to select the featured missionary. Information on the featured missionary will need to be obtained from current issues of *The Gleaner*, 721 Main Street, Little Rock, AR 72201. This will need to be done in advance of lesson preparation.

HOW TO PRESENT A MISSIONARY

(This is to be used in Lessons 5, 7, 9, 11, and 12.)

1. Point out the countries in the region of study where the missionaries are located. (Use world map or globe.)
2. Place names and/or pictures of each family on the map near the country where they are serving.
3. Give the history of the missions work in that area of the world. Include the following information: how long the BMAA has had missionaries serving there; where BMAA missionaries have served but are no longer serving (in the area of study); major accomplishments for the area (Example: churches, Bible schools, hospitals, orphanages, etc.).
4. Choose one family and tell about their life (biographical data). If possible, invite the missionary to make a personal visit to the class. Show current slides and tapes of this family from the missions department. Secure recent *Gleaner* letters from this family and read to the class. Write a letter (each child or as a group) to this family. Encourage older Sunbeams to establish a pen pal with a missionary child. Support this family by praying and sending cards, gifts, or special offerings on special occasions. Secure Missionary Prayer Cards from the Missions Office, 721 Main Street, Little Rock, Arkansas 72201.

5. Choose one of the carry-through activities listed to use with the study of each missionary featured.

CARRY-THROUGH ACTIVITIES

(This is to be used with Lessons 5, 7, 9, 11, and 12).

Below are listed just a few suggestions and sources to obtain numerous ideas for carry-through activities.

MISSIONARY MOBILE

Cut a 12" x 12" strip of poster board. Staple ends together to form a circle. Staple yarn to each side of circle so it can be hung. As each missionary is studied, let the children cut pictures of the missionary from *The Gleaner*. Print the country name on a 3" x 5" card and glue the picture on the card. Staple yarn or strips of crepe paper to the card, and then staple them around the circle. At the end of the unit on God's Witnesses, each child can carry his or her mobile home.

PRAYER AROUND THE WORLD

Put a globe of the world in the middle of a round table. As the missionaries are studied, tape their pictures and names on the table around the globe. Show where each missionary is located by connecting his picture to the globe with yarn. Each week have the children to join hands around the table and pray for the missionaries. Encourage them to "circle the world with prayer."

MISSIONARY SCRAPBOOK

Let each child (or the whole group) make a missionary scrapbook. Use construction paper for a cover and unlined paper for the inner pages. As each missionary is studied, cut out pictures and articles of the missionary and the country in which he is serving and glue them on the pages.

SOURCES OF OTHER ACTIVITIES

Vacation Bible School Missions Studies (Books available for Taiwan, Mexico, Bolivia, Brazil, Japan, Australia, and The Philippines. Tapes and slides or filmstrips available also for Japan, Brazil, and Australia.)

Baptist Bible and Book House, 712 Main Street, Little Rock, AR 72201-4695

Missions Ideas or *101 Ideas*, Sacred Literature Ministries, Inc., P. O. Box 777, Taylors, SC 29687

TO THE TEACHER

Teaching children about missionaries and their work is in itself a mission field, for these children are at the age when ideas and concepts are being formed. They have open minds and are eager to learn.

When children begin to learn about various missionaries and the work they do, they develop a person concern for these missionaries and their families.

The term *missionary* includes all Christians, not just those who actually go to foreign fields.

Boys and girls should be led to the place where they will say from their hearts, "*Here am I; send me*" (Isaiah 6:8).

What Is a Missionary?

God's Witnesses — Lesson 1

BEACON
Star Awards
Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: The children will learn that a missionary is anyone who tells others about Jesus and God's plan of salvation. They will learn that the person who is a missionary must be prepared by knowing Jesus before he can tell others. They will learn that it is every Christian's responsibility to be a missionary and tell others about Jesus.

Text: Luke 24:45-49; Ephesians 6:15; Matthew 4:4; Hebrews 11:6

Materials Needed: Bible; memory-verse visual to go on flannelgraph board; visuals of "Mission Shoes" to go on flannelgraph board; activity materials

Memory Verse: "*Repentance and remission of sins should be preached in his name among all nations, beginning at Jerusalem*" (Luke 24:47). (Visualize on a triangle shape cut into several different pieces. Prepare it on a material that can be used on the flannelgraph board.)

Songs: "Sermon in Shoes" (*Salvation Songs for Children, Number 4*, Child Evangelism Fellowship Press); "We Have a Story to Tell" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Son, Jesus, and Jesus' instructions to us. Ask His guidance for our missionary walk.

Lesson Approach: (Before class place memory verse on flannelgraph board to one side.) While Jesus was here on earth, He went about personally teaching His followers the gospel story. What do you think the gospel story was? (Encourage

response.) The gospel story was, and still is, the good news about God's Son, Jesus.

God had a plan of salvation for us from before the very beginning of time. Jesus fulfilled that plan by dying for our sins. In three days He arose from the grave. Before going back to heaven, Jesus left important instructions with His followers. Would someone look up Luke 24:45-49 and read it out loud?

These verses tell us the instructions that Jesus left with His followers. These same instructions are for us today. Jesus plainly taught that there must be repentance and remission of sins preached in His name. (Direct attention to the memory verse on the flannel board.)

This message was so important that Jesus wanted it preached to everyone in the world. Since He had to go away to prepare a heavenly home for all believers, He left the spreading of the gospel story in the hands of His followers. His followers were witnesses of all that Jesus had done and taught. This was their mission, and they were to begin at home in Jerusalem.

Who can tell me what a missionary is? (A missionary is someone who tells others about God's Son, Jesus, and God's plan of salvation.)

Before a person can be a missionary, he must be prepared. A person must be prepared before he can go on an all-day hike. What would you do to prepare for an all-day hike? (Encourage response.) You would be sure to have a good, comfortable pair of walking shoes. That would be one of the first steps in preparing for a hike.

A missionary needs "Missions Shoes." God

wants everyone to hear the gospel story. People cannot hear unless they are told; someone must go and tell the Good News. But before a person can go and tell, he must be prepared. Ephesians 6:15 says he must have his *"feet shod with the preparation of the gospel."* He must have the right foundation under him.

1. (Place Beacon 140 on flannel board.) The sole is the foundation of the shoe. What is the foundation of the missionary? Salvation! Before the missionary can "go" with the gospel, he must "come" to Christ and be saved. He must believe and receive Christ as his Savior. Just as the sole is vital to the shoe as the foundation, salvation is vital to the missionary as his foundation.

2. (Place Beacon 141 on flannel board.) The next part of the shoe that is needed is the heel. The heel is needed to rest upon and make a long walk secure. The missionary needs a good, strong heel. It is the Word of God. Matthew 4:4 says, *"Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God."* To live and grow, a missionary must feed on God's Word. God's Word is vital for the missionary to rest upon and make his walk secure.

A well-prepared sole and heel are necessary for a shoe. Salvation and God's Word are the necessary preparations for a missionary.

The upper part of the shoe represents the "whole Christian life" of a missionary.

3. (Place Beacon 142 on flannel board.) A good shoe needs a well-fitted back for support and comfort. The missionary needs the Holy Spirit. The Holy Spirit supports, leads, and comforts the missionary at all times. (Read Luke 24:49, or have a student to read it.)

4. (Place Beacon 143 on flannel board.) The

middle of the shoe with its strings is important, also. The missionary needs a good middle support of faith tied with lots of prayer.

Faith has to fit just right. Believing God's Word is placing your faith in the right place. A person must always have faith in God to please Him. Hebrews 11:6 says, *"Without faith it is impossible to please him."*

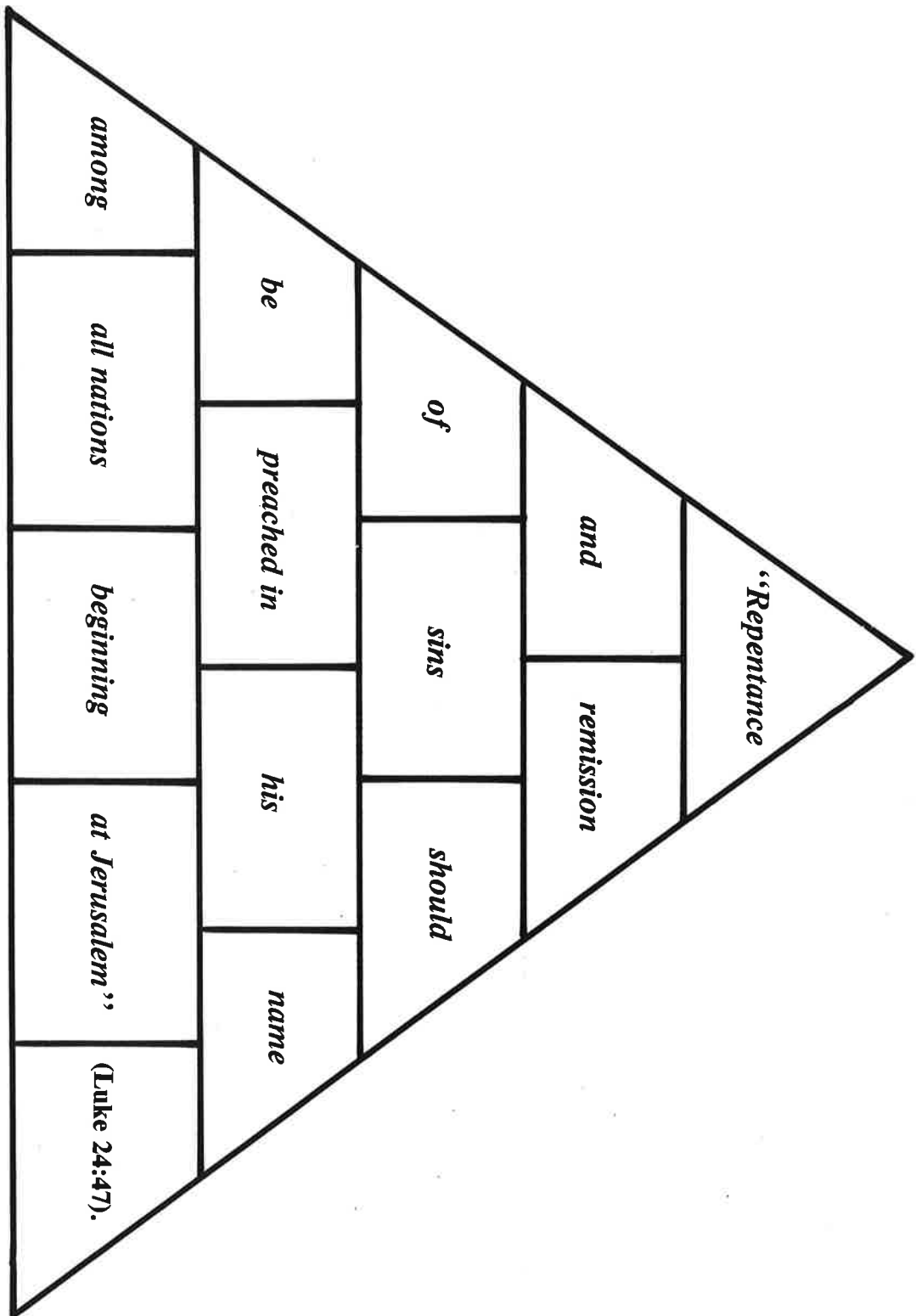
Prayer keeps the missionary close to God. Through prayer a person comes to know God better, because it is the way to talk to God. Prayer is the tie between the missionary and God.

5. What is missing from our shoe? (Place Beacon 144 on flannel board.) The toe is missing. The toe of our shoe is what others see first. It represents the testimony of the missionary's life. That is what others see first. The missionary's testimony is the kind of witness he is. The toe of the shoe "points" to remind him that he should live a godly life so that others may be "pointed" to Jesus. He must point out to others the need to repent and turn from sin. He must point others to Christ's finished work on the cross where Jesus offered himself as the perfect sacrifice for sin.

What is a missionary? A missionary is anyone who puts on his "Mission Shoes" and tells others about Jesus.

Let's bow our heads now and thank God for His Word and for Jesus' teachings so that we know how to be missionaries for Him.

Activity: Prepare enough memory-verse pyramids so that each child may have one. Let them build their pyramids and practice saying the memory verse. Then pass out construction paper so that they may glue the memory-verse pyramid to it.



Who Should Be a Missionary?

God's Witnesses — Lesson 2

BEACON Star Awards Bible Church

- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that God has commanded *every* saved person to tell others about Jesus and salvation. Therefore, every Christian should be a missionary.

Text: Mark 16:15, 16

Materials Needed: Bible; memory-verse visual; visuals of story "Ten Fingers" found in visual packet; activity materials

Memory Verse: Luke 24:49 (Use same visual as Lesson 1.)

Songs: "A Little Missionary," (*Salvation Songs for Children Number 4*, Child Evangelism Fellowship Press); "Go and Give and Pray" (*Primaries Sing*, Scripture Press); "Here Am I, Send Me" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Prayer: Thank God for His Son and His Word to help us be missionaries for Him.

Lesson Approach: (Be sure to keep room missions oriented from the suggestions in the introduction. The children should know as they enter the room that they are studying missions.) We learned in our last missions lesson what a missionary is. Who can tell me what a missionary is? (Encourage response.) That's right, a missionary is a Christian who tells others about God's Son, Jesus, and God's plan of salvation.

Who can be a missionary? Does a missionary have to go to a foreign country? Can *you* be a missionary? (Encourage response.)

I want to tell you a story about a little Honduran boy. Maybe he will help you know who

should be a missionary.

1. (picture of Latin boy named Carlos, Beacon 145) If ever a little Honduran boy wanted to do something, it was Carlos. And all he wanted to do was go to Sunday School, but he was not allowed to go. The weather was clear. Carlos wasn't sick, and the Sunday School was only a short distance away under the shade of a big palm tree.

Carlos could see the boys and girls gathering there. He could even see the big pictures the teacher hung on the tree. He could almost hear what the teacher was saying about the pictures.

2. (picture of Carlos' mother, Beacon 146) "Oh, Mama," Carlos begged his mother, "please let me go. See, I have been there twice and it has not hurt me; please let me go today!"

But Carlos' mother was afraid and did not think it was a good idea for Carlos to go to Sunday School. She told Carlos, "No, go play so I can get lunch cooked."

3. (picture of Carlos' father lying in a hammock, Beacon 147) Big tears dropped from his eyes as he went out into the sunshine to play. Carlos saw his father lying in the hammock, sunning his toes. He just had to talk to his father about why he was so heartbroken.

Carlos' father said, "Okay, go listen to the stories. Go and listen ten times until you have a story for all ten fingers."

Carlos didn't waste any time skipping over to the children under the big palm tree. His mother didn't like it, but his father said, "Oh well, a story can't hurt him."

4. (picture of Carlos' fingers, nine held up and one down, Beacon 148) Sunday after Sunday, Carlos went to Sunday School. Soon he had a Bible story for nine fingers. There was only the tenth finger left, and Carlos intended to have a story for it the next Sunday. But Carlos' family had to move to a faraway village before the next Sunday. There was no Sunday School there, and Carlos was terribly sad!

