

Carved in Stone, Etched in Lives  

---

*A STUDY OF THE TEN COMMANDMENTS*

Children's Curriculum

Written by Linda Alexander



**Carved in Stone**  
*Embracing God's Value System*

**CARVED IN STONE**

6632 NW 39th Expressway, Bethany, OK 73008  
Phone: (405) 491-9392 phone, Toll-Free: (800) 239-7568  
Fax: (405) 491-0400, Web: [www.carvedinstone.org](http://www.carvedinstone.org)

## Children's Teacher Introduction

Thank you for choosing *The Commandment Kids: A Study of the Ten Commandments*. It is with great pleasure the staff of the Carved in Stone Foundation offers this invaluable study guide for the children of your church. In its unique on-line format this curriculum can meet the needs of churches of all sizes and in all geographical locations. The mission of the Foundation is to educate and help others to adopt God's value system as a foundation for daily life and it is with this in mind that the Sunday School lessons for this 13-week curriculum were formulated as they are. We know those using this curriculum will have many needs to meet. Many churches have small class configurations, limited resources and limited teachers, therefore, it is important to understand the basic outline of the Sunday School lessons and how they may be adapted for your own church use.

### Some basic assumptions were made for this curriculum. They are:

- The church will be on the same page so to speak where children, teens, and adults will be discussing and learning about the Ten Commandments at the same time. Reviewing the lessons at home will help facilitate family discussions.
- Bible memory is important to all Christians, therefore, memorization of the Ten Commandments will be stressed in the lessons. You might want to prepare a special bulletin board in the classroom to which you add a commandment each week to reinforce the importance of memorizing the Ten Commandments.
- Relevance is important to children when learning, therefore, each lesson focuses on a group of children called the Commandment Kids. Throughout the 13 lessons, these kids will experience everyday happenings and apply the principles of the Ten Commandments to the experiences. It is through the Commandment Kids' experiences that your children will be able to see the application of the biblical principles discussed in each lesson. Ideally the stories are for children third through sixth grade, so some accommodations have been made for first and second graders in each lesson. So the actual audience for the lessons can be anyone from first to sixth grade.
- Having fun is important to children, therefore, many activities are included to create a fun learning environment. For each lesson there will be lower level and higher level activities for you to choose from to help reinforce the principles being discussed.

### The basic outline for each lesson is as follows.

1. Lesson preparation. Here the teacher will find the purpose and objectives for the lesson along with references to scripture passages used. At a quick glance you will be able to get a feel for the flow of the lesson. A list of materials needed to teach the lesson is also presented to make it easy to gather the teaching resources.

2. The actual lesson.

**A. Setting the scene.** An opening time for activities to focus the children on the ideas at hand and aid in a smooth transition time as children arrive in the classroom. The activities in the section will be student centered allowing the teacher time to interact individually with the children as they arrive. Text that is printed in bold font is something the teacher can actually say in the class session.

**B. The Story.** All of the stories about the Commandment Kids were written in dialogue format, so the children can act out or just read the different parts to the story. It is hoped that through the 13 lessons the children will begin to identify with the characters they will discuss each week and come to view them like themselves. Members of the Commandment Kids are Charlotte, Chelsea, Kassy, Frankie, Geoffrey and T.J. These six characters will be seen each week in a different situation illustrating the principles discussed for that lesson.

**C. Activities.** A set of activities reinforce the principles discussed in the story. Most of these activities will involve writing, coloring or other "worksheet" type of activities. Alternative activities are suggested whenever possible to accommodate children who may not know how to read or write yet. The activity sheets are printed at the end of each lesson so they may be copied for your students.

The Carved in Stone Foundation hopes this curriculum will enable the children of your church to choose the Ten Commandments as a good moral foundation on which to base their actions and decisions. God Bless.

—Linda Alexander

# Carved in Stone

Embracing God's Value System

## Children's Lesson One

# What Does a Christian Look Like?

### PURPOSE

This first lesson is the foundational lesson for this series. The thrust of this lesson is to introduce the interconnectedness of our relationship with God to our relationship with others. There is a definite connection between who and how we are identified and the lifestyle we lead. Who we are determines what we do just as what we do reflects who we are. Because we are Christians, what we do should demonstrate the Christian lifestyle. The lesson introduces the children to a way of life that would exemplify the actions needed by Christians.



### OBJECTIVES

The children will:

- Be introduced to the concept that actions reflect the heart condition.
- Understand that Christians act differently than non-Christians.
- Be introduced to The Commandment Kids, the main vehicle for instruction for the lessons.

