



TEACHER GUIDE
Preschool B

Unit 11: July

God, Bless Our Leaders

One in Christ Preschool—An Overview

Welcome to the One in Christ preschool curriculum and to an easy-to-use format that will help you plan your “Jesus Time” and related experiences. There is one Teacher Guide for each month of the year. (Be sure to recognize that these are not disposables, like magazines.) Each month (unit) has 4 weeks of lessons, with 4 days per week. You will find that there is an abundance of ideas. This provides you with the freedom to pick what works best for you. Don’t try to cover all the material given. Make choices—make it your own!

To help you organize by quarters, the covers are color-coded. The Fall quarter (September, October, November) has autumn orange covers; the Winter quarter (December, January, February) has red covers for Christmas through Valentines; the Spring quarter (March, April, May) has spring green covers; and the Summer quarter (June, July, August) has turquoise blue covers. Each quarter will have one bonus lesson (because of variations in schedules and calendars). Please note the flexibility of the program, which has a Summer quarter for preschools that have a year-round program.

You also have flexibility in how you store your Teacher Guides. The pages are three-hole punched so you can place each quarter in a separate binder, if you like. The pages are also perforated, if you want to place them in file folders. Or you may simply want to place these colorful Teachers Guides on a bookshelf as your religion curriculum library.

Let’s see what a week provides. The first page of a weekly plan gives you an overview for the week. This is followed by two pages of ideas for each of four days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you select to use, you can put a check mark—or better yet, a cross—in the heart icon. Checking off activities will also help you in your planning next year!

You will find teaching tools referred to in the lessons, such as play scenes, Bible figures, puppets, and *The Story Bible* (hardback edition), all available from Concordia Publishing House (CPH). Song suggestions come from *Little Ones Sing Praise (LOSP)* or *Lift Little Voices (LLV)*, also available from CPH, along with CD recordings of the songs. You will need a variety of materials and methods for teaching Bible stories because each week’s story is presented four times. This repetition is important, age-appropriate, and educationally sound. One time is not enough for a good story—children want to hear it over and over again. (Note: If you do not have the materials suggested, you can still teach the lessons, adapting them to fit with the materials you do have available.)

The second main section of each week provides circle time and center ideas on a variety of themes. Though independent of your Jesus Time, connections to our faith are made to show children that Jesus is part of all aspects of our lives. The categories are Express (language development), Create (the arts), Explore (science and math readiness), and Relate (social development). Take note of the numbers in parentheses at the end of each activity. These relate the activity to an early childhood curriculum standard. Reproducible copies of these standards are found in the Administrator Guide. The standards are based on a compilation of state and national preschool standards.

Student materials consist of Family Letters, which encourage families to read from *The Story Bible*, with pages listed each week, so that children can hear the Bible account both at home and at school. (Note: If you find it difficult to get weekly letters to the home, consider giving parents the entire packet at the beginning of the year.) Blessings!



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Unit 11—July

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From the Editor—A Look at this Month

July is a good month to think about leaders, as we start off the month with the Fourth of July (or Canada Day). We will be looking at a variety of leaders in the Old Testament. And our focus will always be on the Lord our God as Ruler over all things and Savior of all. Revelation 17:14 calls Jesus “Lord of lords and King of kings.” Feel free to add any activities that are pertinent to your situation in regard to community leaders, national leaders, church leaders, leaders in the home, and so forth. *Note:* This unit has a bonus lesson. This may help accommodate variations in school calendars. If you prefer, you can eliminate one of the weeks of lessons if you do not have enough time.

You will explore various types of leaders in the lessons this month. You will see the friendship of David and Jonathan contrasted with the wickedness of King Saul; and you will see David as king, remembering to show kindness to Jonathan’s son. The next two lessons focus on an interesting contrast between prophets and kings. The prophet Jeremiah listens to God’s message; the king and his people do not listen to God. Then there is the prophet Jonah, who does not listen to God and tries to hide from Him; this is in contrast to the king and people of Nineveh, who listen and take to heart the message Jonah finally delivers. The final lesson is about surprising leaders. The leadership of Queen

Esther is surprising because of the cultural context: she was a woman—and a Jewish woman at that—who went before the powerful King Xerxes and saved the lives of her people. (God often works in very unexpected ways!) Though the unit focuses on leaders, there is always a strong connection to the lives of children and God’s grace and mercy in their own lives today.

This overview of the month is outlined in a project you can find in the Appendix. The activity is a mobile that sums up the different leaders of the unit, with an overall focus on God as ruler over all. You can make a single mobile and add to it each week. Or use the mobile at the end of the month to review what has been learned. You might want to enlarge the concept and make a bulletin board that is similar; or you might want the children to make their own mobiles.

The CPH Big Book *Jonah and the Big Fish* is an important companion piece in this unit, as are the CPH Arch Books *David and His Friend Jonathan*; *Jonah and the Very Big Fish*; *Jonah, the Runaway Prophet*; *Queen Esther Visits the King*; and *Just in Time, Esther*. (Remember to check the selection of available Arch Books from time to time, as new titles are always being added.)

God bless your teaching of the faith!

Meeting Individual Needs

Sitting in one spot can be a challenge for any preschooler. Sitting requires muscle control and self-control. Typically, a classroom teacher expects students to hold themselves in an upright position with no support. Sitting can be the hardest part of the day for children with low muscle tone or poor impulse control. Adults know what type of chair or sitting position is most comfortable for them. Preschoolers are still figuring out what they like. If students are sitting on the floor, it is easy to reach out and touch a friend nearby, and for some students, this opportunity is too good to pass up. A simple support for a student, such as a cube chair, gives clearly defined personal space, and the higher sides make it more difficult to touch nearby friends while still supporting weaker muscles. Some seating options are as follows:

- cube chair
- beanbag chair
- child-size yoga ball
- child-size rocker
- pillows
- sit-upons
- wiggle seat
- boat seat
- child-size lawn chair
- kneeling
- lying on the stomach
- sitting with legs off to the side
- sitting while leaning against a wall

If the proper seating is utilized for students, they will be better able to focus on the content of what is being taught rather than on maintaining their seated position.

Week 44—God’s People Help One Another

DAVID AND JONATHAN

I SAMUEL 19-20

Discovery Points

Law: Because there’s sin in the world, people sometimes try to hurt each other.

Gospel: God sends people to help you, especially Jesus, who saves you from your worst enemies—sin, death, and the devil.