He asked all his new friends, but no one had ever heard of a Sunday School. So Carlos told them what it was like. Carlos told them how there had to be a teacher, who would hang pictures on the tree and tell stories about them. "I know nine of the stories myself," Carlos said, as he held up his fingers and wiggled all but the tenth one.

"Then tell us the stories," his new friends begged. "Let's have this thing called Sunday School right now."

5. (picture of Carlos standing before a group of his friends pointing to a blank sheet of paper hanging on a palm tree, Beacon 149) Everyone sat down under a palm tree as Carlos hung a piece of paper on the tree. "We'll just have to pretend a lot," he said. It would take a lot of pretending, since there wasn't a single marking on the paper.

But Carlos began pointing to different spots on the paper and telling the Bible story. "Now here is where the hillside ought to be, and all over the hillside are hundreds of sheep huddled together. Shepherds are sitting here watching, and it is night. Suddenly, up in this corner of the picture there is a big light in the sky. What do you suppose made that light?"

Not a single little Honduran child knew, so Carlos whispered, "Why, it was angels! Oh, a whole lot of angels, and they came down to tell the shepherds that the Lord Jesus was born."

"Who is the Lord Jesus?" one little girl asked. So Carlos explained, and that was the first story!

"We like finger stories! Tell us another."

6. (same visual as 4) So Carlos told story after story. He told about the wise men who rode across the desert to bring gifts for the little Lord Jesus. He told about how Jesus was baptized, how He fed the five thousand people with the

little boy's lunch, how He healed the sick, how He made the blind to see, and how He raised the dead. He told them how Jesus died for their sins and was in heaven now preparing a home for all who believe. For all nine fingers there was a story.

Carlos told the stories so often that almost any child in the village could tell which Bible story belonged with which finger! The first they called the angel finger; the second was called the wise-men finger; the third was the baptizing finger; the fourth was the lunch-basket finger, etc. There were nine of them. But always Carlos wanted a story for his tenth finger.

7. (picture of a missionary with a Bible picture hanging on a palm tree, and Carlos and his friends watching, Beacon 150) One day a missionary came to their village. He hung Bible pictures on the palm tree and started telling the Bible story. As soon as he started telling the story, the people said unusual things about it.

A small boy cried, "Oh, that's Carlos' sixth finger." Another time a little girl started telling the ending of the Bible story. She said, "It is Carlos' fourth finger."

Finally the missionary asked, "Who is Carlos? And what's all this about his fingers?"

8. (picture of the missionary, and Carlos holding up his ten fingers, Beacon 151) Carlos came forward shyly holding up his hands. He said, "I have nine Bible fingers but, alas, my tenth finger is empty."

When the missionary heard all that Carlos had been doing in his village, she said, "Carlos, your tenth finger has been a Bible finger all by itself. Just before the Lord Jesus went back to heaven, He said to His friends, *"Go ye into all the world, and preach the gospel"* (Mark 16:15). You have obeyed this command as well as any little boy could. As soon as you moved into this village, you began telling anyone who would listen the wonderful story of the Lord Jesus."

From that day everyone called Carlos' tenth finger the "Go Ye" finger!

Well, boys and girls, was Carlos a missionary? Yes, he certainly was! He told all he knew about Jesus, even though he was only a little boy. He didn't have a Bible or real pictures, but he was

willing to share all the Bible stories he knew. He followed Jesus' commandment found in Mark 16:15, 16. (Have a child look up this passage and read it aloud.)

Everyone cannot go to a faraway country, but we can all tell about Jesus. That way we are following Jesus' commandment just as Carlos did.

What can you do to tell others about Jesus? Would you like to be a missionary just as Carlos was? Let's bow our heads and pray, asking God to help each of us find ways to tell others about Him.

Activity: Pass out construction paper and an activity sheet to each child. Instruct the children to color the activity sheets and write their names on them. Afterwards they may cut them out and glue the world to their sheets of construction paper. Let the children take turns building the memory-verse pyramid which you used on the flannel board with the last lesson. After they have reviewed the memory verse, ask them to write it on the bottom of the construction paper.

Take these up at the end of the class. Explain that they will make a book next week and these sheets will be the front covers of their books.



How We Can Help Other Missionaries

God's Witnesses — Lesson 3

BEACON Star Awards Bible

Church

- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that the two main ways we can help other missionaries is by praying and by giving.

Text: Isaiah 52:7; Isaiah 6:8

Materials Needed: Visualized song "Go, Give and Pray" (Beacon 152-154); activity materials; memory-verse visual; Bible

Memory Verse: *"Repentance and remission of sins should be preached in his name among all nations, beginning at Jerusalem"* (Luke 24:47). (Use visual from Lesson 1.)

Songs: "Be a Missionary," (*Salvation Songs for Children, Number 1*, Child Evangelism Fellowship Press); "Go, Pray, and Give" (words and tune included in lesson)

Prayer: Thank God for His Word and for giving us a place in missions.

Lesson Approach: Last week we talked about who should be a missionary, and we learned that anyone who is a Christian and tells others about Jesus is a missionary. God calls some men and women to go to foreign countries to be missionaries. God calls some men and women to go to other states here in the United States to be missionaries. But God doesn't call everyone to go away from home. And because we cannot go, we need to help these people who do go.

Yes, we can be missionaries and tell people who live close by, but we must send our support to those who go far away. Who knows how we can support or help them? (Encourage response.) That's right, by praying and by giving.

We are going to learn a new song which will help us learn how we can be missionaries for Jesus. One way for us to be missionaries is to support and help other missionaries.

Visual 1 — walking feet with words to first stanza and chorus, Beacon 152

(Explain to the children that the tune is to "There Is a Name I Love to Hear." Lead them in singing through the song a time or two until they seem familiar with the tune.)

Verse 1 —

God says we all should go and tell
About His only Son;
Who came and died and was crucified,
So lost souls could be won.

Chorus —

Go, tell about Jesus;
Go, tell about Jesus;
Go, tell about Jesus
That everyone may know.

Listen as I tell you about somebody who has "beautiful feet" because he was willing to go and tell about Jesus.

Knock, knock, knock! The missionary's wife, Mary, went to the door one afternoon. There stood Manuel, one of the oldest members of their church. "Mrs. Mary, could I borrow one of your needles and some thread?" he asked, as he shuffled his feet back and forth and smiled a toothless smile.

"Why do you need it?" she asked, not that it made any difference.

"Oh, nothing," Manuel said and smiled bigger.

Manuel thanked her as she handed the needle and thread to him.

"This is just what I need! I want to sew up my heel," Manuel stated.

"Sew up your heel!" Mrs. Mary exclaimed.

"Yes, it is really bothering me, see." Manuel showed her his heel where the tough skin had cracked open. He thought he could sew it back together and it would feel better. His feet got into this condition because of the rough roads and trails, and he had no shoes.

"Oh, Manuel," Mrs. Mary said, "you mustn't use a needle and thread for that. I have some medicine that will help you." Only when she insisted did he allow her to clean and bandage his foot. "How about the other foot?" she asked.

Manuel was so embarrassed at her cleaning and bandaging his old, ugly feet. He walked all over the hills around his village every day, giving away tracts and telling people about Jesus and what Jesus had done for him. His feet were so rough and ugly.

"Manuel, do you know what the Bible says about feet like yours?" Mrs. Mary asked.

"Feet like mine?" Manuel asked. Manuel couldn't imagine the Bible saying anything about feet so rough and ugly.

"Feet like yours are beautiful," replied Mrs. Mary. In the book of Isaiah the Bible says so."

"Are you sure it doesn't say the mountains are beautiful?" he asked.

"Not this scripture. It says very clearly: *How beautiful . . . are the feet.*"

"Well, what do you know about that?" Manuel said as he looked heavenward and walked down the path to his village.

So you see, anyone can tell others about Jesus, just as Manuel did. God looks upon people doing His work as beautiful.

Visual 2 — praying hands with words to second stanza and chorus, Beacon 153

(Sing through second stanza twice.)

Verse 2 —

God says that we should pray each day
For people all over the world.

For missionaries so far away,
Who spread the gospel word.

Chorus —

Pray, pray for missions;
Pray, pray for missions;
Pray, pray for missions
That everyone may know.

There is a true story about a missionary in China and the power of prayer that has been told many times.

During the time when China was overrun with bandits, a missionary and a clerk went to the nearest town to get money from the bank. This was necessary to carry on their work.

They reached the bank safely, got the money, and were on their way home. As night drew on they camped on top of a little hill. After prayer, they lay down to rest with the box of money between them. They were very thankful in the morning to awaken and find they had not been attacked and robbed.

Some months later, a brigand chief was brought into the hospital for treatment. He said to the missionary, "A little while ago you went to a certain town and brought back a lot of money."

"Yes," was the reply.

"And you camped at night on top of a little hill, and you had soldiers with you."

"Yes, we did camp at that place for the night, but we had no soldiers with us."

"Oh, but you did!" the chief continued. "We intended to rob you that night, but when we saw the soldiers we feared they would resist and we would be killed, so we left you alone. I know there were soldiers, for I counted them and there were twenty-seven."

Later, when the missionary returned to England on furlough and related this story in a meeting, a man called out from the back of the meeting hall. "Can you tell me the date when this happened?" he asked.

"Yes," said the missionary, "it was very vivid in my mind so that I shall never forget." He then gave the date.

"I thought so," said the man. "On that evening

a group of us met in our church to pray especially for the missionaries in China.” Then looking at his diary, he added, “And there were just twenty-seven of us present in prayer!”

God does answer prayers. We can be a tremendous help to our missionaries when we pray for them.

Visual 3 — hand holding offering plate with offering in it and the third stanza and chorus, Beacon 154

(Sing through third stanza and chorus twice.)

Verse 3 —

God says to give with open hand,
Our time and money, too;
That boys and girls who never heard
Can hear the gospel true.

Chorus —

Give, give for Jesus;
Give, give for Jesus.
Give, give for Jesus
That everyone may know.

You probably think that there is no way you can really give to help our missionaries. You don't work to earn money, and your allowance is probably small. How can you give?

Listen as I tell another true story about how one boy helped a lot of people by giving a small amount.

A young boy in South America had saved his money for two years to buy a bike. At last he thought he might have enough. He had about fifteen dollars. While he was deciding about the bike, he heard of the suffering children in China and wanted to help them and tell them about Jesus.

He went to a bakery where he spent his fifteen dollars to buy small loaves of bread at one-half cent a loaf, thus getting three thousand loaves. He put them in a wagon and took them to the post office. Of course, the postal authorities couldn't send fresh bread to China, and they were reluctant to disappoint the little boy in his effort to help feed the children in China. Quickly they sent out workers to sell the loaves for five cents a piece as a relief project for the Chinese, telling the story as they sold the loaves. From the money they received, they bought bread at one-half cent a loaf and sold these also. For thirty thousand loaves they received fifteen hundred dollars for the Chinese relief.

God blesses all that we give no matter how small. Do you remember at the first of the story that I said the boy heard and *wanted* to help? That is the key. If we *want* to help, God blesses our efforts.

Let's thank God for giving us special ways to help other missionaries by praying, giving, and going.

Activity: Pass out the three activity sheets to the children. Direct them in drawing their feet on the sheet with the first stanza on it, their praying hands on the sheet with the second stanza, and their hands holding some money on the sheet with the third stanza.

After they have finished this, pass out their cover sheets from the last lesson, a blank sheet of construction paper, and some ribbon. Punch holes through the five sheets and tie together with the ribbon. Instruct each child to write “Go, Pray, and Give” at the top of the cover sheet. They now have a “Go, Pray, and Give” booklet to keep.

We Learn About Missionaries

God's Witnesses — Star Awards

Activity Number 1

- BEACON**
Star Awards
Bible
Church

 - Missions
 - Music
 - Memory Work
 - Prayer

Aim: The children will review the previous three missions lessons and allow the teacher to determine if they have learned the Star Awards requirements. This lesson is a review and a reinforcement of Lessons 1, 2, and 3.

Text: Lessons 1, 2, and 3.

Materials Needed: Chalk board with the word *missionary* at the top. The board should be divided with *Team 1* written on one side and *Team 2* written on the other. Small tokens for the children might be nice to give.

Songs: Choose from the songs suggested in Lessons 1, 2, or 3.

Prayer: Thank God for His Word and His direction for us. Ask His guidance for each of us to know where He wants us to be missionaries. Ask for a real desire to go, pray, and give.

Lesson Approach: Briefly review the previous three lessons. To make the review more interesting, approach this lesson by making a game of it.

Divide the class into two teams. Each team is to see how many words they can make from the word *missionary*. Before they can try to make a word, they must answer a question correctly. Each team may work together or as individuals in answering the questions.

Write the word *missionary* at the top of the chalk board. Write *Team 1* on the left and *Team 2* on the right. Words suggested by the children are written under the team giving the word. If one team cannot answer a question, go to the other team.

If time allows, after all the questions have been answered, play a word game. Using some of the words suggested, relate these to missionary thoughts. Below are some suggested questions. The teacher will probably want to add to these.

1. What is a missionary? (anyone who tells about Jesus and God's plan of salvation)
2. Say Luke 24:47.
3. What is the gospel story told by Jesus and His followers? (the good news about God's Son, Jesus)
4. What must a person do before he can be a missionary? (must know Jesus personally; must be a Christian)
5. What is the foundation of a missionary as told in the story "Mission Shoes?" (salvation)
6. What Bible finger was Carlos' tenth finger? (his "Go ye" finger)
7. Who should be a missionary? (every saved person)
8. Do all missionaries have to leave home? (no)
9. What are two ways to help other missionaries? (by praying and by giving)
10. What did Manuel learn about his feet? (They were beautiful, because he was serving God.)
11. How did prayer help the missionary in China? (God protected him because of the church's prayers.)
12. What did the little South American boy learn about giving? (It is not how much is given. God blesses any amount and causes it to multiply, if we want to give.)

The BMAA Witnesses

God's Witnesses — Lesson 4

BEACON
Star Awards
Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn that the churches in the BMAA join together to support missionaries. They will be familiar with how the BMAA churches send their money to the Missions Office which disburses the money, administers the missions services, and reports to the BMAA churches through *The Gleaner*.

Text: Acts: Chapters 1 — 9; Matthew 28:19, 20

Materials Needed: Cut four shapes from poster board like the pattern in the visual packet; each shape will have a different picture on it; Bible; several copies of *The Gleaner*. Provide the color sheet for each student to color.

Songs: “Children of a Thousand Tongues” (*Growing Songs for Children*, Child Evangelism Fellowship Press); “In Our Own Neighborhood” (*Salvation Songs for Children Number 4*, Child Evangelism Fellowship Press); “We’ve a Story to Tell” (*Broadman Hymnal*)

Prayer: Pray for the BMAA churches who support missionaries and the people in the Missions Office at Little Rock, Arkansas.

Teacher Note: A trip to the Missions Office to learn about its operations would be very interesting for the children.

Lesson Approach: During the five to seven years following Jesus’ ascension to heaven, the church grew strong in Jerusalem even though many people fought against it. Do you remember the main reason Jesus started the church and wanted it to grow strong? The main reason Jesus

started the church was so that the church could tell others about Jesus. This is exactly what the early church was doing!

Everywhere these first Christians went, they told others about Jesus. This was the most exciting and important thing to them. Jesus had commanded them, “*Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world*” (Matthew 28:19, 20).