### SCRIPTURE

- Deuteronomy 6:1-12

### WHAT YOU NEED

- Magazines
- Tin foil 6"x8" (one for each child)
- Construction paper 8½"x11"
- Glue
- Stickers
- Crayons/markers
- A copy of the story for each child
- Copies of What Does a Christian Look Like? activity sheet, both boys' and girls' versions
- "They Will Know We are Christians by Our Love" song



## SETTING THE SCENE

If you have access to magazines, find pictures of stereotypical people, such as an athlete, a ballerina, a politician, a preacher, a housewife, a mom, a dad, etc. Ask the children who the picture is and what do they think they are like. What physical characteristics, abilities, hobbies, likes, dislikes, etc., do the people in each of the pictures have? For example, say while holding up a picture of an athlete, **"What do you think he does to stay in shape? What kind of things might he do as hobbies? What do you think he wants to do?"** Go through several pictures. The goal is to have the children begin thinking that who people are determines what they do. The athlete probably spends time staying in shape, the preacher wants to witness to others, the ballerina likes to dance, etc.

Ask **"How should a Christian act?"** Answers could be Christians should act Christ-like, or be kind, or go to church, etc.

## TRANSITION

Who we are determines how we act. Often our actions tell others who we really are. Today in our lesson we will be introduced to six children who will be with us for all of the other lessons. We will learn about the Ten Commandments from these kids. This lesson will tell us about who they are and how they want to act.

## STORY

Distribute copies of the prepared story. Assign parts so that several children can read. Or you can tell the story to the children. After reading the story, discuss the main concepts using the discussion questions below.

## QUESTIONS

1. **How did T.J. know Frankie, Geoffrey, and Charlotte were Christians?**  
(Because of their actions.)
2. **Why is it important to have some friends that can help you be a Christian at school?** (They help you keep your faith active at school. You can talk to them and they can help you with any problems and understand what you should do and still be a Christian.)
3. **Why is it important to have all sorts of friends, Christian and non-Christian?**  
(You can be good friends with non-Christians, but sometimes they may give you advice contrary to the Christian way of living, or they may want you to do things you know you shouldn't do. So you need to have some Christian friends to help you stay focused on what Jesus would want you to do.)
4. **What can you do at school or in your family or community to show others that you are a Christian?** (All sorts of answers can be given for this answer.)

## ACTIVITIES

1. What exactly does a Christian look like or act like? Use the children forms to color in themselves, either boy or girl, and have them look up the different Bible verses for a clearer picture of what a Christian looks like.
2. A Christian looks like me. Give each child a piece of tin foil 6"x8". Glue the aluminum foil in the middle of the construction paper. Write at the top of the sheet, "A Christian looks like..." Then have the children decorate with markers or stickers the area around the aluminum foil to look like a picture frame.
3. Teach the children the song "They Will Know We Are Christians by Our Love."

As you bring the session to a close, reinforce the idea that our actions should be Christ-like; that others see us and judge us by our actions.

End with a prayer.

## STORY

- Narrator: T.J. is new at Springdale Elementary School. He's never been the "new kid" before and is having trouble making friends. He sees all the different groups or cliques in his school, but doesn't really know where he fits in. T.J. is a Christian and wants his words and actions to show his devotion to God. And he wants some friends that share the same faith in God as he does.
- T.J.'s Mom: So, T.J., how was your day today?
- T.J.: It was okay, but I still haven't met anyone who is a Christian. Some of the kids act so mean to each other. I don't know if I'm going to like this school. Can't we move back to our old house so I can go to my old school? At least I had friends there.
- T.J.'s Mom: Now you know we can't move back to our old house. You know, what you can do is just start looking closely at those in your class to see if they do anything that might make you think they are Christians. See what your classmates do to show what is in their hearts. You might be surprised by what you observe.
- T.J.: Okay Mom, I'll try.
- Narrator: Over the next week T.J. observed Geoffrey pray before he ate his lunch, Charlotte read her Bible before school started, and Frankie stick up for a younger kid on the playground. He was impressed with what he saw. He decided to try to get to know these kids first. So the next day at school...
- T.J.: Hey Geoffrey I see you pray everyday before you eat your lunch. Why do you do that?
- Geoffrey: I do that because I have Jesus in my heart and I want to talk to him throughout the day and my family always prays before any meal.
- T.J.: That is so great to hear, because I am a Christian too. I have Jesus in my heart too.
- Geoffrey: That's wonderful. It's always nice to meet other kids who believe in Jesus. Have you met Frankie? He goes to my church. He is a Christian too.
- T.J.: Cool!
- Narrator: The next morning, T.J. had a little spring to his step as he walked to school. He has learned many people's names and made some friends, but felt a connection to Geoffrey and Frankie already because of their shared faith.
- T.J.: Charlotte, I saw you reading your Bible the other day before school, and I was wondering if we could have devotions before school sometimes. I brought my Bible today.
- Charlotte: Sure T.J. Are you new to school? I don't remember you from last year.

T.J.: Yes, I'm new.

Charlotte: Well, how is it going? Are you getting used to this school?

T.J.: Yes, I am, slowly. It was great to see you reading your Bible. I'm a Christian too and I had hoped to find some friends that would share my love for Jesus.