Sanctification: Through the power of the Holy Spirit, we help and encourage others.

Background

The story of David and Jonathan and their enduring friendship needs always to be put in the perspective of where their kindness and cooperation originated: in the love and kindness God first gave to them. The ultimate definition of friendship is stated by Jesus Himself, the evening before He was crucified for our redemption: “Greater love has no one than this, that someone lay down his life for his friends” (John 15:13). Our greatest friend, Jesus, laid down His life for us; through Him, we are justified. Salvation is complete in what Christ did for us. He also continues His work in us through the power of the Holy Spirit, who sanctifies us, growing us in faith and in our faith lives. As 1 John 4:11 says, “Beloved, if God so loved us, we also ought to love one another.”

David and Jonathan’s story is not just about two friends. (You can find friendship stories everywhere in secular materials too.) These were two young men who were brought to faith in God and were led to lead faithful lives. God blessed both of them with a good friend, but God also blessed them with an unselfish friendship. Let’s pray that God may lead us to be that kind of friend, with a friendship based on a common love of the Lord.

Friends are essential. We will face danger and trials in life, and we can often look to our friends to offer help and comfort when needed. God, who is our great friend, who always protects us and watches over us, who is the source of every grace and blessing, sends friends into our lives to be blessings to us. And God leads us to live as friends, always on the lookout for ways to help those in need.

Bible Words

A friend loves at all times.
Proverbs 17:17

Week 44

Day 1 Materials

- Flannelgraph figures
- *Option:* craft sticks; play dough or clay
- Glove puppet of Bible-times man
- Swatch of cloth for puppet’s robe
- Small cardboard sword
- Gold or silver chain bracelet for puppet’s belt
- Red chenille wires, 1 per student and teacher

Day 2 Materials

- *The Story Bible* (available from CPH)
- *David and His Friend Jonathan* (CPH Arch Book)
- Happy- and sad-face signs
- Vinyl play scenes

Day 3 Materials

- Family Letter 44
- Zippy puppet
- Cloth for puppet’s cape
- Ball

Day 4 Materials

- Several copies of Reproducible 44
- Scissors
- Cupettes
- Tape



Set out three flannelgraph figures (add craft sticks to make them stick puppets and stand them in play dough bases, if you wish). You will need a king and two young men. Say, **There are three main people in our Bible story this week. One is King Saul, a powerful leader of a nation—sort of like the president [prime minister] in our country. The second person is Jonathan, the king’s son. And the third person is David, who in a few years would be the next king.**

King Saul was a mean man who disobeyed God. King Saul was sometimes mean even to his own son, Jonathan. But he was especially mean to David. He wanted to hurt David. One amazing thing about this story is that David and Jonathan were best friends. They both loved God, and God blessed them both. God’s love and friendship to them led them to show love and friendship to each other. God’s book, the Bible, says, “Beloved, let us love one another, for love is from God” (1 John 4:7). Jesus is our best friend, who loves us and died on the cross to save us from our sins. Jesus gives us other friends to love, and He helps us show love to our friends.

I would like you, my friends, to stand in a circle with me as we sing about God’s love. Sing “We Love” (LOSP, p. 54, and on CD). The first time through, the children can listen to the song and join on the claps. The second time, encourage them to sing as well as clap.



Use a glove puppet to tell the Bible story. Have these props ready: small piece of cloth for puppet’s robe, a sword cut from cardboard, and a belt (gold or silver chain bracelet). **Hi, my name is David. I was one of the people of God long ago. Our King—Saul—was a mean man who was always mad or sad about something. But he liked the songs I sang and the music I played on my harp. King Saul wanted me to live in his palace so that he could listen to my music when he was having a very bad day.**

At the king’s palace, I met my very best friend—Jonathan. He was King Saul’s son. But he was not at all like the king. Jonathan was a happy person because he loved God and he knew that God loved him. Jonathan was very kind to me. He even gave me these great gifts—his own robe, his sword, and his belt. (*Show props.*) These were really great gifts because they came from the king’s son. But even better than those expensive gifts was the way Jonathan helped and protected me. You see, I was in danger. Jonathan found out that King Saul wanted to hurt me. Jonathan warned me and helped me hide from the king. Jonathan promised to let me know when it was safe to come back to the palace.

Jonathan had a secret plan with a secret message. He told me, “In three days, I will come back. I will practice shooting with my bow and arrows. If I say to my servant boy, ‘Bring back the arrows; they are close by,’ then you will know that it is safe for you to come back with me. But if I say to my servant boy, ‘Run fast; the arrows are far, far, far away,’ then you will know that it is not safe. Then you must run fast and go far, far, far away.” On the third day, I watched Jonathan coming with a servant boy. I hoped he would signal that all was safe. But that did not happen. When Jonathan shot the arrows, he told his servant they were far, far, far away. I understood the secret message: it was not safe for me. King Saul still wanted to hurt me. He had even tried to hurt his own son, Jonathan!

It was hard to say good-bye to my best friend, but we promised God that we would always be friends forever. And even when we were far, far, far apart, we knew that God, our best friend, would always be with us.



Hold up a red chenille wire in the shape of a smile. Say, **This smile reminds me that God wanted the world to be a happy place.** Change the shape of the wire to a frown. **But we know that sin changed everything. Because of sin, sometimes the world is a sad place, sometimes people are mean to us and hurt us, and sometimes even dangerous things can happen, like a very bad storm or accident. Things like that aren't just sad; they are scary.** Change the shape of the wire, bending back and forth to make a zigzag line. **Because God loves us, He sent Jesus to take care of the big, bad problems of sin and death. God watches over us and blesses us. And when we are afraid of scary things or mean people, we can pray to God, our best friend, to be with us. Jesus is always with us. He will never leave us. Let's learn a song about that now.** Sing to the tune of "Twinkle, Twinkle Little Star."

**When the world seems dan-ger-ous,
And I want to hide and fuss,
Jesus is my special friend.
He will help me till the end.
When the world seems dan-ger-ous,
I don't need to hide or fuss.**



Give each child a red chenille wire. Hold your wires like a frown. Say, **I am going to tell you some sad stories. Then I want you to tell me how you could be a good friend who makes the person happy.** Turn the chenille wire to form a smile. Continue in this manner with these short stories.