These Christians were obeying this command, even if it meant that they sometimes had to suffer for it. Often they were arrested and put in jail. Some were even killed, but the others just kept on telling about Jesus. Just to think about these Christians makes me feel a little ashamed, doesn’t it you? How many people have we told about Jesus this week?

Jesus gave many of these first Christians special powers to heal people and perform miracles so that others would believe them. More and more people in Jerusalem heard about Jesus and believed, and the church grew and grew. Soon it was time for the rest of the people in the world — not just in Jerusalem — to hear about Jesus.

Jesus had a man named Paul chosen to do this special job. (Show visual Beacon 155.) Paul became a missionary for Jesus. He had been specially chosen by Jesus to take the gospel message to those people who lived away from

Jerusalem and were not Jews.

(Show visual Beacon 156.) Paul was called to do a special job. All of us who are Christians have a special job to do. Our job may be to stay in our own hometown, go to school, work, and tell all our friends and neighbors about Jesus. Our job may be to be a missionary by praying or giving or doing whatever God asks us to do to help spread the gospel. Some of us may even be called to leave our homes and go far away, as Paul did, to tell others about Jesus.

Those who are called to go away to be missionaries will need help. They will need money to get to the place they are supposed to go. They will need money for a place to live, food to eat, etc. Where do you suppose these missionaries will get the money to live? Our missionaries today get their money the same way Paul got his money when he traveled as a missionary. The churches give the money.

(Show visual Beacon 157.) Many of the churches in the BMAA join together and give money to pay the expenses of the missionaries. (Ask the children if they remember what BMAA means. If they do not, explain to them that many churches who believe the same doctrines join together to form an association. This association, or group of churches, is called the Baptist Missionary Association of America.) The money that the BMAA churches collect for interstate and foreign missions is sent to the Missions Office in Little Rock, Arkansas.

The people who work in this office keep up with the money and send it to the missionaries who work for the Lord around the world. Each

month these missionaries write to the Missions Office and report on what they are doing. The Missions Office publishes a magazine that has pictures and reports from the missionaries. Do you know the name of this magazine? (Show visual Beacon 158.) It is called *The Gleaner*. Let's look at a copy of *The Gleaner* now.

(At this time pass out several copies of *The Gleaner* to the children. Ask the children to follow through *The Gleaner* with you section-by-section so that they will be familiar with exactly what is contained in the magazine each month. Be sure to point out the following sections:

(1) Cover — explain where the picture was made and the significance of it.

(2) Credit page — explain what is meant by the Table of Contents, the Staff Writers, the locations of the Missions Office, the Missions Directors and the men who fill these offices.

(3) Missionaries — point out how the missionaries write letters and send pictures about their work each month.

(4) List of missionaries — point out the list of missionaries in *The Gleaner*, paying close attention to the various countries and states where missionaries are located.

(5) Center fold — usually the Missions Office has a special emphasis each month in the center fold of *The Gleaner*.

Activity: Have each child pick one article from a missionary, read it, and report to the class on what the article says. Or ask each child to choose a missionary article, write that missionary family, commenting on the *Gleaner* article he just read.



We Meet an Interstate Missionary

God's Witnesses — Lesson 5

- BEACON**
Star Awards
Bible
Church

 - Missions
 - Music
 - Memory Work
 - Prayer

Aim: Children will learn that the BMAA has many missionaries who work in the United States. They will become familiar with one missionary family and the work they do.

Materials Needed: The teacher will need to gather all the information needed to feature an interstate missionary. The lesson should follow the outline given at the beginning of this unit, "How to Present a Missionary." The teacher will also need to select one of the carry-through activities listed at the beginning of the unit (or choose one of her own) that can be used with Lessons 5, 7, 9, 11, and 12. Gather the materials needed for the chosen activity.

Songs: "In My Own Neighborhood" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "A Little Missionary" (*Salvation Songs for Children Number 4*, Child Evangelism Fellowship Press); "We've a Story to Tell" (*Broadman Hymnal*).

Prayer: Lead the children in praying for the lost people in the United States and for the interstate missionaries, especially the featured missionary family.

Lesson Approach: In our last lesson we learned that God gives each of us a special work to do for Him. We learned that God calls some people to leave their homes and go to places far away to tell others about Jesus. We studied the biblical account of how God called Paul to become a missionary. Regardless of what special job God

asks us to do, we are *all* still responsible for telling those around us about Jesus. If we are not called to go far away and tell, then we are responsible for helping those whom God does call away from their homes to be missionaries.

We learned in our last lesson that many of our churches in the Baptist Missionary Association of America put our missions money together so that we can have more to pay the expenses of the missionaries who do go away from home to tell others about Jesus. Throughout the remainder of the missions lessons we are going to study about some of the families that our churches send to other places to be missionaries, and we are going to learn about the various countries where the BMAA sends missionaries.

Today we are going to talk about some missionaries that serve right here in the United States. They are called interstate missionaries. They do not go to a faraway country, but their work is here in the United States. Their job is just as important as the missionaries who go far away. There are many people here in our own country who do not know about Jesus. In many places in the United States there are big cities in which there is not a Baptist church. Can you imagine that — not one Baptist church? Of course that doesn't mean that none of the people who live there are saved. But it does mean that perhaps many, many people are not hearing the gospel story about Jesus.

(Direct the children's attention to the various cities in the United States where interstate missionaries are currently serving. Be sure to include

pictures and the names of all the BMAA interstate missionaries.

Continue the lesson by introducing and featuring an interstate missionary of your choice following the outline given at the beginning of the unit.

Let's thank God for (name of missionary) and his family as they serve and ask God to bless their work as they tell about Jesus.

Activity: Begin working on the chosen carry-through activity.

Our Friends to the South of Us

God's Witnesses — Lesson 6

BEACON
Star Awards
Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: Children will become familiar with some of the countries to the south of us in which the BMAA sends missionaries. They will develop a burden to pray for and to help the people and the missionaries in Mexico, Central America, and South America.

Materials Needed: Materials needed to use with the chosen room preparation ideas listed at beginning of unit; large map or globe of the North and South American continents for tracing the path of your journey

Songs: "Jesus Loves Me" and "The Sunbeam Song" (use the Spanish words for the choruses); "Little Missionaries" (words for the listed songs included in this lesson)

Room Preparation Ideas: (Prepare the classroom ahead of time to set the atmosphere for the study of Mexico and Central and South America. You may wish to use all or only some of the suggestions listed. The classroom setting should be left set up until the study of these countries is complete.)

1. Place a large world map on the wall and outline with a felt-tip pen or yarn the countries of Mexico and Central and South America.

2. Gather pictures of the native dress of these countries and mount them on construction paper and display around the room.

3. Gather any souvenirs available from these countries and display on a table in the classroom.

4. Palm trees can be easily cut from brown and green poster board and mounted on the wall.

5. Using coloring books, copy and color pictures of the following animals and birds familiar

to this area and place these on the wall near the palm trees: burros, parrots, monkeys, snakes.

6. A Latin American atmosphere is enhanced by hanging sombreros, balloons, and tissue-paper flowers from the ceiling and walls.

7. Using construction paper, make the flag for each country being studied and display around the room. (Refer to an encyclopedia.)

8. If possible, have a tray of food for the children to sample: dried banana chips; tortillas; fresh coconut; fresh pineapple; refried bean dip.

9. *The Gleaner* covers offer color pictures of the work in these countries. Cut out and mount on construction paper or poster board. They may be displayed on an old fishing net that is hung on the wall.*

*Some of the ideas listed were taken from *Mission Studies — Bolivia* and *Missions Studies — Mexico*, published by the Baptist Publishing House.

Spanish Words for the chorus of "Jesus Loves Me"

Si, Christo me ama;
Si, Christo me ama;
Si, Christo me ama;
La Biblia dice asi.

Spanish Words for the chorus of "The Sunbeam Song"

Un nitido rayo,
Nitido rayo por Cristo;
Un nitido rayo,
Nitido rayo sere.

“Little Missionaries” (Tune: “Jesus Loves Me”)

Jesus loves us, this is true,
But He loves the Mexicans too,
And this is His last command,
“Take My gospel to each land.”

Chorus:

Yes, Jesus loves them,
Yes, Jesus loves them,
Yes, Jesus loves them,
The children of the world.
Even tho’ we’re children small,
We can help Him one and all.
With our money and with prayer,
Send the gospel everywhere.
(Repeat chorus.)

Prayer: Lead the children in praying for the people and the missionaries in Mexico and Central and South America.

Lesson Approach: In our last lesson we talked about BMAA missionaries who serve in our own country. Today we are going to pretend to leave the United States and take a trip south. We will drive for this trip so we can see more of the countryside. This trip will be a long, long drive, so let’s get started. (Trace your trip on the map as you go, pointing out locations in the different countries where the BMAA has missionaries serving.)

All of these countries are called Latin countries, so we will refer to the people as Latins. (Indicate Mexico and Central and South America.) The first country we’ll enter when we cross the United States border is Mexico. Have any of you ever been there, or do you know anything about this country? (Allow time for children to comment.) It is usually hot and dusty in Mexico. Their trees are different from those in the United States.

If we look closely at the people, we will see that most of them dress differently, also. The men usually wear *huaraches* (sandals) and *sombreros* (wide-brimmed felt or straw hats). The ladies are not usually wearing any shoes, and most of them are wearing long, full skirts and shawls called *rebozos* around their shoulders. Most of the clothes the villagers wear are home-

made. The people weave the material. The different villagers use different styles and colors. In fact, the Latin people are known for the beautiful woven materials. They also are known for making tooled leather, glassware, bowls, trays, baskets, and silver. They paint beautiful murals (large paintings done on walls).

Most of the Latin children go to school just like you do, but not many go past the sixth grade.

If we wanted to stop and eat with a Latin family, it might be a little like this:

“*Buenos dias!* (“Good day” in Spanish) Welcome, friends.”

The home would probably be made of adobe with a tin roof. There would be only one room with a dirt floor. Most of the cooking would be done outside over an open fire or in the adobe oven. They would probably cook tortillas to eat with corn, beans, and possibly chili peppers. To thank them for the food, we would say, “*Gracias.*” This home and food would be very typical of all the homes in Mexico and Central and South America. (Show available pictures.)

As we drive farther into Mexico, there are some very modern cities. They are much like our large cities in the United States. People live in homes and apartments much like ours. They work in buildings much like those in the United States. All the countries in Central and South America have some large modern cities, also.

As we continue our trip through Mexico, we can see mountains. Some are very tall and covered with snow on the tips. There are some villages where people live in the mountains. Mexico is famous for the beautiful vacation spots on the ocean.

As we continue on our journey, we will go through some very small countries. Together these countries make up a little strip of land that has an ocean on the east side and an ocean on the west side. These countries are called the Central American countries. Some of the names of these countries are Guatemala, El Salvador, Honduras, and Costa Rica. (Direct their attention to the countries where we currently have missionaries serving and to the ones where missionaries have served. Be sure to tell the children

why we no longer have missionaries serving in some Central American countries.) In these countries people grow coffee, bananas, coconuts, cocoa, and rubber plants. Often as we drive through, we can see the beautiful tropical forests. At times we can see the beautiful beaches.

As we leave Central America, we come to the large land area that is called South America. Many countries are located in South America, but we will only visit two. The first is called Bolivia. There are a few large cities in Bolivia, but there are also jungles. Some of the BMA missionaries serve in these jungles. They have to travel by boat down the river and then cut trails through the jungle to reach the people. There are many dangerous snakes, piranha fish, stingrays, and crocodiles. They also travel by airplane to reach some of the people to tell them about Jesus. In other parts of Bolivia the people live high in the mountains.

Next, we come to the country of Brazil. Brazil has some of the most beautiful, modern cities in the world. There cities are also similar to ours in the United States, but there are some villages in the jungles and mountains, also. Most of the

people who live on the farms in the small villages have one-room houses with no water or electricity.

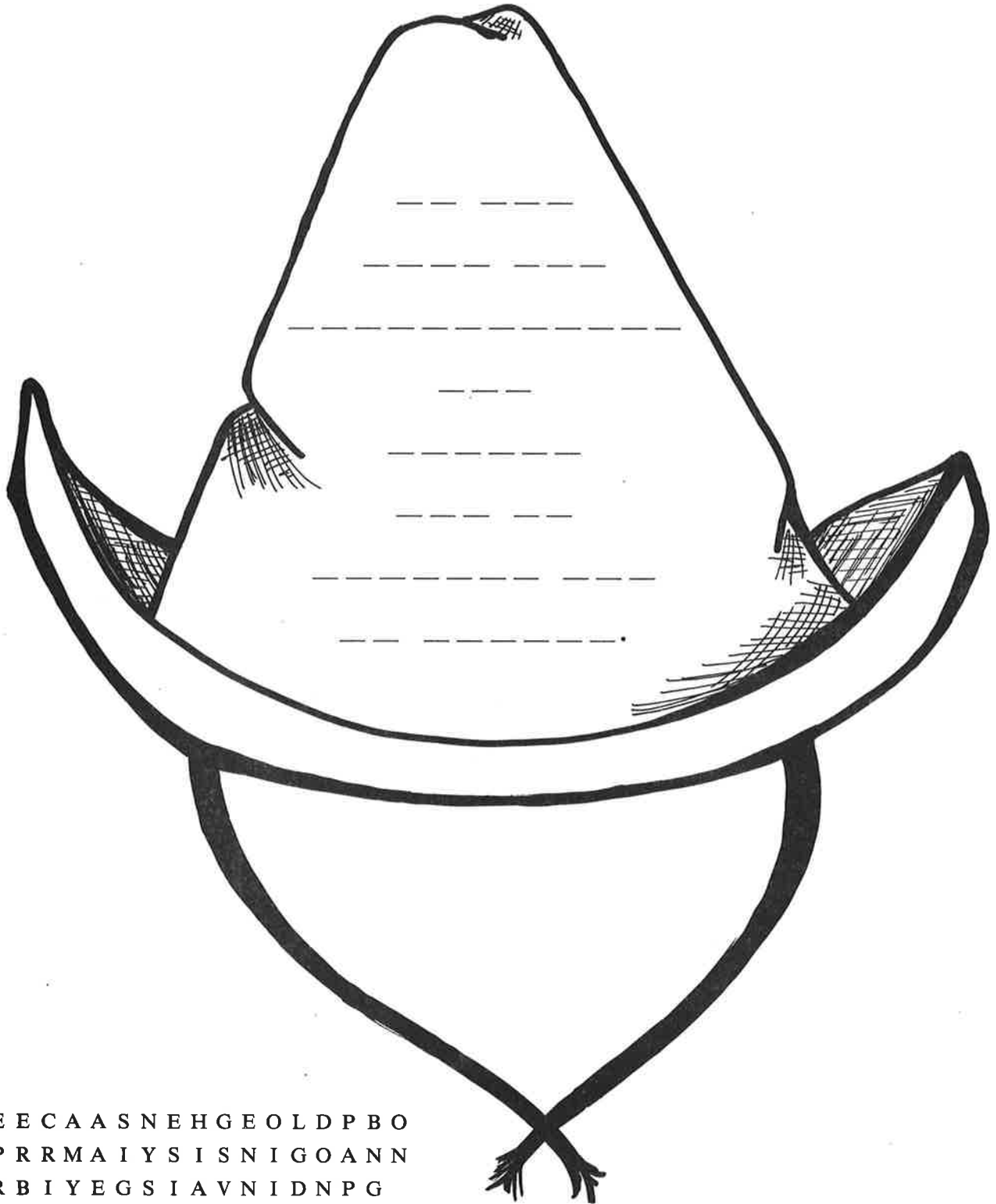
It is time to start back home to (your home town). The countries to the south of us are different from the United States in many ways. There are deserts, mountains, and jungles. There are all kinds of weather. There are big, modern cities, little villages in the mountains and jungles, and many people living in both.