Charlotte: Yeah, I'm a Christian. I think it's important to have all sorts of friends, but I like to have several Christian friends that I can talk with to help me act like God wants me to.

T.J.: Me too.

Charlotte: Have you met Chelsea? She goes to my church and Kassy, the girl who sits next to me, goes to my church too.

T.J.: That's great. Maybe you can introduce me to them since I haven't met Chelsea or Kassy yet.

Narrator: T.J. left school that day happier than he had been since he moved from his old house and neighborhood.

T.J.: Hey Mom, you'll never guess what. I met a girl today who let me have devotions with her before school and she introduced me to some other friends that go to her church across town. Isn't that great? Maybe this school won't be so bad after all.

T.J.'s Mom: I'm so glad T.J. I have been praying that you would make some good friends that will help you keep your Christian faith at school. It is important to have all sorts of friends, Christian and non-Christian, but it is important to have some close friends that share your faith to help you live out your faith at school.

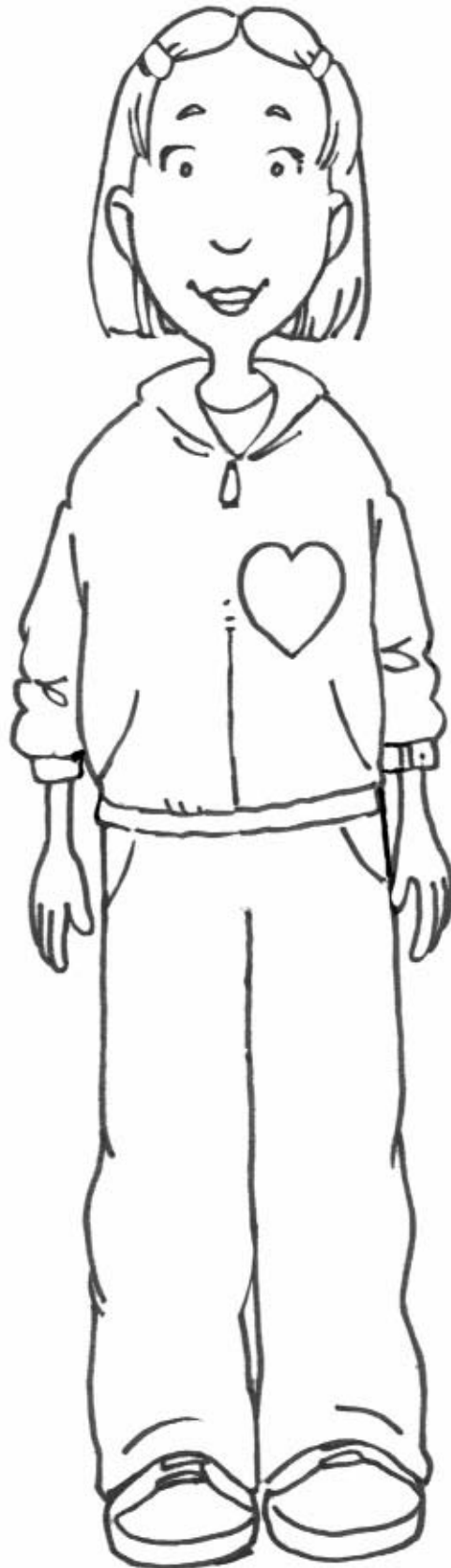
Narrator: T.J. felt better about going to school knowing he had made friends with others that would understand the Christian principles he tried to live by. He knew his new friends were Christians because of their actions. Their true hearts were seen in their actions lived everyday.



# WHAT DOES A CHRISTIAN LOOK LIKE? ACTIVITY SHEET (BOYS VERSION)



# WHAT DOES A CHRISTIAN LOOK LIKE? ACTIVITY SHEET (GIRLS VERSION)



## Carved in Stone

*Embracing God's Value System*

### Children's Lesson Two

# The Commandment Kids

## PURPOSE

Last week the children began a journey to discover what a Christian was like. The children discovered that there is a link between who they are in the heart and what they do. This week the children will explore the question of why we live like we do as Christians. Children need to understand that the Bible gives us specific rules to live by and these rules really free us from the chains of sin. The Ten Commandments were not only written for the Israelites of long ago, but they give moral stability and guidance to all, even today.

## OBJECTIVES

The children will:

- Understand that the Ten Commandments can be used as rules to live by for us in our times.
- Understand the basic format of the Ten Commandments.

## SCRIPTURE

- Exodus 20:1-17



## WHAT YOU NEED

- Play dough (recipe below)
- Copies of the Commandment Kid Maze
- Copies of the Ten Commandment Worksheet (blank and/or completed)
- A copy of the story for each child
- Felt or burlap or other type of stiff material, 18"x16", various colors, if possible
- Hot glue gun
- Dowel rods—2" diameter
- Construction paper
- Pencils/pens

## SETTING THE SCENE

1. **Clay tablets.** Using the recipe below the children will make their own Ten Commandment tablets.