- 1. Karli fell and hurt her knee. What can you do to be a friend?**
- 2. Roberto dropped his crayons on the floor. Someone laughed at him.**
- 3. Maddy is crying. It is her first day at school, and she doesn't know anyone.**
- 4. Jamal can't remember where he left his jacket.**
- 5. Sammy has never heard about Jesus, and wonders who He is.**
- 6. Ethan is angry and yells at you.**
- 7. Cory is having trouble putting a puzzle together.**

Say this echo prayer, pausing at each asterisk so children can repeat after you: **Dear Jesus, * thank You for watching over us * and keeping us from danger. * Help us learn from You to be good friends. * Help us to help others. * In Your name we pray. * Amen. ***



Read pages 185–87 from *The Story Bible*. Tell the children to listen carefully. Every time you read the name “David,” they should touch their nose. Every time you read “Jonathan,” they should touch their chin. When you read “King Saul,” they can put their fingers in their ears, because he would not listen to God’s Word and God’s will. You may also want to try this method while reading the CPH Arch Book *David and His Friend Jonathan*. Emphasize, **God is our best friend of all. But He is much more than a friend. He is our Savior! Jesus saved us and rescued us when He died on the cross and arose at Easter. Jesus forgives our sins, He changes us to be children of God, and He promises us a home in heaven for all believers. Jesus is more than a friend—He gave us everything, even His life, so that we can be children of God.** Have the children imitate your actions as you read the following.

God made a lovely, safe world, (*Make circle with hands.*)

But sin came in and brought danger. (*Spread fingers wide like circle has exploded.*)

Sometimes we are afraid, (*Hold arms and shiver in fear.*)

Or worried about getting hurt. (*Rub “hurt” knee or elbow.*)

But we have a friend who loves us. (*Hug self.*)

This friend loves us very much. (*Keep hugging self, nodding.*)

He always watches over us. (*Shade eyes with hand and look down.*)

He hears us when we pray. (*Cup hand around ear.*)

He forgives our sins. (*Draw a cross in the air.*)

He blesses us with friends. (*Grab friend’s hand.*)

He helps us to be a friend to others. (*Hug a friend.*)



Put a drawing of a happy face on one side of the room and a sad face on the other side. Read each situation that follows and ask, **How do you think _____ feels?** Since all situations will be sad, always walk as a group to the sad side of the room. Ask, **Can you think of a way to make _____ happy?** Listen to responses, and then walk to the happy side of the room. (Return to the center of the room to read each situation.)

1. **Mason is getting a puzzle from the shelf. Suddenly, they all begin to fall. Mason cries, “Help!” You are nearby, building a tall tower of blocks.**
2. **Gina grabs a book away from you and knocks you down. The teacher sees what happened. Now Gina is in the time-out chair, looking sad.**
3. **Alex is carrying a big box. It looks heavy. But it is your turn in the game you are playing with Samantha.**
4. **Ben falls and skins his knee. But you have been waiting for a swing, and now one is finally empty.**
5. **Taylor has a ball, and she wants you to play with her. But you are busy coloring a picture.**

Say, **It’s not easy to always be a good friend. We need help with that. And Jesus is always ready to help us. Jesus forgives us when we do wrong. Jesus helps us to have kind hearts that help others.**



Use the vinyl play scenes to review the story. Ask questions such as these: **What happens next? Why did he do that? What part of the story is about you? What part of the story is about Jesus?** Then sing this song, which reviews concepts in the story. The last two lines of each stanza tell us about our part in the story and Jesus' part. As the Bible says, **We love because He first loved us.** Practice those two lines so the children can join in at the end of each stanza. Sing to the melody of "Sing a Song of Sixpence."

1. **Jonathan helped David.**
He loved to help a friend.
Jonathan helped David
From the start to end.
Jonathan helped David
He showed what friends will do:
Be a friend to those in need,
Like Jesus cares for you!

2. **Jesus is my best friend.**
He took away my sins.
Jesus is my best friend.
My brand-new life begins.
Jesus is my best friend.
He showed what friends will do:
Be a friend to those in need,
Like Jesus cares for you!

3. **I can be a good friend**
And love with all my heart.
I can be a good friend
From the very start.
I can be a good friend
And show what friends will do:
Be a friend to those in need,
Like Jesus cares for you!

Thank the children for singing the last part of each stanza, because that was the most important part. Then point out that each stanza begins with words that are repeated three times in that stanza. Tell the children what the words of the very first line are, and encourage them to sing with you. Pause after you sing each stanza and give the words of the next stanza's first line.

Pray this echo prayer, pausing at each asterisk so children can repeat after you: **Dear Jesus, * we love You * because You first loved us. * We thank You for showing us * how to be a good friend. * Lead us to be good friends too. * We pray in Your name. * Amen. ***



Say, **The number *three* is very important in our Bible story this week. Can you tell me who the three main characters are?** (King Saul, Jonathan, David) **Jonathan was a kind and good friend. Do you remember three gifts that he gave to his friend David?** (Robe, sword, belt) **David was in dangerous trouble. The king wanted to hurt him. What was Jonathan's secret plan that he would do in three days to help his friend David?** (He would talk to the king to see if it was safe for David to return; then shoot three arrows as a secret signal to David.) **What was the message of the three arrows?** Accept responses; then point out: **That meant David had to run away—far, far, far away** (*clap each time you say "far"*). Review the story by reading it from the Family Letter and showing the illustrations.



Bring out the puppet Zippy, who has his hands on his hips and is wearing a little cape.

Zippy: Teacher, you don't need to be afraid anymore.

Teacher: Why, hello, Zippy! Afraid of what?

Zippy: Bad guys, evil villains, snakes, or sharks. I'm going to keep you safe!

Teacher: You will? I am so glad to hear it! How can you do that?

Zippy: (*Turning around*) Don't you see my cape? I am Super Zippy—your superhero!

Teacher: Ah, I see. And have you had to fight any bad guys yet?

Zippy: (*Hanging head*) Well, no. (*Sighing*) You see, I have a little problem.

Teacher: Oh, what is it?

Zippy: Well, I'm kind of afraid of bad guys and evil villains and snakes and sharks myself.

Teacher: Oh, that *is* a problem. You know, Zippy, we have someone who is better than any superhero. Jesus is always watching over us and protecting us.

Zippy: Jesus *is* better than a superhero, isn't He? Superheroes are just pretend. But Jesus is real and true, and He is God.