The main difference is that not as many people have heard about Jesus. Most of these people go to Catholic services, if there is a church or priest nearby. But many, many of the people have never heard of Jesus and have not had an opportunity to be saved. Jesus commanded us to go and tell. Let's really stop and think about these people. Don't we want to help to let them know about Jesus?

Let's join hands and pray for these people and for the missionaries that the BMAA sends to witness to them.

Activity: Pass out the activity sheets to the children. Let them fill in the blanks, starting with the first letter.

Start with the first letter, go through all the letters and copy every other one. Then start over with the second letter and do the same.



W L E E C A A S N E H G E O L D P B O
Y U P R R M A I Y S I S N I G O A N N
A D R B I Y E G S I A V N I D N P G

Taken from "*Missions Studies — Mexico*" published by the Baptist Publishing House.

Our BMAA Missionaries to the South of Us

God's Witnesses — Lesson 7

BEACON
Star Awards

Bible

Church

● **Missions**

● **Music**

Memory Work

● **Prayer**

Aim: The children will become familiar with a missionary family currently serving to the south of us. They will also be made aware of the other missionaries serving in this area.

Materials Needed: Room preparation ideas and materials used in Lesson 6; information and the materials needed to feature a missionary family of your choice currently serving in Mexico and Central or South America (see outline at beginning of unit); pictures of all the BMA missionaries currently serving in this area; map or globe; materials needed to continue the chosen carry-through activity (see information at beginning of unit)

Songs: "We've a Story to Tell to the Nations" (*Baptist Hymnal*); Choruses to "The Sunbeam Song" and "Jesus Loves Me" in Spanish (included in Lesson 6)

Prayer: Lead the children in praying for the lost people living in the countries south of us. Also, pray specifically for the missionary family that you have featured.

Lesson Approach: For the past few lessons we have been learning about some of the BMAA

missionaries. First, we learned about a missionary family who works right here in the United States. Can someone tell me the name of that missionary and where he works? (Allow time to discuss.) In the last lesson we began learning about how the BMAA also sends missionaries to countries all around the world. Do you remember what particular area in the world we talked about in our last lesson? (Encourage the children to discuss the things you learned about Mexico and Central and South America.) Yes, we talked about the countries that are just to the south of the United States. We learned that we have many missionaries serving in this part of the world. (Direct the children's attention to the countries and the missionaries currently serving in this area. Use pictures of the missionaries if possible.)

Today we are going to learn about one missionary family who serves in this area.

Using the outline at the beginning of this unit, introduce the featured missionary family and tell of the BMAA work being done.

Activity: Gather the necessary materials needed to continue the carry-through activity that was started in Lesson 5.

Missions in America and South of the Border

God's Witnesses — Star Awards

Activity Number 2

BEACON
Star Awards
Bible
Church
● Missions
● Music
Memory Work
● Prayer

Aim: To review the main ideas and Star Award requirements presented in Lessons 4-7.

Materials Needed: A large picture of a river (preferably the length of the table the children sit around) to stretch out on the table; two boats to be jungle riverboats to move up and down the river; small crocodiles, logs, snakes, etc., or objects to represent such; picture of a native hut or village drawn at the end of the river or a small, toy building to represent such; review questions covering Lessons 4-7; small tokens to use as favors if you desire

Lesson Approach: Prepare several review questions on Lessons 4-7 prior to class time. Have them folded and in a basket or box for the children to draw. In order to make this lesson more interesting and effective, approach the review by making a game of it.

Divide the class into two teams. Each team comprises the crew of a jungle riverboat going down the river in Bolivia, trying to reach the Bolivian natives in the jungle to tell them about

Jesus. Start both boats at the beginning of the river. In order to move the boat down the river toward the native village, the team members must answer questions about Lessons 4, 5, 6, and 7. The team members may take turns answering questions.

Begin the game by letting one team member draw a question out of the basket or box on the table. If the child answers the question, he gets to move the boat down the river. If the child cannot answer the question, put a crocodile, log, snake, etc. in front of the boat so it cannot move. Then let a team member from the other team draw a question. If he answers the question, let him move the boat. If he cannot answer the question, put a crocodile, snake, or log in front of his boat and let the other team have a turn.

Continue this procedure until one of the boats reaches the village. Let the children tell you what they will tell the villagers about Jesus. If you have time, replay the game. The children cannot review too much.

Our Neighbors in the Orient

God's Witnesses — Lesson 8

BEACON
Star Awards
Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: To familiarize the children with the culture and customs of the countries in the Orient where BMAA missionaries are serving

Materials Needed: (See room preparation ideas at the beginning of this unit.); tea set; hot spice or herbal tea; rice; Chinese fortune cookies; chopsticks (several sets, if possible); paper bowls; a large radish made from poster board

Songs: "Jesus Loves Me" (chorus in Japanese, words included in this lesson); "Sunbeam Song" (chorus in Chinese, words included in this lesson); "To the East, To the West" (*Salvation Songs for Children Number 3*, Child Evangelism Fellowship Press)

Prayer Suggestion: Offer a prayer, asking God to help the people of the Orient understand the gospel and realize their need for the Savior.

"Jesus Loves Me" (chorus in Japanese)

Wa ga Shu E-su,
(*Yes, Jesus loves me,*)
Wa ga Shu E-su,
Wa ga Shu E-su,
Wa-re wo a-i-su.
(*The Bible tells me so.*)

"Sunbeam Song" (chorus in Chinese)

R-r gwang, R-r gwang
(*A sunbeam, a sunbeam*)
(Tah urr gwong, Tah urr gwong)
Yesu yau w jyuli r-gwang.
(*Jesus wants me for a sunbeam.*)

(Yeh-su yaw wah dzwah Tah urr gwong.)

R-r gwang, R-r gwang

(*A sunbeam, a sunbeam*)

(Tah urr gwong, Tah urr gwong)

Wo yau shr r gwang ti ta.

Room Preparation Ideas: (Prepare the classroom ahead of time to set the atmosphere for the study of the Orient. Several suggestions are given. You may wish to use all or only some of these. The classroom setting should be left set up so that it can be used in the next lesson when the missionaries to this area of the world are presented.)

1. Outline the countries of Japan, China, and Taiwan on a large world map and with a felt-tip pen or yarn and stick pins. Trace the distance from your town to these countries.

2. Make posters of Chinese and Japanese writings and place them on the wall around the room. (See illustration.)

3. Display any available objects or clothing from the Orient. You may wish to dress in a kimono or tunic, if possible.

4. Find pictures of people in present-day, as well as traditional, dress from the three countries. Children-of-the-world coloring books or geographical magazines are helpful.

5. Make several Chinese coolie hats, Japanese lanterns, and fans from construction paper, and display around the room. (See art page for instructions.)

6. Secure a record or tape of Oriental music

Japanese Writings

日本

ni hon
Japan

神は愛です

kami wa ai de su
God is love.

耶穌愛我

Jesus loves me.

Chinese Writings

耶穌愛你

Jesus loves you.

and have it playing as the children enter the classroom.

7. Have a low table in the center of the room with mats or cushions around the table for the children to sit on.

8. Secure a set of chopsticks for each child and make a decorative bowl for each child. (See art page for instructions.)

9. Decorate the room with lotus blossoms on the wall. (See art page for instructions.)*

*(Some of these ideas and additional ideas can be found in *Missions Studies — Japan* and *Missions Studies — Taiwan* published by the Baptist Publishing House.

Lesson Approach: (Have the lights in the classroom dimmed. Have Oriental music playing and be dressed in a tunic or kimono. Bow low to the children as you open the door and greet them as they enter.) “Welcome to the Orient, boys and girls. Quietly slip off your shoes and be seated as my guests around the table. It is my hope that you will find your visit to Japan, Taiwan, and China an interesting and entertaining one.

(Allow a few minutes for the children to remove their shoes and be seated.)

(Refer to the world map as you talk, pointing out the places on the map.) The countries that we will learn about in the area of the world called the Orient are China, Taiwan, and Japan. China is a mainland country. That is, it has other countries around it, except where it borders the Pacific Ocean. The other two countries, Taiwan and Japan, remind us of God’s beauty and power when we learn that they are islands in the sea caused perhaps by volcanic eruptions. These lands have beautiful snow-capped mountains and lovely fruit trees. The climate here is usually warm like our spring season, but at times they experience hurricane-like winds and much rain.

Rice is a main food grown in the Orient, as well as tea and many kinds of fruits. This is one reason so much rice and tea are in the Oriental diet. Since all the countries are located in or near the ocean, fish is also an important food in their diet. Fishing is also a way many Japanese and Chinese make their living.

In the major cities, however, one may see American-based fast food places, so we know that many Oriental people enjoy hamburgers and french fries. (Show any pictures of the landscape and cities that are available.)

The traditional dress for Japan has always been the kimono. In China the tunic-style dress is traditional. (Show pictures of these two traditional styles.) Today, however, people in both places dress much as we do in the United States. They wear western attire, such as suits and blue jeans. (Show pictures of modern dress.)

Japan is probably a more up-to-date and modern country than Taiwan. There are few grocery stores in Taiwan. Most food products are bought at an outside market. (Show any available pictures of the market.) Today, Japan is similar to America in many ways with its modern cities and industries. (Show pictures of modern Japanese cities.)

There are some traditional homes in Taiwan and China that are made of bamboo sticks stuck into mud. Then the sticks are covered with mud. (Show any available pictures of the homes.) In Japan, the traditional home had inner windows and sliding walls that were covered with paper. Today, however, in both Japan and China, most of the homes are wood frame and brick houses similar to those in America.

The Japanese and Chinese boys and girls attend school and study many of the same subjects that American boys and girls study. The school year is longer, and in Japan the students attend a half day on Saturday.

The Oriental people still bow in greeting to each other, rather than shaking hands.

(Using the world map, compare the size of the countries to states in the United States.) The countries of Japan, China, and Taiwan are crowded with far more people living in an area than we have living in an area of the same size in the United States.

(Show any available pictures of idols.) The millions of people in the Orient have worshiped false gods, or idols, or ancestors for hundreds of years. Many follow the religious beliefs of Buddha and Confucius. Because worship of idols has been the only type of religion for so many years,

it is very difficult for our missionaries to make the Oriental people understand about our one true, living God. The missionaries preach the gospel, but there is little result seen for their efforts. The people have, to a large extent, remained indifferent to the preaching of the missionaries. This can be very discouraging, and we must offer prayers of encouragement for the workers in Japan, Taiwan, and China.

(Have a group prayer at this time.)

(Tell the story, "The Tale of the Radish Seed," letting one student act it out as you tell it. The student may pretend to plant, water, and weed. He may look intently at the pretended garden spot while sitting with his elbows on his knees and his hands on his chin. At the end of the story, the student should bring the large radish into sight and carry it away.)

"The Tale of the Radish Seed"

One day in Japan a little boy decided to plant his own garden. He had only a small square of ground beside his city home. The ground was very hard and had many rocks. Everyone said that nothing would grow in that spot.

Still, he planted his seed anyway. Day after day he came to his little garden. He watered the soil. He pulled weeds that crept into the edges of the garden. Everyone said that he was wasting his time.

Still, the boy visited his little garden every day. He worked and sometimes just sat looking at the place where the one little radish seed was planted. Finally, one day he saw a little green shoot coming up. He was excited. Everyone said that the little shoot would never amount to anything.

Still, the boy worked in his garden anyway. Slowly but surely the radish grew. It grew bigger and bigger. Then one day the boy decided it was time to pull up his radish. He pulled and he pulled. Then he pulled even harder until the radish came up. It was the biggest radish that anyone had ever seen. Everyone said that it would be too bitter to eat.

Still, the little boy carried the radish into his home anyway. He sliced the radish and ate it. It

was tender and sweet. He had always known that it would be.

We have learned that mission work in Japan is very difficult. However, when the seed of the Lord's Word is planted, God promises that it shall prosper. *"My word . . . shall not return unto me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it"* (Isaiah 55:11).

We should be encouraged to do our part of the missions work by praying and giving. We must carry on the work as the little boy did in the story. His reward was tender and sweet. When we do God's will, ours will be, too.*

Activity: Secure a tea set, if possible. Use the paper bowls and chopsticks mentioned earlier. Make some hot spice or herbal tea and cook a pan of rice. Have the children sit on mats around the low table. Serve them rice in the bowls and a cup of tea. Insist that they try eating the rice with the chopsticks. If possible, you will want to purchase Chinese fortune cookies and give one to each child as an extra treat.

*("The Tale of the Radish Seed" was taken from *Missions Studies — Japan* published by the Baptist Publishing House.)

Instructions for Making Oriental Objects

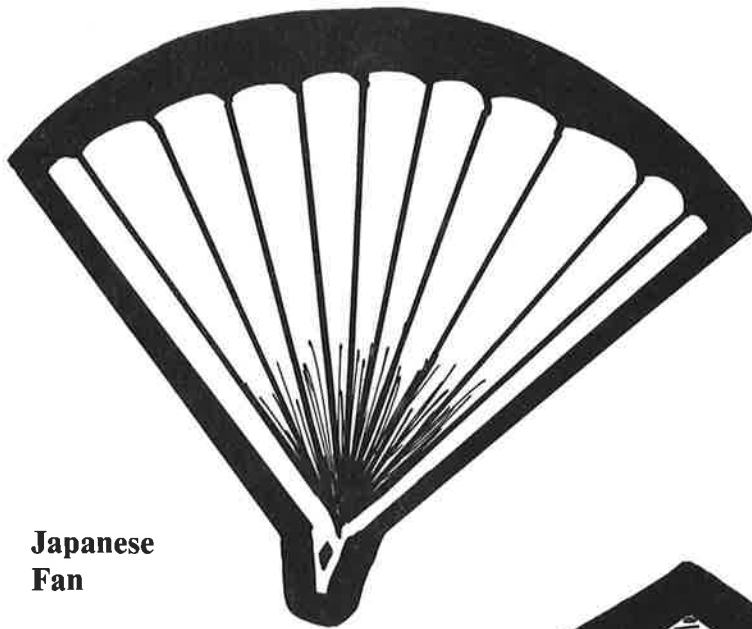
1. Fans — select gift wrapping paper that has an oriental design. Cut the paper into desired length and width. Accordion fold the width until all the paper is pleated. Staple one of the folded ends. (Show illustration.)

2. Lanterns — use heavy construction paper. Decorate the paper as desired with crayons and paints. Fold the sheet of paper in half lengthwise. Cut deep slashes on the folded side every one-half inch. Open the paper and fold the ends into a tube shape. Glue the edges together. Add a paper handle. (Show illustration.)