- $\frac{3}{4}$  cup flour (use any kind except self-rising flour)
- 2 cup salt
- 12 teaspoons powdered alum (can be found in the spice section of most grocery stores)
- 12 teaspoons vegetable oil
- 2 cup boiling water

- A. Combine flour, salt, and alum in a mixing bowl.
- B. Add vegetable oil and boiling water. Stir vigorously with a spoon until well blended. Dough should not stick to the sides of the bowl and should be cool enough to handle.
- C. The dough will be white, but if color is desired add food coloring and knead into dough until color is well blended and the dough is the desired tint.

Makes about one cup. Ratio for this activity should be about two children per one cup of dough.

This is an excellent play dough. It has a smooth texture, takes about 15 minutes to make, and dries to a hard finish overnight. Store dough in a jar with a tight lid or a ziplock bag. Dough will keep several months without refrigeration.

Give each child a lump of play dough. Flatten the lump of clay until it's about six or seven inches square. Use a plastic knife to round the top off of the square to form the top of the tablets. Draw a line down the middle of the square. Now you have the two tablets seen in the Bible stories.

Using a toothpick or a plastic knife, have the children write "God" on the left side of the tablets and "Others" on the right side of the tablets. Carefully place the clay tablets onto a cookie sheet to dry overnight.

**Explain: The first group of commandments or rules deal with our relationship with God. The second groups of commandments deal with our relationships with others.** You may want to read the Ten Commandments and group them into the two sets for the children to hear. You can use a picture of Moses holding the Ten Commandment tablets if that is available to you. Then you could tell them God wrote on the tablets special rules the Israelites were supposed to follow to live the way God wanted them to live.

2. **Rules to live by.** On a chalkboard or large piece of paper, list things a Christian should do or how they should act. Say **Imagine that you are trying to teach someone who has just accepted Jesus into his or her heart. What would you say when they ask you "How does a Christian act? Are there any special rules I need to follow?"** Place the children's answers on the chalkboard or large piece of paper.

## TRANSITION

When we become Christians, we begin a new life. The old life of sin is gone and we try to live a new life of following Jesus. The Ten Commandments can be good rules to live by to help us live for Jesus. They help us to know how to live a moral or good life.

## STORY

Distribute copies of the story. Say **The kids from Springdale Elementary School decide to start a club so that they can meet together and help each other keep their faith in Jesus strong and active. Let's read about the kid's group and their development of rules for their club.**

## QUESTIONS

1. **Do you think the Ten Commandments are good rules for The Commandment Kids to follow?**
2. **What other rules do you think they could have used?**
3. **Do any of the Ten Commandments not make sense for us today? Why?**

## TRANSITION

**For the next 10 weeks we will be exploring why the Ten Commandments are good rules for us to live by. Now let's learn a little more about the Ten Commandments.**

## ACTIVITIES

1. **Ten Commandment Worksheet.** Use the worksheet at the end of this unit to help the students understand the format of the Ten Commandments. Copy either the blank sheet for the students to fill in or for the younger children give them a completed copy to color and decorate.

The blank sheet-Have the older students write down each commandment on the corresponding line. The children can look up the commandments in their Bibles in Exodus 20:1-17 or you can write them out for them and then they can copy the commandments from your version. This could ensure uniformity among the children, because some may have different versions of the Bible. You might want to use the wording on this worksheet for the memory verse assignments.

The completed sheet-Give the younger students the completed copy of the Ten Commandments and explain or read to them the commandments. Have the children cut the sheet out and glue on construction paper 8"x11". They could then decorate their copy of the Ten Commandments.

Encourage the children to begin memorizing the Ten Commandments using the Ten Commandment Worksheet. A special certificate will be awarded to those who memorize the Ten Commandments by the end of the 13 week curriculum.

2. **Being a Commandment Kid.** Distribute the maze included in this lesson to have the children decide if they will become a Commandment Kid also. For all of those children who want to commit themselves to memorizing the Ten Commandments and being a Commandment Kid they can sign the commitment statement at the bottom of the maze sheet.

3. **Commandment Crest.** In the days of knights and kings, people would proudly wear their family crest on their armor and hang it above their doors. The crest showed who they were and the values they believed in. Today the students will start working on their own crest. It is called a Commandment Crest and after the 13 lessons are over each child will have a crest showing the Ten Commandments on it to take home and proudly display for all.

- A. Give each child a piece of felt, burlap, or other stiff material. The size should be about 18"x16". Before class, cut an inverted triangle at the bottom of the felt so that the crest comes to a point at the bottom of the material.
- B. The child will then take the top of the material (the straight edge) and turn in over 2" to ¾". The teacher or a volunteer needs to hot glue the folded edge leaving a space to slide a dowel rod into the turned-over edge.
- C. Encourage the child to write his or her name on the back side (the side that has the folded and glued edge on it).
- D. This will become their Commandment Crests they will work on for the remainder of the lessons in this curriculum.
- E. Put crests away to dry until next week.