Teacher: Yes, Zippy, He is. Jesus fought the worst bad guy ever, the devil, and Jesus won!

Because of Jesus, we don't have to be afraid of the devil or sin or anything. We know that God loves us and forgives us.

Zippy: So do I have to take off my Super Zippy cape since I'm not a very good hero?

Teacher: I think you can keep your cape on, Zippy. And you know what? You can be an everyday hero to other people!

Zippy: (*Excitedly*) I can? How? What can I do?

Teacher: You can help someone who has a problem. When you help other people, you are their hero.

Zippy: You mean like when my grandma's hands were full of packages and I opened the door, and she called me her hero?

Teacher: That's right. You were her helper and her hero.

Zippy: And you mean like when you dropped paint on the floor and I helped clean up the mess?

Teacher: Yes, Zippy. You were my hero and helper.

Zippy: Teacher! What a great idea! I am going to look for someone to help right now! (*Zippy zooms off.*)

Teacher: Zippy taught us a lesson today, didn't he? God has done so much for us; now we can see what we can do for others.

✦ ✦ ✦ God's People Help One Another ✦ ✦



Let's sing a song about how we can help other people.

Sing the following song to the tune of "This Land Is Your Land, This Land Is My Land." Have the children echo each phrase as they learn the song. Sing it at least twice.

**God, please use my hands
To be a helper.
Help me find people
Who need a good friend.
I want to help them
Because You saved me.
Thank You for watching over me.**



Seat children in a circle and explain the rules of the activity. Say, **I will pass the ball to the person on my left. Demonstrate passing the ball. See how I just hand it to the person? I don't throw it or roll it. I just pass it. That is what you will do when you pass the ball.** Take the ball back from the student. **I will say a sentence describing a friend in need, and when you get the ball, say how you would help that friend. Then you pass the ball to the next person when I say, "Please pass the ball." I will tell that person about someone, and that person can say how he or she would help.**

**Someone is afraid of the dark.
Someone is lost in a store.
Someone can't find her car keys.
Someone got stung by a bee.
Someone fell off the slide.
Someone pinched her finger in the door.
Someone needs a pair of scissors.
Someone doesn't know how to draw a certain shape.
Someone can't open a tricky, sticky jar.
Someone doesn't know how to zip, tie, or buckle.
Someone scraped his knee.
Someone is being teased and laughed at.
Someone keeps thinking about scary things.
Someone doesn't know about Jesus.**



Repeat the song you learned earlier today. Then say this echo prayer: **Dear Jesus, * thank You for being my hero, * for saving me * from sin and the devil. * Help me to thank You * by being a friend to others. * In Your name we pray. * Amen. ***



In advance, prepare one copy of Reproducible 44. Cut out the large rectangle. Accordion-fold back and forth on the dotted lines. Then cut through all the layers, following the lines of the figure. Note that there is a heart shape between the joined hands and feet of each pair of paper people on this chain. Now fold the chain back so that only one figure is visible. Say, **Here is Tommy. Tommy is happy. Can you guess why he is happy?** Accept responses. **Tommy is happy because he has a friend.** Open chain to reveal a second figure. **Tommy is happy because Timmy is his friend. Tommy and Timmy have fun together. They play on the swings. They bounce balls back and forth. They play with their toys.**

There is something else that is very special between the two boys. Can you see what it is? Point out the heart shape, if children do not notice it. You might even place a piece of red paper behind it to accent it. **There is a special friendship love between Tommy and Timmy. That's because they both love Jesus. And they know that Jesus loves them. The heart reminds us that Jesus gives us special friends. And Jesus is our best friend. He takes our sins away and promises to always be with us. The Bible tells us, "Beloved, let us love one another, for love is from God" (1 John 4:7).**

Write the names *Timmy* and *Tommy* on the two figures. Draw a small cross above

the heart shape. Say, **These two friends remind me of two other friends.** Open the paper dolls to reveal two more figures. Write the names *David* and *Jonathan* on them. **Whose names do you think I wrote on these two figures?** Accept responses. **David and Jonathan's friendship was so strong because they both loved God. And they loved God because God first loved them and promised to forgive and save them.**

Use the cupettes to retell the story of Jonathan and David. Then focus on the end of the story, when the two friends had to say good-bye to each other. **Saying good-bye is a happy time when you know you will see the person again. But Jonathan and David were sad because they knew they might never see each other again. Yet they still had something happy to think about. This is what they promised each other: "The LORD shall be between you and me." They knew that wherever they were, they were still connected to the Lord. God would continue to be with each of them forever. That makes me think of the heart shape that connects the paper figures. That is also true for all of us who are friends in the Lord.** Go up to each child, shake his or her hand, and say, "The LORD shall be between you and me." After you have done this a few times, encourage the children to do the same with one another, shaking hands and sharing the greeting of friendship.



Prepare several paper people chains from Reproducible 44 in advance by cutting them out, writing the name of each student on a figure, and taping the chains into one big chain. Have everyone be seated. Say, **It is good when two people are friends. But the good thing about friendship is that three people can be friends. Even four people can be friends. In fact (hold up the big paper chain), we can all be friends together!** Read all the children's names off the people chain. Say, **And the best thing about our friendships is that we know that Jesus is right here with us! The Lord shall be between you and me. The Lord shall be between all of us! God's love is so big, there is enough for all of us. And God wants us to share His love with everyone! Let's sing about our best friend.** Sing "My Best Friend Is Jesus" (*LOSP*, p. 45, and on CD).



Hold up the first two paper figures and say, **I have another story to tell you about Tommy and Timmy. Something terrible happened one day! Tommy wanted to play with the truck Timmy had. Timmy didn't want to share. Tommy grabbed the truck, and when he did, he bumped Timmy's head. Timmy pushed Tommy and shouted, "I'm not your friend anymore!" Tommy shouted back, "Well I'm not your friend either!"** Tear the two figures apart.

For a while, Tommy played with the truck. Timmy walked away and played by himself too. But then they remembered the love of Jesus, which never stops. They both remembered that Jesus always loves them and always forgives them. They both felt sorry about what they did. Tommy prayed quietly, "Dear Jesus, I'm sorry I was so mean to Timmy. Please forgive me." At the same time, Timmy was thinking about how he had been unkind by not sharing. Timmy quietly prayed to Jesus, "Please forgive me. I was bad to my friend." Tommy and Timmy both knew that Jesus still loved them. They knew Jesus forgave them. In their hearts, they knew what Jesus would want them to do.