3. Lotus blossom — cut large petal shapes from crepe paper. Pull the edges to flute the petals. Glue the petals around the edge of a three-inch circle cut from yellow poster board. Overlap layers of petals to complete the blossom. Add green leaves to the back and place on the wall. (Show illustration.)

4. Coolie hats — cut out the construction paper circle and staple A and B together. Paste on colorful flowers. (Show illustration.)

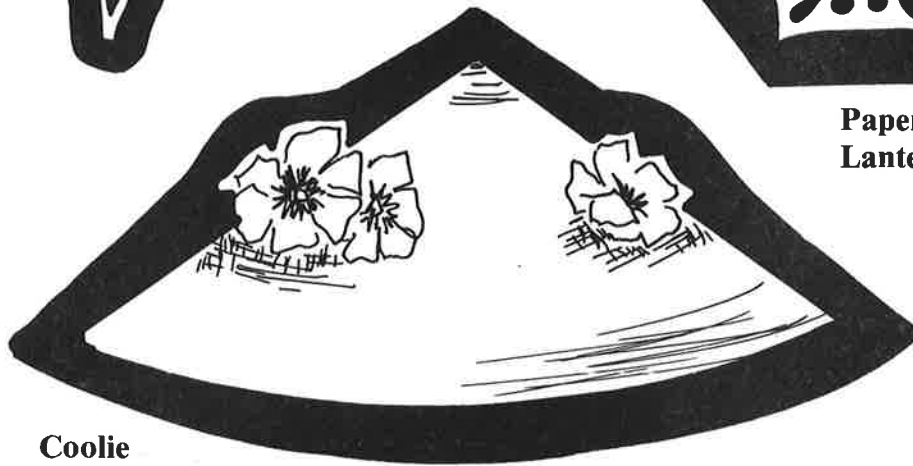
5. Bowls — buy cardboard cereal bowls and paste on colorful flowers.



**Japanese
Fan**



**Paper
Lantern**



**Coolie
Hat**



Lotus Blossom

Our BMAA Missionaries in the Orient

God's Witnesses — Lesson 9

BEACON
Star Awards
Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: To familiarize the children with the BMAA missionaries serving in the Orient

Materials Needed: Any materials that were used in the room preparation for Lesson 8; any materials needed to introduce and feature a missionary family of your choice who is presently serving in the Orient (see outline at beginning of unit); any materials needed to add to the follow-through activity that was chosen at the beginning of this unit.

Songs: "Jesus Loves Me" (chorus in Japanese, see Lesson 8); "Sunbeam Song" (chorus in Chinese, see Lesson 8); "To the East, To the West" (*Salvation Songs for Children, Number 3*, Child Evangelism Fellowship Press)

Prayer Suggestion: Offer a group prayer, asking God's guidance for these missionary families and their needs.

Lesson Approach: (Have the atmosphere of the classroom set up much as it was in Lesson 8. Greet the children at the door and tell them how pleased you are that they could continue their visit to the Orient. Have them once again sit

around the table. Begin by singing the songs in the different languages suggested in this lesson. After singing, tell them their visit today is somewhat different from their last visit because they will be visiting a family. The family is special, because they are serving God as missionaries in (name the location). Briefly review the facts from Lesson 8 on the culture and customs that pertain to this particular area of the Orient.

Then, using the outline on "How to Present a Missionary," introduce the featured missionary family and tell of the BMAA work being done there.

Prayer: At the close of the lesson emphasize the need for our supporting these missionaries in our prayers. Have a group prayer for them, then ask the children to pray specifically for this family during the coming week.

Activity: Gather any necessary materials ahead of class time to add to and continue the follow-through activity that you have chosen for this missions study.

Our Friends in the Pacific

God's Witnesses — Lesson 10

BEACON
Star Awards
Bible
Church
● Missions
● Music
Memory Work
● Prayer

Aim: To acquaint the children with the countries of Australia and the Philippine Islands, as well as their customs and cultures

Materials Needed: (See room preparation ideas at the beginning of the unit.) a basket, small strips of paper on which to type or print facts about each country, a small table

Songs: "Missionary Chorus" (*Salvation Songs for Children, Number 4*, Child Evangelism Fellowship Press); "Be a Missionary" (*Salvation Songs for Children, Number 1*, Child Evangelism Fellowship Press); "Here Am I, Send Me" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Prayer Suggestion: Offer a prayer, asking God to help the people in the Pacific realize their need for Jesus and asking Him to protect and bless the missionaries there as they serve Him.

Room Preparation Ideas: (Prepare the classroom ahead of time to set the atmosphere for the study of the Pacific. Several suggestions are given. You may select a few or use all of the ideas listed. The classroom setting should be left set up so that it can be used in the next lesson when the missionaries to this area of the world are presented.)

1. Place a large world map on the wall and outline the countries with a felt-tip pen. Write *Australia* and *Philippine Islands* in large, black letters above the map.

2. Make a poster of each country's outline and cut it out. Write the country's name and

capital on it. You may also cut out small pictures of things relative to that country and glue them on the outline.

3. Put up geographical pictures of both countries to show the type of land — mountains, beaches, farms, etc.

4. Show pictures of modern houses, as well as bamboo huts, in the Philippines.

5. Display pictures of the tricycles and jeepneys used in the Philippines.

6. Place pictures of animals common to each country on the wall. (Australia — kangaroo, koala bear, emu, parrot, cockatoo; Philippines — monkey)

7. Display pictures of how people dress in the western style clothing and of school children dressed in uniforms for school.

8. If available, have some Filipino money and other souvenirs on display around the room.

9. Make a tray of fresh fruit for the children to sample from these countries — pineapple, coconut, bananas, and sugar cane.

10. Make a poster of some of the Australian phrases that are different from ours. Examples: *lift*-elevator; *dinkum*-real or true; *station*-ranch; *postie*-postman; *cobber*-friend; *tomato sauce*-catsup; *ta*-thank you; *ta ta*-good-bye; *truckie*-truck driver.

Lesson Approach: (Children seem to learn best by doing, so this lesson is set up to allow the children to teach each other the background information on Australia and the Philippines. When preparing the room, place the outline

poster of Australia on one side of the world map and the outline poster of the Philippine Islands on the other side. Place all pictures, souvenirs, etc., of Australia on one side of the room nearest the outlined poster and all the pictures, souvenirs, etc., of the Philippine Islands on the side of the room nearest the outlined poster of the Philippines.

(Place a basket on a small table under the world map. Write the facts about each country included in this lesson on strips of paper and place in the basket. Have the children sit in a semicircle near the map.)

Today, we are going to learn about the two island countries of Australia and the Philippine Islands. These are both located in the Pacific Ocean. (Point out each one on the map.) These countries are alike in some ways and very different in others. Rather than my telling you a lot of facts about each one, you are going to help each other learn about them. As I call your name, you will come to the table and draw a slip of paper out of the basket. You are to read the information on your paper aloud to the class. By studying the map, the pictures on the wall, the souvenirs and the countries' outlines, as well as any other things displayed around the room, you will decide which country the statement refers to. You will notice that on this side of the room (point to the Australia side), the items show things about the country of Australia; and on this side of the room (point to the Philippine side), the items show things about the Philippine Islands.

When you have determined which country your fact tells about, you will then place your strip of paper on that country's outline. If your information tells about both countries, you will place your strip of paper on the world map near the two countries.

(Be sure to let every child have a turn. Allow the other children to help decide, if a child has any difficulty. Be sure to correct any wrong choices. When all the facts have been placed on the correct country or on the world map for both countries, review the things that the two countries have in common and the things that are different.)

We have BMAA missionaries in both of these countries in the Pacific. They are far from home trying to teach the people there that Jesus died on the cross for their sins. We must remember that these missionaries need our prayers and support. We will study about these missionaries and their work in our next lesson.

(Offer a prayer for the missionaries.)

Facts About the Philippine Islands

1. It is a group of 7,100 small islands.
2. It is dry and warm six months of the year (November to May).
3. It is rainy with typhoons six months of the year (June to October).
4. People may go to the beach at Christmas.
5. Farmers here grow corn and rice.
6. The people here grow fresh fruit, especially pineapple and coconut.
7. The natives have black hair, dark eyes, and olive skin.
8. The people in cities live much like we do in the United States.
9. The people in the cities speak English; rural people speak mostly a native tongue.
10. The children wear uniforms to school.
11. The monkey is a common animal in this country.
12. The money in this country is the peso (like our dollar) and the centavo (like our cent).
13. Most of the people dress in western clothes.
14. The favorite sports for this country are basketball and baseball.
15. Transportation is mainly by boat from one island to another. Tricycles and jeepneys are used, rather than cars.
16. Catholicism is the most common religion.

Facts About Australia

1. It is the world's largest single island.
2. Summer begins in mid-December.
3. The people may go to the beach at Christmas.
4. It is called the "Sunburst Country" because of its lovely climate.
5. The farmers raise cattle and sheep.

6. The people grow fresh fruits, especially pineapple.

7. Most people live in cities like ours in the United States.

8. The people speak English, but they have some peculiar words. Examples: *lift*-elevator; *ta*-thank you; *ta ta*-goodbye; *cobber*-friend; *dinkum*-real or true.

9. Children wear uniforms to school.

10. The koala bear, kangaroo, and emu are animals common to this country.

11. The money in this country is in dollars and cents like in the United States.

12. The people dress in western clothes.

13. The favorite sports in this country are soccer, cricket, and rugby.

14. The most common religion is Catholicism.

15. Only the children attend Sunday School.

Activity: Give each child a copy of the word-find puzzle from the art page. The words will help them remember the facts about the two countries.

Word-Find Puzzle

UNTO THE ISLES OF THE PACIFIC

S O C C E R P A C I F I C S L
S O V A T N E C O N C S R T P
T U A M B B S B E A C H I A P
U G B K U R U G B Y K E C N Y
N C B K A N G A R O O R K A G
O B A D I E M U C E C O E S T
C P S U N B U R S T L S T R E
O E E P I N E A P P L E T L S
C M B A N A N A T A T C M E T
W B A F L P H I L I P P I N E
C O L P C A A I L A R T S U A
I S L A N D S P E S O S A U S
J E E P N E Y S R M U K N I D

Find the following words hidden in the puzzle.

Australia	pesos	cricket
Philippine	centavos	rugby
banana	baseball	soccer
pineapple	jeepneys	ta ta
kangaroo	Sunburst	beach
koala	dinkum	islands
coconut	emu	Pacific

Our BMAA Missionaries in the Pacific

God's Witnesses — Lesson 11

- BEACON**
Star Awards
Bible
Church

 - **Missions**
 - **Music**
 - **Memory Work**
 - **Prayer**

Aim: To familiarize the children with a BMAA missionary family serving in the Pacific and the work that is being done there

Materials Needed: Any materials that were used in the room preparation for Lesson 10; any materials needed to introduce and feature a missionary family of your choice who is presently serving in the Pacific (slides, tapes, etc.); any materials needed to add to the follow-through activity that was chosen at the beginning of this missions unit

Songs: "Be a Missionary" (*Salvation Songs for Children, Number 1*, Child Evangelism Fellowship Press); "The Children of a Thousand Tongues" (*Salvation Songs for Children, Number 2*, Child Evangelism Fellowship Press); "Missionary Chorus" (*Salvation Songs for Children, Number 4*, Child Evangelism Fellowship Press)

Prayer Suggestion: At the close of the lesson emphasize the need for our supporting these missionaries in our prayers. Have a group prayer for the featured missionary, and encourage the

children to pray daily for all the missionaries in this area of the world.

Lesson Approach: (Have the classroom set up the same as in Lesson 10. You may wish to remove the facts placed on the country's outlines and the world map and put them once again in the basket. As a review, you may read the facts this time and let the children tell what country that fact belongs to, then you may place them on the outline or allow the children to do so again.)

After a quick review, tell the class that today's lesson centers on one particular place in the Pacific. It is (location of missionary). Tell the class that they will learn about the BMA mission work going on here and be introduced to a missionary family serving here. Using the outline on "How to Present a Missionary" at the beginning of the unit, feature a missionary of your choice that is presently serving in either Australia or the Philippine Islands.

Activity: Gather any necessary materials ahead of class time to add to and continue the follow-through activity that you have chosen for this missions study.

One Plus Review

God's Witnesses — Star Awards

Activity Number 3

BEACON
Star Awards
Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: To review the main ideas and Star Awards requirements that were presented in Lessons 8-11

Materials Needed: Plywood board, 36" by 18"; nails; 2½" by 5" cards; construction paper; review questions from Lessons 8-11

Lesson Approach: Start with a plywood board, 36" by 18". Write *ONE PLUS* across the top. Starting at the bottom, measure up 5½" and put a row of five nails, 2" from the edges and 3½" apart, across the board. Measure up 5½" and put five more nails. Repeat until you have six rows.

Make question cards from 2½" by 5" cards. Punch a hole in one end to hang from a nail. Write questions on the front of the cards with answers on the back. Cover cards may be made from five colors of construction paper. Make six cards of each color. Write the category on the first, and number the others "ten" to "fifty."

Examples of categories to be used are Missionaries, Countries, Facts About Missionaries, Facts About the Country, and Memory Verses. Others may be used if you wish. On the missionary and country cards, glue a picture of a

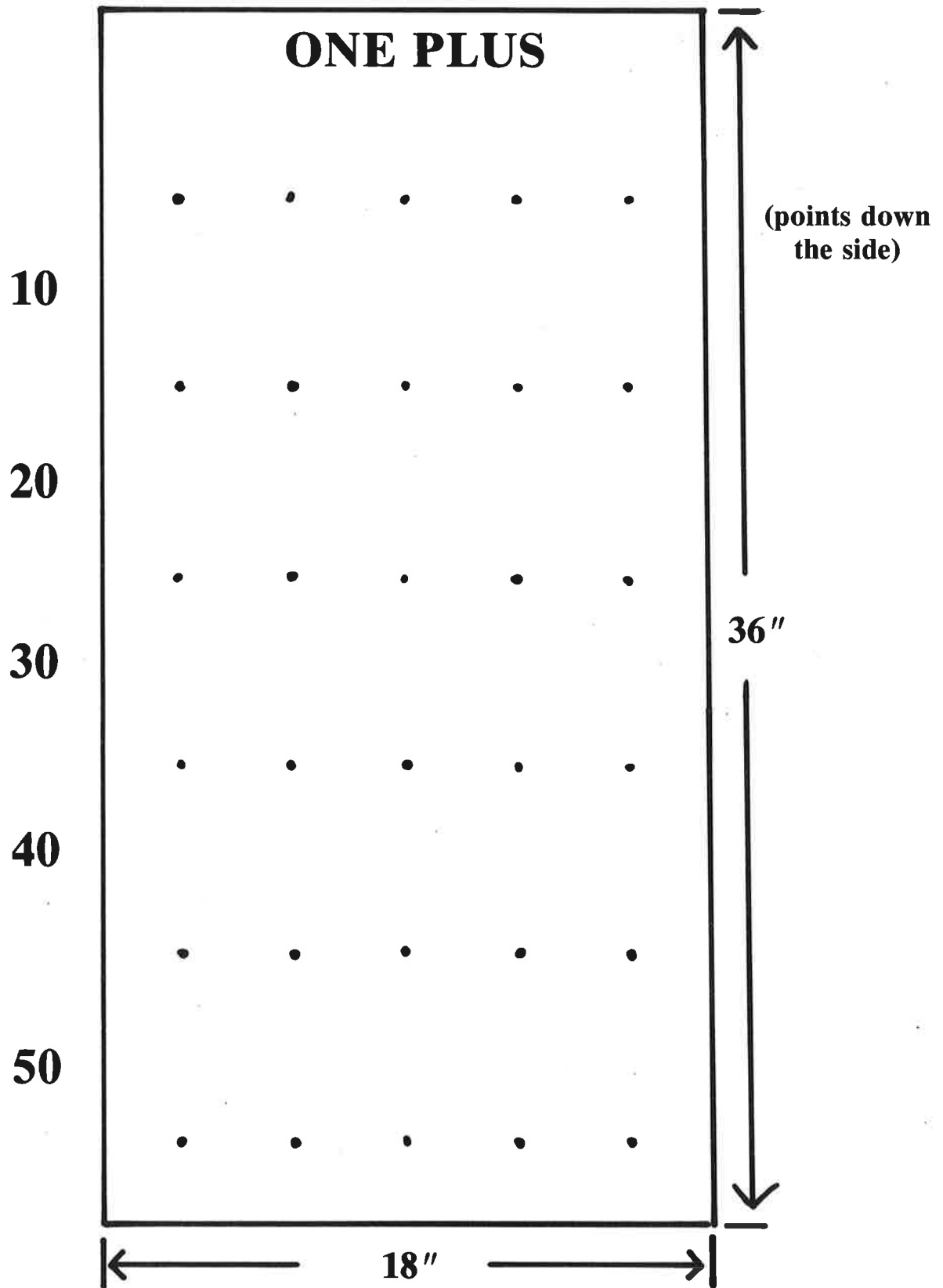
missionary. For *missionary* they must say the missionary's name, and for *country* they must tell where he is working. Fact cards may include questions from the information you gave the children in Lessons 8-11. Bible verses should pertain to the missions study.