**Today we have learned about the Ten Commandments in general. I would like all of you to start memorizing the Ten Commandments using the Ten Commandment Worksheet we made today. Start with just the first one this week. We will be learning about the first commandment next week.**

End with a prayer.

# STORY

- Narrator: T.J. has a great idea he wants to share with the friends he has met at his new school. He passes a note to some of his new friends to meet him by the soccer goal at the next recess. At recess those present were; T.J., Frankie, Chelsea, Kassy, Charlotte, and Geoffrey.
- T.J.: Hey, I'm glad you all got my note. I had this great idea. How would you guys like to start a club, a club for Christians? We could get together and talk about how we could become stronger Christians and just help each other with school and other things. What do you think?
- Frankie: I think that is a great idea. It would be nice to talk to others who want to do what Jesus would do.
- Kassy: Yeah, I like the idea too.
- T.J.: Okay. Why don't we meet after school under the big oak tree there on the corner of the playground and we'll talk about it?
- Narrator: Well, everyone thought it was a good idea and they all looked forward to meeting after school.
- T.J.: I'm so glad all of you guys think this is a good idea. I need someone I can talk to about my faith in Jesus and I think this club could be a good place for all of us to help each other live the life God wants us to live.
- Kassy: I like the idea too. But, you know, if we are going to be a real club we need a name for our club and we need rules to follow. Any ideas?
- Charlotte: How about if we think about it for a couple of days and then we can meet back here in two days after school to talk about it?
- T.J.: That's good. Let's meet here in two days. Be thinking about a name for our club and if we need any rules for our club.
- Narrator: For the next two days all of the club members thought and thought about a good name for their club. When the next meeting time came all six of the members of the newest club at Springdale Elementary School were there.
- T.J.: All right. Are we still agreed that it would be great to have a club like we want to start?
- Geoffrey: I think we all still agree it is a good idea. Don't we?

Narrator: As T.J. looked to all of the faces, they smiled and nodded yes in agreement.

T.J.: Great! Do you think we need any rules for our club? What do you think about trying to live by the rule of questioning "What Would Jesus Do?" We could get some of those bracelets to wear and that could be like our motto for the club.

Chelsea: Oh that is so popular now. We want something catchy and something that everybody else doesn't know.

Charlotte: Well, do we want to think about how we want to live to help create a motto for our club?

Kassy: How about "Do to others what you would want them to do to you"? Our Sunday School lesson was about that on Sunday.

Frankie: That is kind of a long motto. Could we shorten it?

T.J.: You know, our Sunday School lesson last Sunday was about the Ten Commandments. Mrs. Twinkle, our teacher, said that the Ten Commandments were good rules to live by. Could we do something with the Ten Commandments?

Charlotte: I have my Bible here. I'll read the Ten Commandments to you guys and see what you think. The Ten Commandments are found in Exodus 20: 1-17.

1. You shall have no other gods before me.
2. You shall not make for yourself an idol in the form of anything.
3. You shall not misuse the name of the Lord your God.
4. Remember the Sabbath day by keeping it holy.
5. Honor your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not give false testimony against your neighbor.
10. You shall not covet.

What do you think? They could be our rules that we live by.

Kassy: I like those. I had to memorize those for church one time. I think I would like to use those as guidelines for our club.

Geoffrey: Me too! Let's have a vote. All those in favor of using the Ten Commandments as a guide for our actions raise your hands.

Narrator: All of the kids raised their hands. Smiles covered their faces as they saw everyone agreed.

T.J.: How about a name for our group now. Any ideas?

Chelsea: It needs be catchy, and something that tells others about us. Oh, I have an idea. How about The Commandment Kids? That sounds grown up, it's catchy, and it tells about us.

Charlotte: The Commandment Kids ... hmmm. I like it. Yeah, I think it is great.

Frankie: Everyone for The Commandment Kids raise your hands. (Everyone raises their hands and gives each other a high five.)

T.J.: This is so exciting. From now on we are The Commandment Kids using the Ten Commandments as a guide for our actions. And this old oak tree can be our meeting place for our club.

Narrator: From then on, this group of six kids had a group of friends they could rely on to help them live their faith at school. They knew they could count on their new friends to help them through the joys and sorrows of school.



# THE TEN COMMANDMENTS

1. You shall have no other Gods before me.

2. You shall not make for yourself an idol.

3. You shall not misuse the name of the Lord your God.

4. Remember the Sabbath day by keeping it holy.

5. Honor your father and your mother.

6. You shall not murder.

7. You shall not commit adultery.

8. You shall not steal.

9. You shall not give false testimony against your neighbor.

10. You shall not covert.

# THE TEN COMMANDMENTS

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



# The Ten Commandments

The image shows two stone tablets, one on the left and one on the right, representing the Ten Commandments. Each tablet has a rounded top and a jagged bottom edge. The left tablet is numbered 1 through 5, and the right tablet is numbered 6 through 10. Each number is followed by several horizontal lines for writing.