Both boys told each other, "I'm sorry. Please forgive me." And they forgave each other and were friends once more. They knew that because of Jesus, they could still be friends. Tape the two figures together. Our Bible Words say, "A friend loves at all times." Even when we have bad times or sad times, whether we have sinned or our friend has sinned, we learn from Jesus to forgive and to be kind and to continue to be a friend. Jesus helps us to be good friends.



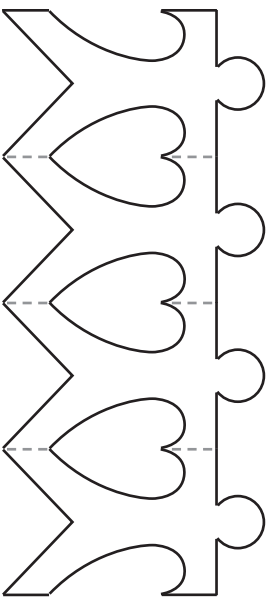
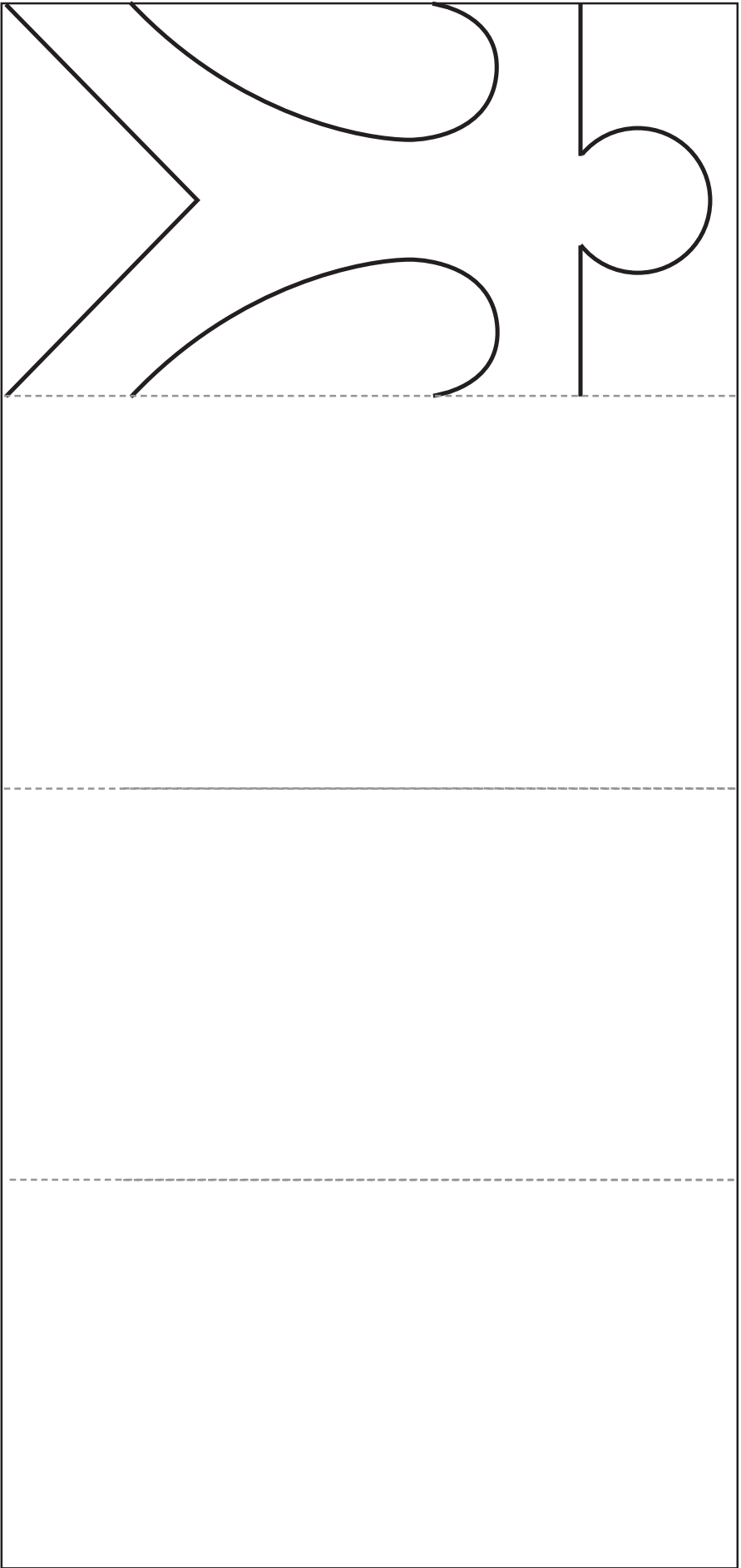
Sing the first stanza of "Jesus Wants Me for a Helper" (*LOSP*, p. 33, and on CD). Then have the children imitate your actions in this finger play.

God makes me His own helper. (*Put hands on hips.*)
I help Him every day. (*Nod head.*)
He makes me strong to help you (*Show muscles.*)
With what I do and say. (*Nod head.*)

I'm helping on the playground, (*Reach out a helping hand.*)
When someone hurts inside. (*Rub a shoulder as if it's hurt.*)
I'm helping when I see tears, (*Rub eyes with fistled hands.*)
With hugs and smiles so wide. (*Give a hug and smile.*)

I'm helping when it's dark out (*Crouch down and shiver.*)
By turning on a light. (*Mime turning on a lamp.*)
God makes me His own helper (*Put hands on hips.*)
Who helps you day and night. (*Nod head.*)

Close by singing the remaining stanzas of "Jesus Wants Me for a Helper."



FRIENDSHIP

Our Gracious Friend

(Worship) Through the week, use this prayer as a reminder of the Lord who guards and keeps His children. Say, **God gives you friends to love and care for you, to help you when you need it. Jesus is the friend who saves us from our worst enemies—sin, death, and the devil. Only Jesus can do that for us.** (Say or sing stanza 6 of “Lord Jesus Christ, the Children’s Friend” [LSB 866]. This can also be sung to the melody of the Tallis’ Canon, the tune used for “All Praise to Thee, My God, This Night” [LSB 883].)