If plywood and nails are not available, the game may be played by using a large sheet of poster board and substituting stick pins or tacks for the nails.

How to Play: The first child chooses a category, the "ten" cover is lifted off, and he reads the question and answers it. If he answers correctly, he has made ten points and may have another turn. He can try to answer the twenty-point question or choose a new category. All categories must start with the ten-point question and go downward. The easiest questions should be put first and the hardest ones last. You may limit a child to two turns or let him answer new questions until he misses one. You may also use two or more teams. The team with the highest total points wins.*

*(Idea taken from *Missions Studies — Taiwan*, published by the Baptist Publishing House.

(categories across top)



The BMAA National Missionaries

God's Witnesses — Lesson 12

BEACON Star Awards

Bible
Church

- Missions
- Music
- Memory Work
- Prayer

Aim: Children will learn what a national missionary is and will study the work of the featured missionary. They will be made more aware of the need for missions.

Text: Acts 1:8

Materials Needed: Bible; world map; flannel board; seven cards to be placed on the flannel board; (Each card should have one of the following words: WHAT, WHO, HOW, LOCAL, INTERSTATE, FOREIGN, NATIONAL.) seven more cards for the flannel board, (each should have the definition for one of the listed words on it); world map; information on the featured missionary; and several copies of current *Gleaners* for the activity; carry-through activity materials if needed (The word cards are Beacon 159-172.)

Songs: "Go and Give and Pray" (*Primaries Sing*, Scripture Press); "Here Am I, Send Me" (*Growing Songs for Children*, Child Evangelism Fellowship Press); "We Have a Story to Tell" (*Growing Songs for Children*, Child Evangelism Fellowship Press)

Lesson Approach: (Please be aware of the timing to place each of the seven words and definitions on the flannel board.) We have studied a lot about missionaries in the past few lessons. I am sure any one of you can tell me WHAT a missionary is, WHO can be one, and HOW we are to help support missionaries. (Allow time for discussion. As the children tell you WHAT, WHO, and HOW, place the definition beside the word on the flannel board.)

We have also learned about different kinds of missionaries. Who can tell me three kinds of missionaries we have studied? (Place the words, LOCAL, INTERSTATE, and FOREIGN, and the definition beside each as the children answer.)

There is another kind of missionary who is very important! He is called a national missionary. Can someone tell me what a national missionary is? (Encourage response.) A national missionary is one who is born in another country outside the United States. He learns of Christ's love, usually from a foreign missionary serving in his country, and accepts God's plan of salvation. Then he begins serving as a missionary in his own country.

Just before Jesus' ascension back to heaven, He spoke to His followers. This is recorded in Acts 1:8: "*Ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth.*" Jesus is still speaking to people today, telling them to be witnesses for Him. He is speaking to all people all over the world.

The BMA supports several national missionaries in foreign countries. In some of these countries, there is a foreign missionary who is, or has been, serving with the national missionary. In some countries there is no foreign missionary. The national missionary is working alone in his country. These missionaries especially need our prayers.

Teacher's Note: At this time indicate on the world map the locations of BMA national mis-

sionaries currently serving. Give as much information as you can obtain about the national missionaries' situations. Such as: How the work started — was there a foreign missionary in his country at any time, etc. Then following the outline on "How to Present a Missionary," feature a national missionary of your choice.

Activity 1: Continue with the carry-through

activity if needed.

Activity 2: Give each child a copy of *The Gleaner*. Ask him to find an article written by a national missionary and write a letter to him acknowledging his *Gleaner* article and letting him know the Beacon Sunbeam class of (name of your church and town) is interested in his work and is praying for him.

The BMAA National Missionary and Missions Review

God's Witnesses — Star Awards

Activity Number 4

Aim: Children will review the main ideas and Star Awards requirements presented in Lesson 12 and will be given an overall review of the entire missions study.

Materials Needed: Missionary game for each child; a small spinner (purchased or made following illustration in this lesson); several buttons or round, flat objects for each child to use as markers; small token for each child if you choose; review questions of your choice over Lesson 12 and the entire missions study.

Lesson Approach: Review Lesson 12 and all current missionaries and areas of service. Probably all missionaries and areas of service have been indicated on the map, globe, or prayer list by this lesson. You may use the carry-through activity to review. Prepare questions for this review. Stress throughout the classtime the need for continued prayer for our missionaries.

Pass out a missionary game and a marker to

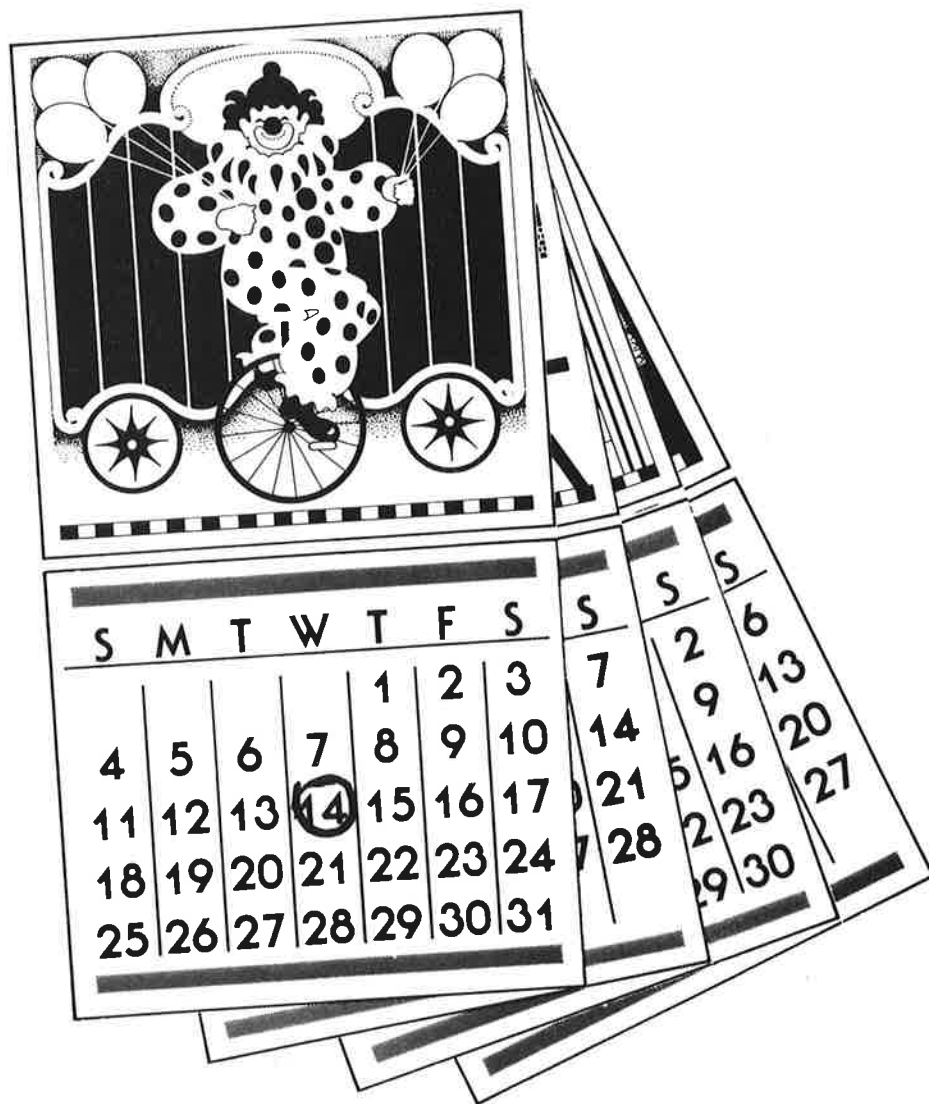
each child. Place the spinner in the center of the table. As a child answers a question, he may spin and move his marker the number of spaces indicated on the spinner. The game will continue until a child reaches the "Uttermost Parts," or until everyone reaches the "Uttermost Parts," whichever time allows. Cover as much of the missions lessons as time allows. You may pass out small tokens to the children at the end of the classtime.

Activity: Locate in the visual packet the missionary spinner game Beacon 173. Color and paste the game board on a sheet of heavy cardboard. Attach the arrow to the spinner card (Beacon 174) with a metal brad. You may use buttons for markers. Rules: The Lord commands us to be missionaries to the uttermost parts of the earth. Start from home, each player spinning in turn. If a player lands on a marked space, he must obey the orders. The first one to reach the uttermost parts wins the game.

- BEACON**
Star Awards
Bible
Church

 - Missions
 - Music
 - Memory Work
 - Prayer

Special Occasion Lessons



Love Your Enemies

Special Occasion — Lesson 1

(Valentine's Day)

This lesson provides basic Bible truths related to Valentine's Day. Principles of relations with others are noted. Specific Star Award requirements as stated in the Sunbeam Work Plan are not covered.

Aim: Each child should be able to express his love by making a valentine and presenting it to someone for whom he feels love. He should also be able to restate the fact that the love we feel for others comes from God and that a true test of God's love in our hearts is to show kindness to someone whom we consider to be an enemy.

Text: Luke 23:34; Acts 1:60

Memory Verse: "*Love your enemies, do good to them which hate you*" (Luke 6:27).

Materials Needed: From the visual packet you will need flashcards for the story which follows (Beacon 175-181). Color the visuals, cut them out, and mount them on construction paper: (1) Carla, Tim, Tammy, Greg, and Andy walking down the hall at school; (2) Carla, a hurt look on her face reading her "valentine"; (3) Tim, looking angry, reading his "valentine"; (4) Tim and Carla discussing the "valentines" with Tammy at recess, Greg and Andy standing by; (5) Linda, standing by Andy's lunchbox, looking frightened; (6) Linda, face smiling as she reads the valentine from the five friends.

Also needed from the packet is the heart pattern (Beacon 181). Using the pattern, make one heart for each word of the memory verse and one for the Scripture reference. Back each piece with flocked paper or felt so that it may be used on the flannelgraph board.

Each child will need a copy of the art page following the lesson. Crayons are the only supplies needed.

Songs: Songs from which you might choose

this week are: "Jesus Loves Even Me," "Jesus Loves Me," and "All Your Heart," all of which may be found in *"Sing and Be Happy Songs for Children"* (Rodeheaver Company, sold by WORD, Inc.).

Prayer: Thank the Lord for His love for us and for those whom He has given us to love. Ask His special help to reach out in love to someone who may be hard to like or get along with.

Lesson Approach: (Have the children turn their chairs to face you or, ideally, gather them in a semicircle around you.) I love to celebrate special days, and a special day is coming up soon. What day is it? That's right, it's Valentine's Day. Let's name some of the people to whom we might give a valentine. (Allow time for discussion and answers, which might include parents, teachers, grandparents, brothers and sisters, friends.) How many of you are going to give a valentine to an enemy? I want to tell you about a group of children who turned an enemy into a friend.

Love Your Enemies?

At Pleasantville Elementary School, when you saw Tammy you knew that Carla, Tim, Greg, and Andy were going to be close by. (Show card Beacon 175.) These five third graders have been friends since kindergarten, and they all live in the same neighborhood. Today, as they walk down the hall on their way to class, they are discussing Valentine's Day.

"How many valentines have you bought?"

Carla asked Greg.

"I've bought two boxes so far," Greg replied. "I even bought a special one for Mrs. Taylor."

"I can't wait to see how many I receive," said Tammy. "I just love Valentine's Day!"

"Girls!" exclaimed Andy with a disgusted look. "Don't go getting all mushy, now."

"Don't be silly," Tammy snapped. "I just think it's fun."

The friends entered their classroom and went to their desks. As Carla bent to put her books away she spied a small white envelope. Slowly she reached for it, looking around to see if she could tell who had put it in her desk. (Show card Beacon 176.) No one looked like they even noticed what she was doing so she opened the envelope and looked at the card.

"Roses are red.
Violets are blue.
Skunks stink a lot,
And so do you!"

The card was signed, "Tammy."

"Oh!" Carla thought. "Just what kind of valentine is this? I guess Tammy doesn't want to be friends anymore. Well, maybe I don't want to be friends either!"

Because it was time for class to start, Carla didn't have time to ask Tammy why she had given her such a terrible valentine.

Before recess Mrs. Taylor told the class to get out their art supplies. (Show card Beacon 177.) Tim set his art supply box on top of his desk and opened it. On top of his crayons he saw a small white envelope.

"Hey," he thought, "an early valentine. All right!" Suddenly his smile turned to a frown as he read these words:

"Roses are yellow.
Pansies are pink.
You're not my friend anymore,
Because you're a fink!"

Again the card was signed, "Tammy."

"Just who does she think she is, anyway?" Tim thought to himself. "I've got plenty of friends. I don't need her."

Before long the bell rang for recess. At least two people who went outside to play in the clear, cold air were very unhappy. (Show card Beacon

178.) One thing I'm glad about, though. They gave Tammy a chance to explain why she had sent such a mean valentine to each of them.

"What are you talking about?" Tammy demanded. "I don't even have with me the valentines I'm going to give out. They're at home. I wonder who would pull such a rotten trick and say that I did it."

After discussing the problem for a little longer, the friends decided to see if either Greg or Andy had a small white envelope waiting for him. (Show card Beacon 179.) As soon as the bell rang, the group quickly headed for the classroom. There, standing at Andy's desk putting an envelope in his lunchbox was Linda, the quietest girl in the class.

"What are you doing?" demanded Andy, and the five friends converged on the frightened girl.