# The Ten Commandments

1.  
You shall have no other  
gods before me .

2.  
You shall not make  
for yourself an idol.

3.  
You shall not misuse the  
name of the Lord God.

4.  
Remember the Sabbath  
day by keeping it holy.

5.  
Honor your father and  
your mother.

6.  
You shall not murder.

7.  
You shall not commit  
adultery.

8.  
You shall not steal.

9.  
You shall not give false  
testimony against  
your neighbor.

10.  
You shall not covet.

# COMMANDMENT KID MAZE

**H**elp the Commandment Kids get to their oak tree club House. Sign the pledge below to become a Commandment Kid too!



I, \_\_\_\_\_ pledge to memorize the Ten Commandments and follow the Ten Commandments in my life.

\_\_\_\_\_ name \_\_\_\_\_ date

# Carved in Stone

*Embracing God's Value System*

## Children's Lesson Three

# God First

### PURPOSE

In this lesson we seek to challenge the children to place God first in their lives. Each day children are bombarded with choices they must make. Sometimes children make good choices and sometimes they make not so good choices with negative consequences associated with them. By the choices they make, the children are deciding what is important in their lives. For this lesson the children need to understand that God wants to be first in their lives. He wants to be the first choice in their decisions. For God to have this importance, children need to understand priorities, commitments, and choices. They need to understand they can choose to make God first in their lives by following the first commandment and living as Jesus instructed in Mark 12: 28-34.

### OBJECTIVES

The children will:

- Learn about the first commandment.
- Understand that they can make choices in their lives.
- Realize that God wants them to choose him first in their lives.
- Understand how to put God first in their lives.

### SCRIPTURE

- Exodus 20: 3
- Mark 12:28-34

### WHAT YOU NEED

- Commandment Crest and first badge
- Glue
- A copy of the story for each child
- Choices worksheet
- Wheel of Importance worksheet
- 5" circles
- Four or five petals for each student; flower stem and two leaves
- Foam Fun
- Pencils or pens
- Magnets
- Sequins, glitter, etc.
- Copy of first commandment to place on bulletin board.



## Setting the Scene

1. **Commandment Crest.** Have the children find their Commandment Crests they made last week. There are two ways you can work this activity in this lesson and all of the remaining lessons. For the younger children you may want to write the commandment being studied on their badges in advance so all they have to do is glue it on. For the older children you may want them to write the commandment themselves on their badge and then glue it on the Commandment Crest.

The badges are either pieces of construction paper cut into different shapes or you can use foam fun for the badges. The badge should only be large enough to write the commandment being studied for that lesson. One lesson the badge may be shaped in a square, the second badge may be a circle, the third badge may be a oval, and so on. You can also vary the color of the badges to add interest and variety to the Commandment Crest. The children can glue the badges going down their crests. There should be enough room for three columns with three or four badges per column.

2. **Choices Worksheet.** Children make choices everyday. Have students fill in their answers to their favorite items on the Choices Worksheet. Once they have completed this, discuss with them why some are their favorites and how and why they chose those items.

## TRANSITION

We make choices everyday: what we eat, what to wear, and how to act. We also have the choice to decide what is the most important part of our lives. We decide who we put first in our lives. God wants us to choose him as the most important. God wants us to think he is the most important part of our lives. God is all-powerful and is the one and only true God. God wants us to put him first with all of our choices.

The first commandment deals with our choices. We need to put God first. He is to be our first choice and what he wants us to do should be more important than other choices we might have.

Place a copy of the first commandment on the bulletin board using the same wording from the Ten Commandment Worksheet introduced in lesson two. Read it and then have the children repeat it after you. Remind the children to be trying to memorize the Ten Commandments. This is the first memory verse.

## STORY

Distribute copies of the story for the students to read aloud or you can tell the story to the younger children.

## QUESTIONS

1. **Do you have a slogan for your school? Can you think of any you have heard or seen?** (Kindness is Contagious or Kindness Counts)
2. **Why is the slogan "God First" a better selection for The Commandment Kids than "Others First"?**
3. **To which commandment does the slogan "God First" refer?** (The first commandment.)
4. **How do you put God first?** (By thinking about what God wants us to do and putting that first over other choices. By keeping God first in our hearts, reading the Bible, going to church.)
5. **What can you do this week to put God first in your life?** (Answers may vary, but try to get the children to say very specific things they can do to show God is first in their lives.)

## TRANSITION

God wants us to put him first in our lives, but how do we do that? We look to Jesus for direction with that question. Jesus said, "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength" (Mark 12:30). It is when we love God with everything we are and with everything we have that we put God first in our lives. God is to be the center of everything we do: our relationships, our jobs, our activities. Ask the students to list things and people that are important to them. God should be even more important than all of those too. Our next activity will show you how God relates to everything in our lives.