**[Lord,] guard and keep us to the end,
Secure in You, our gracious friend,
That in Your heav’nly family
We sing Your praise eternally. Amen.**
(P.4.4.1)

My Own Best Friend

(Worship) Sing to the melody of “I Am Jesus’ Little Lamb.”

**Jesus is my own best friend.
He helps till the very end.
When I need Him, He is waiting,
Patiently, to hear me praying.
Jesus is my own best friend,
Faithful till the very end.** (P.4.4.1)

God, My Savior and My Friend

(Worship) For this finger play, say the words and model the actions. Children can join in on the repeated words (every other line).

When all is dark around me and I cannot see, (*Shield face with hands.*)
Help me trust in You, my Savior and my Friend. (*Fold hands.*)
When all my friends have left me and I am all alone, (*Look around.*)
Help me trust in You, my Savior and my Friend. (*Fold hands.*)
When my heart is hurting and I am very sad, (*Cross arms over chest.*)
Help me trust in You, my Savior and my Friend. (*Fold hands.*)
When the devil tempts me to do things that are wrong, (*Shake head NO.*)
Help me trust in You, my Savior and my Friend. (*Fold hands.*)
When I need a Savior who will forgive my sins, (*Make cross with fingers.*)
Help me trust in You, my Savior and my Friend. (*Fold hands.*)

(P.2.1.4)



March and Praise

(Worship) Sing stanzas 1, 4, and 5 of “Love, Love, Love” (LOSP, p. 30). For each stanza, have the children march around the classroom, following you and making appropriate gestures. For stanza 1, cross your hands over your heart each time you sing the word “love.” For stanza 4, point to yourself each time you sing “me.” For stanza 5, point to a friend each time you sing the word “you.” *Option:* Have children march around the room in pairs. (P.4.4.1)

Express

FRIENDSHIP

Helpful Tools

(Circle Time) Before class, gather a variety of items that children or adults use to get jobs done (e.g., wooden spoon, stethoscope, thermometer, firefighter's hat, computer, scissors, ruler, hairbrush, hammer), and include a Bible. Show the tools one at a time. As you do, ask the students to name the object and tell how this tool can help get a job done (e.g., a chef uses a wooden spoon to stir food, a doctor uses a stethoscope to listen to a heart and lungs, a parent uses a thermometer to tell if a child has a fever, a firefighter's hat helps keep him or her safe). Point out that *anyone* can use a Bible to learn more about God and talk about Him with others.

Say, **Tools help us do jobs. Other people are helpful too. God sends people to help you, and He sends you to help them. The best help we have from God is Jesus. He did for us what we could never do. He saved us from our sins.** (P.3.2.4)

Helpful Charades

(Circle Time) Before class, prepare a list of scenarios in which a child tries to do something difficult on his own or experiences something scary while all alone (e.g., walking in the dark, being lost, feeling sad, carrying a heavy load, learning to tie shoes, suffering a minor injury). Have students act out the scenarios. After each student finishes, ask the other children to identify what the actor was doing and how they might help. Then the children can act out helping one another and using helpful words. If you have time, continue the activity, or save the other scenarios for another day.

Say, **God's children can help others. Jonathan looked for ways to help and protect David. Even though we can't see Him, God helps us every day. The best way God has helped us is by giving us Jesus to be our Savior who is always with us.** (P.4.3.3)

Smart Plans

(Partner Work) Explain that often, we can get a job done more easily if we make smart plans. Assign children in pairs, and give each pair a typical classroom task (watering plants, cleaning the board, picking up toys, collecting trash from the floor, etc.). Now, tell each pair to discuss how to get their job done and identify any tools they might need. Then let them carry out their plans. Say,



Good friends work together and make smart plans. David and Jonathan made a smart plan. That plan helped save David's life. God made a plan to save us from evil. He sent Jesus to be our Savior and Friend. (P.3.2.8)

Arrows Can Help and Hurt

(Circle Time) Show the children a bow and arrow, or find a picture of a hunter using a bow. Ask, **How can a bow and arrow be used for good things?** Students will recall the story of David and Jonathan. In addition, children might know that hunters use bows and arrows to hunt animals such as deer and turkeys. This meat can provide food for families. Then ask them to reflect on how a bow and arrow can be hurtful. Obviously, arrows are sharp and can wound or kill people.

Discuss other things that can both help and hurt people. Prompt the children as needed by suggesting other things: hands, feet, words, fire, kitchen tools, cars, water. Talk about how we need to be ever mindful of danger and use tools safely.

Say, **God sent Jesus to do good things for us. Jesus had to overcome evil to save us from our worst enemies.** (P.3.1.17)

Little Jack Horner

(Nursery Rhyme) First, read the nursery rhyme as written.

**Little Jack Horner sat in the corner,
Eating his Christmas pie.
He put in his thumb and pulled out a
plum,
And said, "What a good boy am I!"**

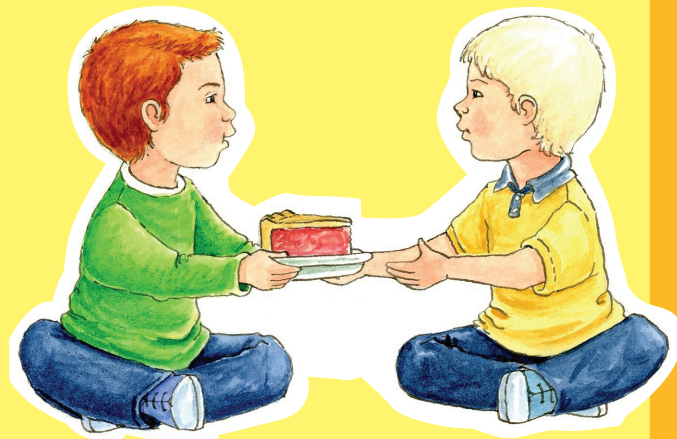
Then ask, **Was Jack a good friend? Did he share his pie?** (No, he ate alone in a corner.) Now, read the altered rhyme.

**Little Jack Horner sat with a friend,
Eating a Christmas pie.
He put in his thumb and said, "Yum,
yum, yum!
Would you like a pie slice to try?"**

Ask children to note the differences between the two. (In the second poem, Jack shared his pie with his friend.) **Good friends share with**

one another and help one another find good things.

Ask, **What are some other things good friends do? How did Jonathan help David? How does God help us? How can we help others?** (P.3.2.5)



There Was an Old Woman

(Nursery Rhyme) Read the following nursery rhyme several times, inserting a child's name as indicated.