Almost stammering because she was so scared, Linda explained that she thought if should could make Carla, Andy, Tim, and Greg mad at Tammy, maybe Tammy would look for a new friend — her.

At first the friends were furious; but after they cooled off they realized that Linda wasn't their enemy, she was just lonely. You should have seen the happy face the next day when a very surprised Linda found this valentine in her math book:

"Dew gets you damp.
Rain gets you wetter.
If five friends are good,
Six friends are better.
Have lunch with us today!"

— Tammy, Carla, Tim, Andy, Greg

It isn't always so easy to make an enemy a friend. However, it is good to try. (Show Beacon 180.)

(Show the memory verse. Read it several times. Mix the words and let several put them in the correct order, saying the verse each time.) The true test of Valentine's Day is to show love and kindness to someone who may not be your favorite person.

Jesus gave us an example of this when He was hanging on the cross. He said, "Father, forgive them; for they know not what they do." He showed love and kindness to people who were

meaner to Him than anyone will ever be to you and me. Stephen was a very good man and a deacon in the first church at Jerusalem. When he was being stoned to death he said, "Lord, don't charge this sin against these people." He was able to feel and show love for people who hated him. One sure sign that a person is growing stronger as a Christian is when he can show love or compassion for someone whose actions are mean and hateful.

This Valentine's Day, let's make a real effort to follow the example of Jesus and Stephen, not only to love our friends and family, but also to show love for someone who may never show love in return.

Activity: Give each child a copy of the art at

the end of the lesson. Let each child make this valentine to take home. You might encourage each student to show love to an enemy by presenting him with this valentine. Have the children trace the hearts and color them. Let each one write a rhyming verse on the left side of the card and write the Scripture verse "*God is love*" (I John 4:8) under the bouquet. When the card is folded, *Happy Valentine's Day* may be written on the front.

Additional Activity: A Valentine's bookmark may be made by cutting out three small hearts for each child or by using heart-shaped seals and spacing them evenly on a bookmark-sized strip of paper or ribbon. Write the words *Jesus loves me* on the hearts, one word on each heart.



“God is love” (I John 4:8).

The Great Easter Adventure

Special Occasion — Lesson 2

(Easter)

Aim: Each child should understand that the most wonderful part of the first Easter was the resurrection of Jesus, because now He is alive and with us forever.

Text: Matthew 28:1-8

Memory Verse: “*He is not here: for he is risen*” (Matthew 28:6).

Materials Needed: From the teacher’s packet you will need visuals Beacon 182 through 189. Color each picture. Cut it out and mount it on construction paper to form a sturdy flashcard picture: (1) Dave and Bill talking; (2) The boys in a store with all types of Easter items on the shelves; (3) The boys talking to the department store sales clerk; (4) The boys inside a large church which looks similar to what is described in the lesson; (5) The boys in the park; (6) The women coming to the tomb, the angel sitting on the stone; (7) The boys running home to share what they had learned with their mother.

Also needed from the teacher’s packet is the pattern for the memory-verse visual (Beacon 189). Trace the pattern on a folded piece of construction paper, placing the dotted line on the fold. Draw the outline of the opening and the stone on the front of the visual. Write the memory verse on the inside.

Each child will need a copy of the art page which follows this lesson. Chenille wires, crayons, glue, and scissors are needed. Chenille wires, paper cupcake cups, and jelly beans are needed for the additional activity.

Songs: Songs such as “For God So Loved the

World” or “Oh, How I Love Jesus” from *Action Songs for Boys and Girls, Volume 1*, or a hymn such as “At the Cross” may be sung this week.

Prayer: Thank the Lord for the true meaning of Easter and for Jesus who arose again that we might have eternal life.

Lesson Approach: (Gather the children around you in a semicircle.) Have you ever had to do research for a school report? What sources did you use to get information for your report? (Let several answer. Answers might include the school or public library, encyclopedias at home, magazines, etc.) What was the subject of your report? (Again, allow time for answers.) One year as Easter was approaching, two curious boys went to their mother with the question, “What is Easter all about?” The smart mother assigned a report to her two inquisitive boys. The assignment was for the boys to gather all the information they could about Easter and report back to her on their findings. They were to also include in their report their decision about the true meaning of Easter.

The Great Easter Adventure

(Show card Beacon 182.) “I wonder why Mom wouldn’t just tell us the true meaning of Easter?” eight-year-old Dave asked his ten-year-old brother Bill.

“I think she wants us to find out for ourselves so we’ll remember it longer,” Bill answered. “The problem is, where do we start?”

This lesson provides basic Bible truths related to the death and resurrection of Jesus. The lesson is designed to be used near Easter. Specific Star Award requirements as stated in the Sunbeam Work Plan are not covered.

"I know!" exclaimed Dave. "The discount store down the street is all decorated for Easter. They ought to know what Easter's all about."

The two boys took a notebook and headed for the discount store. (Show card Beacon 183.) Many people were crowded into the aisles which contained Easter merchandise. The boys saw many things which they wanted — chocolate eggs, bunnies, chicks, colored candy eggs, egg coloring kits, stuffed toys, and many other things.

Bill went up to a sales clerk. "We're doing a report about Easter," he said. "Can you tell me the true meaning of Easter?"

"Well, the way I see it," the smiling sales clerk replied, "the Easter bunny hops all over town on Easter morning delivering eggs and goodies to good little boys and girls. It's a lot of fun, you know."

Dave wrote down a few notes on what the nice lady said, and the boys decided to move on.

"Where else can we go, Bill?" Dave asked.

"I know," Bill said. "We can go to the department store down the street. I saw an Easter display with white flowers and a stuffed rabbit in the window yesterday."

(Show card Beacon 184.) "Great!" Dave cried, and off they went.

As the boys entered the store and headed for the boys' department, a very nice looking man came toward them.

"May I help you, boys?" the man asked.

"Yes, sir," Dave replied. "We're trying to find out all about Easter."

"Oh, Easter!" said the man with an excited voice. "Easter is one of our best selling holidays. Everyone wants to look nice and show off in new clothes. We make lots of money at Easter time."

Bill was busily writing notes on what the salesman said.

"Thank you," said Dave. "We appreciate your talking to us."

As the boys talked about their findings, they walked toward home. Suddenly Dave grabbed Bill's arm. "Hey, look at that!" he shouted excitedly.

Bill looked in the direction of Dave's outstretched arm. Across the street was a very large

church building with a cross on the steeple and stained glass windows. (Show card Beacon 185.) One stained glass window showed Jesus on the cross. Hurrying across the street, the two curious boys went up to the front door and knocked. A man in a black coat and small, flat white collar came to the door.

"We're trying to find the meaning of Easter, sir," said Bill. "Can you help us?"

"Why of course, young man," said the black-coated man. "Our church building is full of the meaning of Easter. Come in and look around."

Very quietly the boys entered the church building, curiously looking around them. At the front of the building was a large cross with Jesus on it. On a table was a smaller golden cross. It also had the figure of Christ on it. The stained glass window looked pretty from the inside. The colors shone in the glass picture of Jesus on the cross.

Excitedly the boys left the cool quietness of the church building. "Now we know what Easter is all about. It's Jesus being crucified!" cried Dave.

(Show card Beacon 186.) The boys hurried to the park and sat down to compile their notes. As they sat there Pastor Bailey saw them and walked over to them.

"Hi, boys. What are you working so hard on?" he asked.

"We're doing a report on Easter, and we think we finally found the true meaning," said Bill. "Easter eggs and bunnies are fun, but we don't think the real meaning of Easter is fun. New clothes are nice, but being seen looking our best isn't the most important part of Easter, either."

"We found Easter at the church building down the street," Dave added. "The real meaning of Easter is Jesus dying on the cross."

Pastor Bailey looked like he thought Dave would continue talking. "Go on," he finally said.

"That's all," said Bill.

"No, boys," the kind pastor said. "The real meaning of Easter has to do with the crucifixion, but it doesn't stop there." He pulled out a small pocket Bible and opened it to Matthew 28. As he read the verses, he explained the real meaning of Easter to the boys.

“On Sunday after Jesus was crucified,” he said, “some women came to the tomb to finish preparing Jesus’ body for burial. (Show the card Beacon 187.) They came very early. As they approached the tomb, an earthquake shook the ground. The frightened women watched as an angel rolled back the stone from the door of the tomb and sat upon it. The soldiers who were guarding the grave fell down as though they were dead.

“When the women peered inside the tomb and saw that it was empty, they asked the angel what had happened to the body of the Lord. *‘He is not here: for He is risen,’* answered the angel.

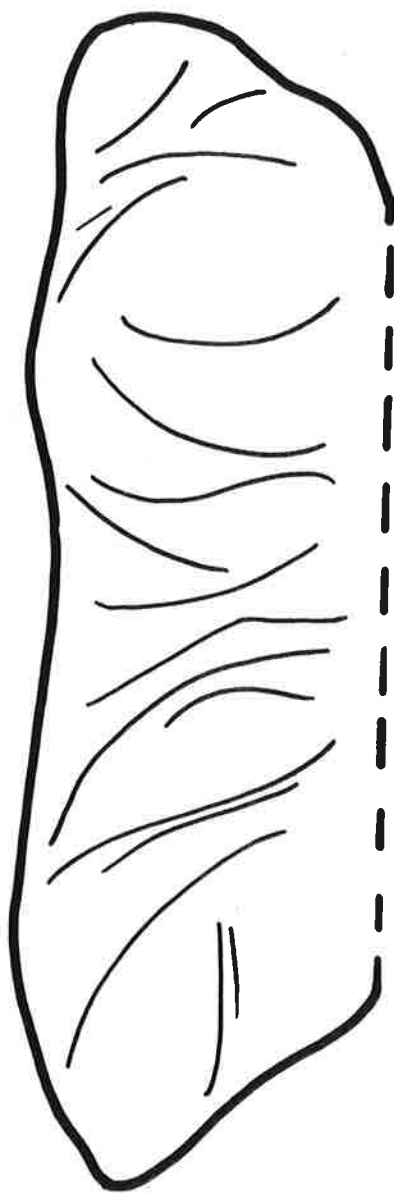
“The Lord had risen! How excited the women were. Off they ran to tell the others about the wonderful news. This is the real meaning of Easter — Jesus arose from the grave to live forever, which seals our promise that one day we will rise to meet Him in the air to live in heaven for eternity.”

(Show card Beacon 188.) The boys ran home faster than they ever had before to tell their mother all they had learned about Easter.

(Show the memory verse visual. Read it several times and discuss it with the class. Help the children to memorize it. Sing one or more of the suggested songs for this lesson. Close the lesson time with prayer.)

Activity: Give each child an activity page. Have each one fold the cocoon on the dotted line and cut it out. Color it tan or grey. Open the cocoon to make a butterfly. Have each child color the butterfly a bright color. Add small pieces of chenille wire for antennae and glue a piece of chenille wire down the middle of the butterfly for the body. Discuss the opportunity which we have for salvation because of what Jesus did for us at Easter time nearly two thousand years ago. Discuss how the butterfly symbolizes being saved and the old creature, or caterpillar, becoming the new creature, or butterfly. Write the memory verse on the back of the butterfly.

Additional activity: An Easter basket may be made by letting each child put a chenille wire handle on a paper cupcake cup and filling it with jelly beans. Encourage each one to share his snack.



**Cocoon — to be folded on dotted line and cut.
When opened, it becomes a butterfly.**

The Land of No Thanks

Special Occasion — Lesson 3

(Thanksgiving)

This lesson provides basic Bible truths related to Thanksgiving. Specific Star Award requirements as stated in the Sunbeam Work Plan are not covered.

Aim: Each child should be able to name several things for which he is thankful. He should also realize that God is the provider of all things and that we should thank Him for all He gives.

Text: Luke 17:11-19

Memory Verse: “Be thankful unto him, and bless his name” (Psalm 100:4).

Materials Needed: From the teacher’s packet you will need visuals Beacon 190 through 198. Cut out the pictures. Color and mount them on construction paper to form sturdier flashcards: (1) Amanda and her mother talking; (2) Amanda in bed; (3) Amanda walking down the hall, a door at the end with a sign “The Land of No Thanks” over the door; (4) Amanda speaking to the young man in the plain brown robe — she now wears a plain brown robe, also; (5) Amanda waking up in her room; (6) Amanda saying the blessing at breakfast; (7) Jesus with the ten lepers standing afar off; (8) The excited, healed, thankful leper; (9) The thankful leper at the feet of Jesus.

Write the memory verse in large letters on a sheet of construction paper.

Each child will need a copy of the art page which follows this lesson. Crayons will be needed for the activity. If the additional activity is done, magazines, butcher paper, scissors, and glue will be needed.

Songs: Traditional songs such as “Come, Ye Thankful People, Come” and “We Gather Together” may be sung. Also, such choruses as

“Father, We Thank Thee” and “Praise Him, Praise him” (*Sing and Be Happy Songs for Children*, Rodeheaver Company, distributed by WORD, Inc.) may be used.

Prayer: Offer a prayer of thanksgiving for all of God’s blessings. You may want to let each child offer a sentence prayer of thanks to God.

Lesson Approach: (Discuss Thanksgiving Day with the children for a few minutes. Emphasize special plans for thanksgiving dinner, trips to be taken, or company coming. Lead into the thought of how thankful we should be for these special blessings from God.) Most of the time we just *expect* to enjoy these special holidays, don’t we. We expect to have a special meal and to be with people we love. But, what if everything for which we forgot to give thanks to God just disappeared? What would we have left? A little girl named Amanda found out.

The Land of No Thanks

Amanda and her mother had had a long discussion about remembering to say thank you when someone was kind. Amanda also did not like to say the blessing at mealtime or say her prayers before bedtime. She was a very independent, no-nonsense, thankless little girl.

(Show card Beacon 190.) Sadly, Mother shook her head as she looked in on Amanda as she got ready for bed.

“Think about what we discussed, Amanda,” Mother said, whispering a quick prayer for the

Lord to help Amanda understand the meaning of thankfulness.

“Yes, Mother,” Amanda sighed, snuggling down into her warm bed. (Show card Beacon 191.)

Amanda’s last thought before she drifted off to sleep was, “Being thankful isn’t such a big deal. No one ever thanks me for anything, so why should I thank them?”

(Show card Beacon 192.) The next thing Amanda knew, she was awake and walking down a long hallway. At the end was a door. Above it a sign read, “The Land of No Thanks.” Amanda reached the door, and it automatically opened. A young man in a plain brown robe stood just inside. (Show card Beacon 193.)

“Come in, Amanda,” he said, “We’ve been waiting for you.”

“How do you know my name?” Amanda asked.

“Why, we know everyone who is eligible to live in our land,” replied the stranger.

“What land? There’s nothing here but sand and grey skies! Where are the trees? Where are the grass, flowers, and sunshine?” Amanda was beginning to feel panicky.

“Oh, I’m sorry,” replied the young man, “I didn’t realize that you had remembered to give thanks to God for those things.”

“Well, I didn’t,” said Amanda, “but they’ve always been there.” As she bowed her head in shame, she suddenly became aware that she wasn’t wearing her own clothes. She now wore a plain brown robe like the one which the young man wore.

“My clothes!” Amanda exclaimed. “Where are they? I want them back!”