## ACTIVITIES

1. **Flowers of Importance.** Give each student one large circle at least 5" in diameter. Have them write God in the middle of this circle. Give each student four or five petals approximately 3"x6". Have the students write one item, person, or thing that is important to them on each petal. The students then glue the petals around the center of the flower. You may want to give the students a stem and two leaves to glue on to the flower.

Say **This illustrates that God is the center of our lives and he affects all the other important things in our lives. When we love God and want to act like he wants us to, then that affects how we act toward our parents, our material possessions, etc. Can anyone think of an example of this?**

2. **Wheel of Importance.** For older students, have each student complete a Wheel of Importance worksheet included in this lesson. This activity also shows the students that God should be first in their lives and placing him first affects all other things. Have the students write "God" in the middle of their wheels. On the spokes of the wheels the students can fill in names of people, places, or things that are important to them. Have students share their items of importance with other students. After the students have completed the activity, discuss with them how placing God in the center of life affects everything else.

3. **Being a Commandment Kid.** Everyday we must decide we are going to put God first. To help you remember to do this we are going to make "God First" buttons, magnets, or book markers. The teacher will need to decide which activity to do. For each of the items use foam fun.

- A. Pins: Cut 4" circles and glue on pin holders. Have each student write "God First" on pin. Decorate with sequins, glitter, etc.
- B. Magnet: Same as above but glue a small strip of magnet on the back
- C. Book markers: Cut a 2"x5" strip of foam fun. Have students write vertically "God First." Decorate as above.

Today we have learned that God wants us to put him first in our lives. We do that by loving him with all of our hearts, souls, and minds. I challenge you this week to put God first. When you need to make a decision, try to think what God would want you to do first, before you make your decision.

You might want to encourage the children to continue practicing the first commandment and begin memorizing the second commandment.

**End with a prayer.**

## STORY

- Narrator: It is the start of a new school year at Springdale Elementary School. The principal, Mr. Trembly wants the students to be kinder to everyone this year, so he has started a contest to see if each classroom can think of a slogan to be used all year to help the students remember to be kind. The Commandment Kids are discussing this under the oak tree they call the club's home.
- T.J.: Well, what kind of slogans have your classes come up with?
- Charlotte: Our class thought the short and simple saying of "Be Kind" would be best.
- Frankie: Yeah, that's okay, but we want to have a slogan that has some zip and zing to it. Our class thought of "Be kind all the time." It has a catchy rhyming sound to it.
- Geoffrey: Our class thought the slogan "Be kind because that is what you're supposed to do" was okay.
- Kassy: Our class I think, has the best saying "others first." It is short, sweet and you have to be kind to put others first. I just know our slogan will win.
- Narrator: After many class votes the slogan chosen for the kindness campaign was "Others First." Everyone in the school liked it except T.J. He's not quite sure about it and decides to tell his friends about it one day after school as they met under the oak tree.
- T.J.: You know, I'm kind of bothered by the new school slogan.
- Chelsea: What's wrong with it? I like it. It has a certain ring to it.
- T.J.: Now remember, we're The Commandment Kids and I think we have a commandment about this very thing. Here let me read it for you. "You shall have no gods before me." See, we are to put God first. God is to be more important to us than anything or anyone. Others first is good, but for Christians our slogan should be "God First."
- Geoffrey: I see what you mean. If we put God first then we will be kind and generous and think of others because that is what God wants us to do.
- T.J.: I know we can't change the school slogan but how about we make "God First" our slogan for The Commandment Kids.
- Charlotte: I like it! Let's do it!
- Narrator: All of the other Commandment Kids agreed.





# CHOICES

Fill in the blank with the answer to the following questions.  
What is your favorite ???