**There was an old woman who lived in a shoe.
She had so many children, she didn't know what to do.
_____, will you help her and be a good friend?
Help find them and feed them and send them to bed.**

Repeat the rhyme as needed to include each student's name.

Say, **We had fun pretending to help the old woman who lived in the shoe. It is also fun to be a real helper to moms, dads, or friends. God also sends helpers to us. The best helper He sent to us was Jesus, our Savior and Friend. Jesus did all things to complete our salvation.** (P.3.2.2)

Express

FRIENDSHIP

Making Arrows

(Design) Set out plastic straws or craft sticks, along with scissors, glue, cardstock or fun foam in various colors, and feathers.

In the large-group setting, show a picture of an arrow. Remind the children that Jonathan shot arrows to warn David to get away from Saul. Say, **Jonathan was a good friend to David. He helped save David from King Saul's evil plan. God sent Jesus to save us. Jesus has saved us from the devil's evil plan.**

Identify the main sections of the arrow: the arrowhead, the shaft, and the feathers. Explain that the arrowhead is usually made of metal; and the shaft must be straight so the arrow flies straight; and the feathers help the arrow fly smoothly through the air.

In the Craft Center, children can work with their friends to make arrows. Children might cut a triangular arrowhead from the cardstock or foam, glue it to one end of the stick or straw, and glue feathers to the other end. (P.4.1.1)

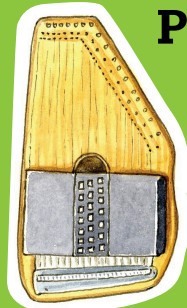
Peaceful Music

(Creative Expression)

Explain that David played a type of harp called a "lyre."

Show pictures of a variety of stringed instruments. Display an autoharp or a dulcimer or other harp-like instruments. Let children explore and play them. Remind the children to play gently, to make peaceful,

calming music like the harp music David played for King Saul. (P.4.4.3)



God Overcomes Evil

(Creative Expression) For this activity, you need finger paints in dark colors, paper, and painting shirts. Ask children to finger-paint a scene that makes them think of danger or bad things. Tell them it is okay to make the picture scary and dark. After they create their paintings, have them use a clean finger to make a cross in the paint.

Say, **You used your fingers to make a cross in the dark painting. On the cross, Jesus took care of our biggest enemies. Jesus is our Savior and Friend. Because of Jesus, we don't need to feel afraid. The cross on the dark paper can remind us of God's love for us.** (P.4.1.1)



An It-Makes-Me-Calm Picture

(Creative Expression) Set out a variety of art supplies, such as paint, magazines, scissors, glue, feathers, glitter, crayons, and markers.

Say, **King Saul invited David to live at the palace. When Saul was upset, David played his harp and made music that made Saul feel calm. At times, King Saul was thankful for David's music. David was kind to King Saul, even though the king did not like him.**

Sometimes people hurt one another. That happens because there is sin in the world. But God sends people to help us, including Jesus. Jesus has saved us from our enemies. Tell children that beautiful art can make people feel calm and peaceful. In the Art Center, display pictures of famous paintings such as *A Sunday Afternoon on the Island of La Grande Jatte* by Georges Seurat or the flowers of Georgia O'Keefe. Tell the children to use whatever they choose to make a peaceful picture. While they are working, play peaceful music. (P.4.1.1)

Arrowhead Shapes

(Sorting Shapes) In advance, cut paper shapes (e.g., triangles, squares, circles). Vary the size and color of the shapes, being sure to include 3 triangles per student. Children will work in pairs. Give each pair a glue stick and a sheet of paper with 3 lines drawn across each to represent arrow shafts. Tell the children to sort the shapes and choose the best shape to make an arrowhead. Remind them that Jonathan shot arrows to warn David that King Saul was angry with him. When children have chosen their shapes, they may glue them to the lines (arrow shafts) to make their arrow pictures. (P.3.2.8)

Lyre Lacing

(Fine Motor Skills) In this center, place a copy of a picture of a lyre that you have downloaded from the Web. Use it as a guide to prepare lacing cards from heavy cardstock for the children to sew. Position the holes so that the children will be adding the strings to the lyre; if possible, number the lacing holes.

Say, **David played the lyre for King Saul. He tried to help King Saul feel better. Still, King Saul tried to hurt David. Sometimes people are unhappy and try to hurt one another. God sends people to help us, including our best helper, our Savior and Friend, Jesus.** (P.3.4.3.2)



Create

FRIENDSHIP

Rough or Smooth

(Sensory) Gather a variety of objects that are rough or smooth (e.g., block of wood, polished stone, silky fabric, something made of hard plastic, hairbrush, sandpaper, copy paper, stick, pinecone, shell). Place them in a pile, and then set out two large pieces of construction paper in different colors. On one, write “Smooth.” On the other, write “Rough.” Beside the words, place an example of each quality. Explain the difference between “rough” and “smooth.” Then let the children sort the objects and place them on the appropriate piece of paper. Say, **Sometimes when people have trouble in their lives, they call it “a rough time.” David had a “rough time” when King Saul was angry with him and David had to escape. In our “rough times,” God provides help for us. The best way He helped us was by sending Jesus to be our Savior and Friend.** (P.1.8.1)

Ice, Salt, and Safety

(Physical Properties) Set out ice cubes, 2 large bowls, and salt. Put the ice cubes in one bowl, and encourage children to touch them. Let them hold the ice in their hands and set it on a desk, watching and observing how quickly or slowly it melts in different situations. Talk about how ice on a lake can be dangerous—it can look thick enough to walk on, but that’s not always the case. Children should never venture out onto frozen rivers or lakes alone. Instead, they should go with an adult. Then ask children to predict and observe what will happen to the ice if it is sprinkled with salt.

After the experiment, discuss how salt raises the melting point of ice. This is why people sometimes spread salt or salty brine on icy roads and sidewalks. The salt makes ice melt and keeps people safe from the danger of slipping and falling.

Say, **Salt solutions work to keep icy surfaces safe for walkers and drivers. Through Jonathan, God kept David safe from the king’s anger. Through Jesus, God keeps you safe from all evil.** (P.1.7.5)

Smells— Good or Bad

(Sensory) Gather things that smell good and things that smell bad. If possible, bring in milk that has gone sour or food that has spoiled. Include good foods with strong smells, such as bananas, chocolate chips, cinnamon, and honey. Put these things in containers, and then let children smell each one.