“Now, now, Amanda. This is the Land of No Thanks. Everything for which you forget to give thanks disappears.” Sadly the young man shook his head.

“There are no houses here, and what will I eat?” Panic began to build in Amanda’s mind. How could she get home? Would she die without food? The brown robe was itchy and too long. She wanted her own clothes back. She loved to play in the crisp, cool autumn air, kicking leaves and enjoying the sunshine.

“I want to go home! I want to be thankful!” she heard herself cry, tightly squeezing her eyes shut. “Thank you, Lord, for my house and clothes, for food to eat, for sunshine and trees, grass and flowers, Mother and Dad, and everyone!” she began to pray.

(Show card Beacon 194.) When Amanda opened her eyes she saw the sunlight streaming in through the windows. She heard a sparrow sing. Looking down, Amanda saw her favorite pink nightgown. She looked around at her beautiful room. “It was just a dream,” she thought. Jumping out of bed, Amanda dressed quickly. She ran into the kitchen. Her favorite breakfast was on the table.

(Show card Beacon 195.) As she sat down, Amanda said, “Dad, please let me say the blessing this morning.”

Amanda said the blessing, but her mother said a thank You prayer all her own to God.

In the Bible we are told about a whole group of men who forgot to be thankful for the wonderful gift of restored health. (Read Luke 17:11-19.)

(Show card Beacon 196.) As Jesus walked about the countryside He did many wonderful things, preaching to all who would listen, and healing many sick. One day as He was on the way to Jerusalem He came to a village. Before He could go into the town ten men, standing afar off, began to cry out to Him, “*Jesus, Master, have mercy on us.*”

Why did these ten men need Jesus’ mercy? Because they were lepers. The disease of leprosy was so terrible that very few ever recovered from it. Most lepers became sicker and sicker, the leprosy spreading through their bodies until they died. They were set outside the city, never to be able to go into the town or see their families again.

Jesus, showing the love and compassion which He had for all men, told the ten lepers to go show themselves to the priests. No one went to the priests unless they were getting better, so the ten men knew that Jesus had honored their request for mercy. Off they ran, becoming more normal with every step.

On the way, one of the ten looked down at himself. (Show card Beacon 197.) Realizing that

he had been completely healed, he began to shout and praise God. Quickly he retraced his steps, all the way back to where Jesus stood. (Show card Beacon 198.) Falling down on his face at Jesus' feet, he began to give thanks.

"Weren't there ten of you?" Jesus asked. "What happened to the other nine?"

The healed man didn't know. In his heart he couldn't believe that the others would forget to give thanks for the wonderful gift of health.

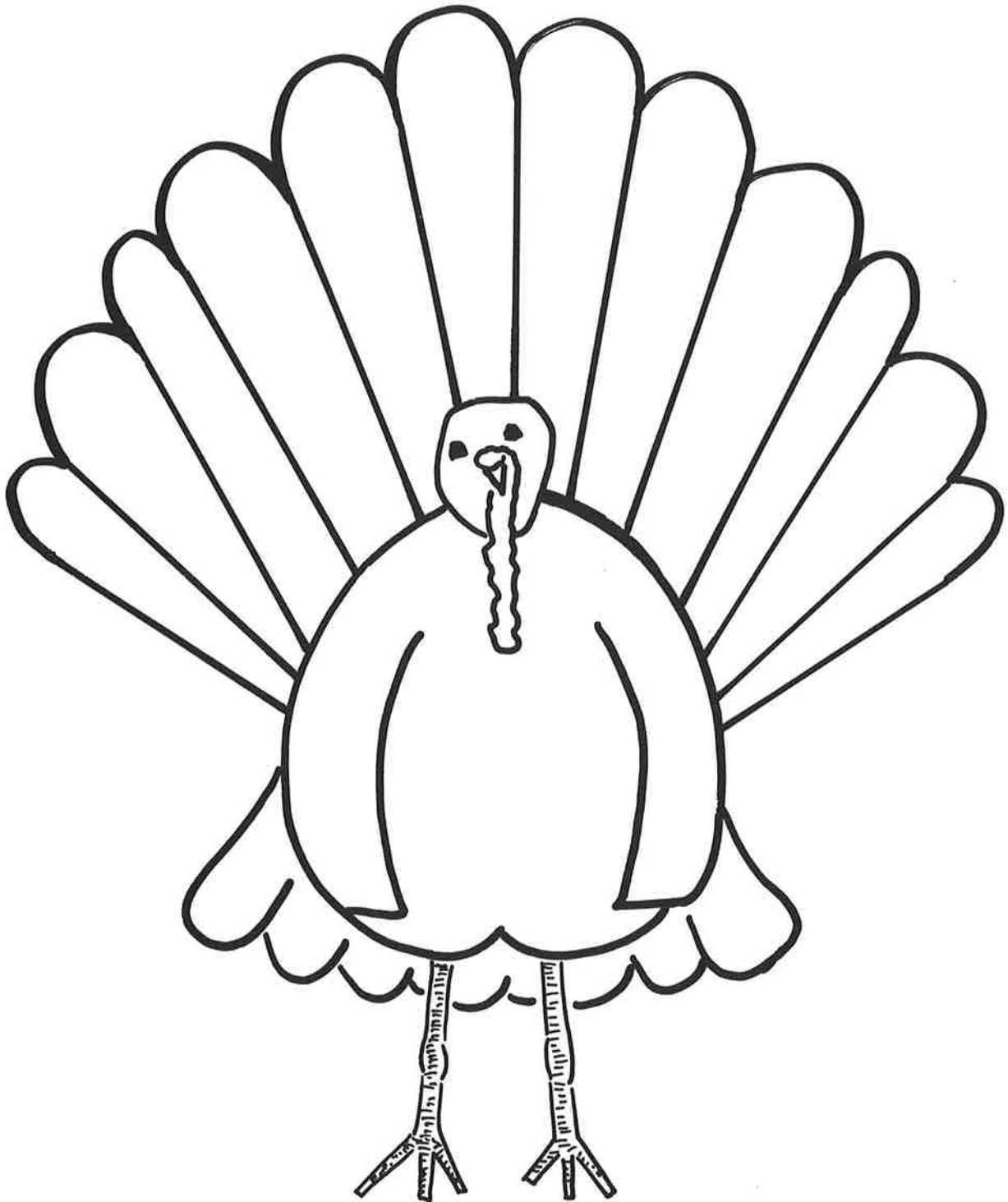
"Go on your way," Jesus told the man. "Your faith has made you whole."

(Show the memory verse visual. Repeat the verse with the class several times. By way of review, let the class discuss how they are similar to or different from Amanda and the nine unthankful lepers. Close with prayer.)

Activity: Give each child a copy of the art page. As items for which we should be thankful are named, let each child write that item on one of the turkey's tail feathers. When all the tail feathers have been filled, let each one color his Thanksgiving turkey. As an option, the memory verse may be written across the turkey to remind the students to give thanks to God for these things during the Thanksgiving season.

Additional Activity: A fall Thanksgiving collage may be made by tacking or taping a plain, large piece of butcher paper to the wall. Let the children cut pictures of fall scenes and/or things for which we should give thanks from magazines which you have brought. Glue the picture to the piece of butcher paper and discuss it. It might have a heading which reads, "*In every thing give thanks*" (I Thessalonians 5:18).

(Children will write on tail feathers things for which they are thankful.
Then the picture will be colored.)



A Christmas to Remember

Special Occasion — Lesson 4

(Christmas)

This lesson provides basic Bible truths related to Christmas. Specific Star Award requirements as stated in the Sunbeam Work Plan are not covered.

Aim: By putting himself into the part of a character in the story, each child should be able to recall and recite facts about the Christmas story.

Text: Matthew 1:18 — 2:12; Luke 2:1-20

Memory Verse: *"Unto you is born this day . . . a Saviour"* (Luke 2:11).

Materials Needed: Write the following "clues" on 3½" x 6" pieces of paper which have been folded to form small cards: (1) Go to the room where slumber is sweet. Look under the object where you head lies at rest; (2) Go to the room where good cooks work. Look on the bottom of the largest pot you can find; (3) Follow your nose until it turns red from the cold. In the circular object on the door you will find your question; (4) From the forest to the living room is a long way. Find your question among the lights and decorations; (5) The mantle top has always been where this miniature scene may be found. Your question is under the small bed of hay.

Cut five strips of red construction paper, each 4" x 12". On one side of each strip write the name of the place where the question can be found. On the other side write the question. Attach these to the walls at various places in your classroom with tape, thumbtacks, or Plasti-Tak. The description of the place should be facing outward. 1. Bedroom — Why did Joseph and Mary travel to Bethlehem (Luke 2:1-5)? 2. Kitchen — Who proclaimed the glad tidings of Jesus' birth to the shepherds (Luke 2:8-14)? 3. Wreath — Which Old Testament prophet prophesied about the

birth of Jesus, and what five names did he use to describe God's Son (Isaiah 9:6, 7)? 4. Christmas Tree — How did the wise men realize that they needed to look for Jesus (Matthew 2:1, 2, 7-10)? 5. Manger Scene — What gifts were presented to the young child Jesus by the wise men (Matthew 2:11, 12)?

From the teacher's packet you will need the manger visual (Beacon 199). Color it, cut it out, and mount it on construction paper or poster board.

Each child will need a copy of the art page which follows the lesson. Crayons or felt-tip markers, scissors, red, green, and/or yellow construction paper, and glue will be needed for the activity.

Songs: Sing Christmas carols which the children request.

Prayer: Thank the Lord for the gift of His Son and ask His help in remembering the true meaning of this special season.

Lesson Approach: (Gather the children around you. Be sure that your "room" signs are posted at different places in the classroom before the children arrive.) Aren't you all glad that Christmas is almost here? I am. I know that you enjoy school being out for the holidays. How do you spend your time when you're out of school? (Allow time for discussion.) Let's see how one family spent their holiday vacation preparing for Christmas.

A Christmas to Remember

Mrs. Jordan's face looked like she had just

discovered a new flavor of ice cream (which contained chocolate, of course) when she met her husband at the front door one night.

"I've got it!" she exclaimed. "I know how we can help the children remember more of the true meaning of Christmas this year."

"How's that?" her husband asked, smiling at his wife's enthusiasm.

Quickly Mrs. Jordan outlined her plan to her husband. Together they went into the den to make preparations for their Christmas to be remembered. Let's peek in on the family at dinner that night and see what happens.

"Tonight and for the next four nights," Father began, "we are going to see how much you five children know about the real meaning of Christmas. Don't look now, but when dinner is over and you take your dishes to the kitchen, one of you will find something special under his or her plate."

"What is it, Dad? What is it?" came the chorus from five eager Jordan children.

"Not now," said Father. "Just wait and see."

Dinner was a very quick meal that night. As dishes were being cleared away, a shriek was heard from Jessica.

"I've got it! It's me!" she exclaimed, holding up a folded piece of paper.

"Don't read the paper yet," said Mother. "All of you go into the den. I'll be there in just a minute."

Only minutes later Mother, Father, Jason, Becky, Paul, and Gary waited for Jessica to read the paper. (Hand the first slip of paper to one of the girls in your class. Have her read the clue aloud and follow its instructions. When she has located the "bedroom" have her take down the sign and read the question.) Why did Joseph and Mary travel to Bethlehem (Luke 2:1-5)? (Let the student read the verses and answer the question as if she were Jessica. After the verses are read and the question is answered, present this lesson helper with a small candy cane.)

After Jessica had read her verses and answered her question, the entire family trooped back to the den.

"We will do this each evening through Christmas Eve," Father said. "Each night the

clue will be under a different plate and each night a different question will be asked. The small candy cane which you will be given is a token gift in memory of the greatest gift ever given, the Lord Jesus Christ."

Eagerly the children discussed the activity. They speculated on who would be next and what questions might be asked. Gary, who was the youngest and six years old, wanted to have the Christmas story read to him so he would be able to answer his question when the time came.

All the next day as beds were made, floors swept, logs brought in, and fudge stirred, good natured teasing went on about who would be "it" that night.

After dinner, everyone held his breath as the dishes were cleared and plates were lifted up.

"It's me! It's me!" exclaimed Gary. "I knew it would be me!"

When the dishes were done, the family met in the den as before. (Hand the clue to your "Gary." Have him read the clue aloud and follow the instructions, finding the "room" indicated by the clue. When he takes the sign down have him read the question.) Who proclaimed the glad tidings of Jesus' birth to the shepherds (Luke 2:8-14)? (Let your "Gary" read the verses and answer the question. Present him with a candy cane.)

The next night Jason was the finder of the clue. As the oldest, he knew that his question would be very hard.

(Give your third clue to one of the boys. Have your "Jason" read the clue and find the correct sign it describes. Have him read the question.) Which Old Testament prophet prophesied the birth of Jesus, and what five names did he use to describe God's Son (Isaiah 9:6, 7)? (After the verses are read and the question answered, present your "Jason" with a candy cane.)

Becky and Paul looked at one another. They were the only two left, and Christmas was getting closer. Who would be next?

Even from the kitchen you could hear Becky's, "Yea! It's me!" She was almost jumping with impatience by the time everyone reached the den. (Hand the clue to your "Becky." Have her read it aloud and follow the instructions, finding the

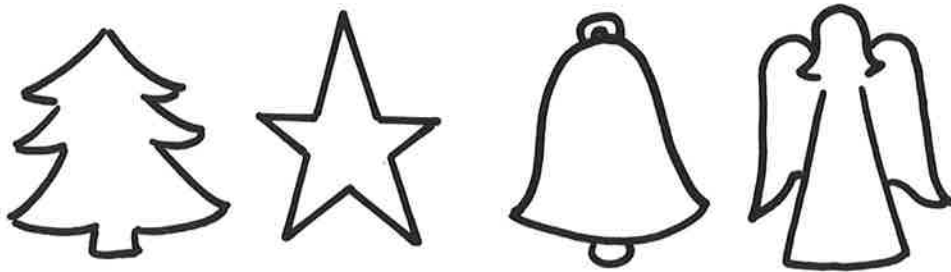
area described. When the sign is taken down have her read the question and verses aloud before giving the answer.) How did the wise men realize that they needed to look for Jesus (Matthew 2:1, 2, 7-10)? (Present "Becky" with a candy cane after the verses are read and the question is answered.)

On Christmas Eve Paul was all ready for his clue and question. (Present the clue to one of the boys in your class. Have him do as the others have done — reading it aloud, following its instructions, and finding the place mentioned. Have him read the question and verses.) What gifts were presented to the young child Jesus by the wise men (Matthew 2:11, 12)? (After reading the verses and answering the question, give "Paul" a candy cane and reiterate that this small gift is a token used only to symbolize the wonder-

ful gift of Jesus, the Savior which God has given to us.)

(Read the memory verse. Sing several carols and close the lesson with prayer.)

Activity: Give each child a copy of the art page. Let each one decide which design to draw onto the front of his Christmas card. After the design is drawn in the middle of the card, let each child cut out the design, leaving a design-shaped hole in the front of the card. Place a piece of red, green, or yellow construction paper (cut exactly the same size as the Christmas card) on the inside of the card so that the colored paper shows through the design-shaped hole. Let each child write the memory verse inside the card. Encourage each one to give the card to someone he loves.



(Trace one of the designs in the center of this half, then cut out the design.) →