Have the children sort the containers on a bar graph template and transfer the information to a paper copy. Say, **God made things that are good for us to eat to smell good. When things spoil, they may smell bad. These bad smells can alert us to danger. This is one way God protects us from eating bad foods. The best way God protects us is through Jesus. Jesus is our Savior from sin, death, and the devil. He is our friend who loves and cares for us.** (P.1.8.1)



Strong Buildings

(Physical Properties) Say, **King Saul invited David to live in his palace. What do you know about a palace?** Accept reasonable answers. In the discussion, include the idea that a palace was built strong to keep the king and his family safe. Say, **God sent Jesus to keep us safe from our enemies, from sin, death, and the devil. God also sends us to help and encourage others when they have trouble.**



Supply children with play dough, craft sticks, and pictures of buildings. Protect the work surface with newspaper or paper towels. Talk about how engineers and architects design buildings so that strong metal and wooden beams support the weight of the building. Then let them experiment with the materials to build a structure with strong walls. (P.1.7.3)

Friendship Graph

(Problem Solving) Photocopy the class composite photo; then cut out each photo. Glue them to equal-sized pieces of cardstock. Also set out a large bar graph with two columns. Tell children to sort the pictures in various ways—boys and girls, children with long hair and short hair, those with smiling and not-smiling faces, those wearing collared shirts and not-collared shirts. After children have arranged the photos on the graph, have them count the number of children in each part of the graph. If two children are working in the center, create two sets of pictures and graphs. Let the partner groups compare and contrast their results. Say, **God sent Jonathan to be David's friend and help him with a big problem. God sent Jesus to help you with your biggest problem: sin. Jesus is your Savior from sin, and He is your friend. Here at school, God gives us other friends. They help and encourage us.** (P.1.2.9)

Equal Amounts

(Sorting, Counting) Set out a pile of like objects—building blocks or puzzle pieces or counting tiles. Explain what the word *equal* means, and show the children an “equal” sign (=). Then have children work in pairs to divide the objects equally. Observe their strategies, and provide help, if asked. When they have finished, instruct them to count the objects in each pile. Ask, **Do you have the same number in each? If you do, then you have an equal number.** Remind the students that David and Jonathan worked together to keep David safe. They had a plan. God helps us to be good friends too. We can help each other accomplish difficult tasks. (P.1.2.7)

Explore

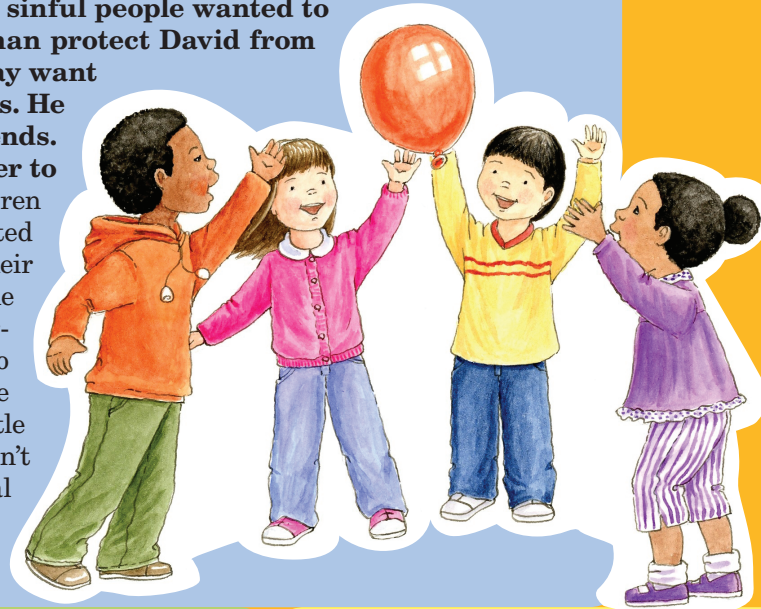
FRIENDSHIP

Teamwork Keeps Us Afloat

(Body Awareness) For this activity, you will need a blown-up balloon. Show it to the children. Explain that the balloon is fragile and delicate.

It can be hurt easily. Say, **Sin and sinful people wanted to hurt David, but God let Jonathan protect David from harm. Sin and sinful people may want to hurt us too. Jesus protects us. He also uses us to protect our friends.**

Let's practice and work together to keep the balloon safe. Ask children to spread apart a bit, staying seated for the first round, and put their hands up in the air. Then toss the balloon up into the air and encourage the children to work together to keep the balloon from touching the ground. Remind them to be gentle and delicate so the balloon doesn't pop. *Option:* Inflate and use several balloons. (P.3.4.1.8)



Snacking with Friends

(Snack) For every 2 children, you will need 1 flour tortilla, 1 Tbsp. spreadable cream cheese, 1 slice deli ham, shredded cheddar cheese, a plastic knife, and a paper plate. Children will work with a friend to assemble this snack, helping each other just as good friends do. Remind children to wash their hands thoroughly before touching food and to avoid touching their faces as they make their snacks. Also, remind children to be careful with the knives.

Say, **Let's make a "Spread, Add, Sprinkle, Roll" snack.** Demonstrate each step as you give the instruction.

Spread. (*Spread cream cheese on the tortilla.*)

Add. (*Add ham slice on top.*)

Sprinkle. (*Sprinkle cheese on ham.*)

Roll. (*Roll up tortilla tightly.*)

Children may use their knife to cut the tortilla roll into slices to share, or they may cut it in half and share it.

Say, **David and Jonathan worked together. God blessed them. He used Jonathan to save David. God has blessed you. He sent Jesus to save you and all people from sin, death, and the devil. Jesus is our Savior and Friend.** (P.3.4.3.1)

Crunchy Arrows

(Snack) You will need paper plates, cheese slices, and pretzel rods (1 per child). Tell the children to make arrows by folding a piece of cheese diagonally to make the arrowhead and using the pretzel rod as the arrow shaft. If desired, children may tear a tiny hole in the center of the fold of the cheese to insert the pretzel rod. If not, they may just lay the cheese triangle over the end of the pretzel rod. The children sing the following song to the tune of "Mary Had a Little Lamb."

God sent Jesus to save us,

To save us, to save us.

God sent Jesus as our Friend,

Our Lord and Savior too.

(P.3.4.3.2)

Relate