Food \_\_\_\_\_

T.V. Show \_\_\_\_\_

Color \_\_\_\_\_

Sport \_\_\_\_\_

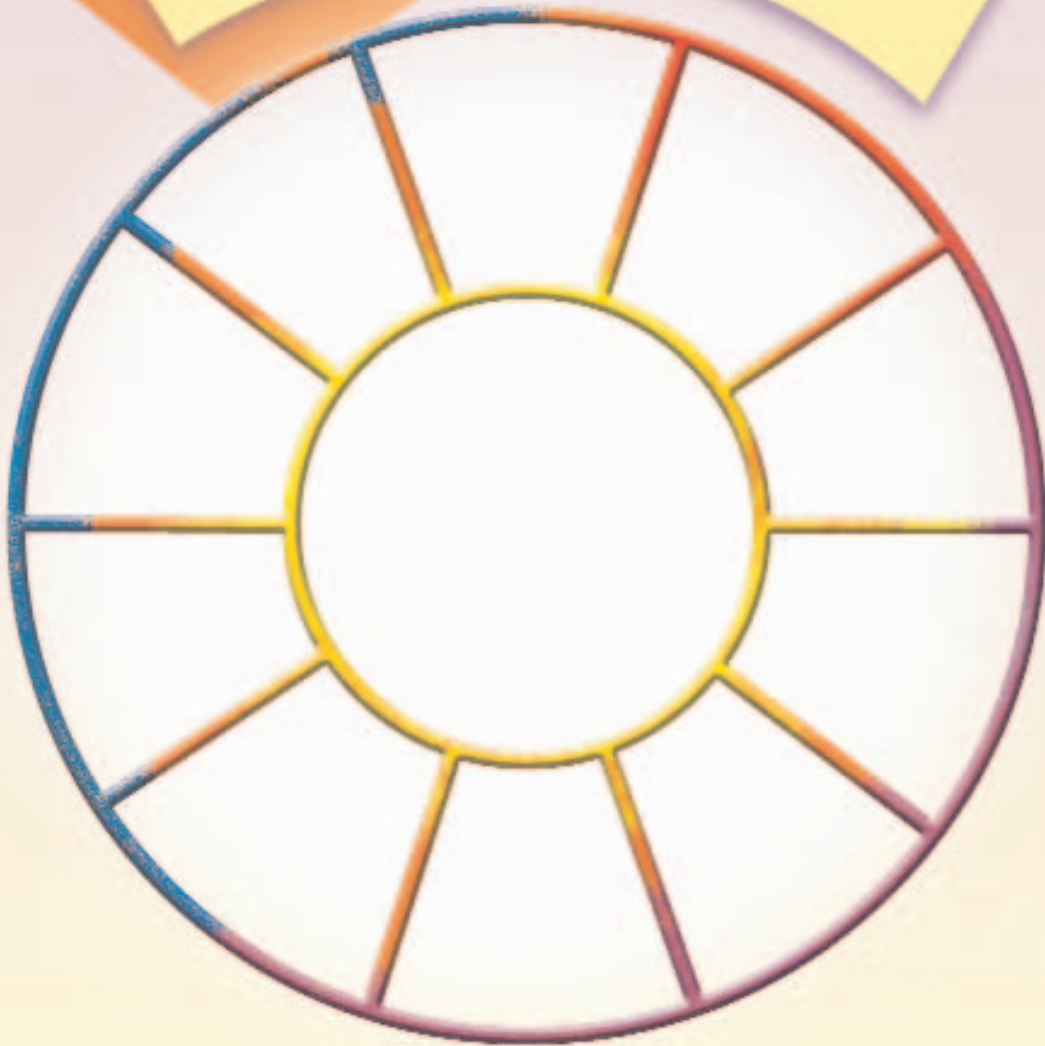
Candy \_\_\_\_\_

Subject in School \_\_\_\_\_

\_\_\_\_\_

CARVED IN STONE ARTWORK, LESSON THREE - GOD FIRST, CHOICES WORKSHEET

# Wheel of Importance



CARVED IN STONE ARTWORK, LESSON THREE - GOD FIRST, WHEEL OF IMPORTANCE WORKSHEET

## Carved in Stone

Embracing God's Value System

### Children's Lesson Four

# An Idol By Any Other Name Would Still Be An Idol

## PURPOSE

To help the children understand about idols and how to worship the true God. Children, now more than ever, are bombarded in the media with images of heroes and idols. A youngster on a commercial sings "I want to be like Mike." Teen singing idols or athletes are gazed upon, children watching their every move and copying every nuance of the person, from mannerisms to dress. The children need to know that this idol worship is wrong. No one or no thing should become more important than God.

## OBJECTIVES

The children will:

- Be able to state the definition of an idol.
- Understand what an idol is.
- Understand how even today we can make idols that take the place of the one and true God in our lives.
- Learn how they can worship God and keep him first in their lives.

## SCRIPTURE

- Exodus 20: 4

## WHAT YOU NEED

- Commandment Crest and the second badge
- Glue
- Pictures of idols referred to in the Bible
- Pictures of famous people, current popular idols
- Copies of *I Will Worship God* worksheet
- A copy of the story for each child
- Sturdy paper plates (like Chinet or plastic)
- Small jingle bells (approximately 12 mm or larger)
- Yarn or string
- Glitter, stickers, markers, etc.
- Containers for offering
- Hole punch
- Copy of second commandment to place on bulletin board



## Setting the Scene

1. **Commandment Crest.** Have the children find their Commandment Crests and glue on the second commandment Badge, "You shall not make for yourself an idol."

2. **Idols, idols, everywhere.** Children may understand about the idols of the Bible, but they may not associate today's idols in the same category. This is the goal of this section of the lesson. Ask the children what the following people or things have in common: the golden calf, Ninurta (an Assyrian god), Diana of Ephesus, Ba'al. (If you have a Bible dictionary or encyclopedia you might want to show pictures of these idols. Or if you have other resources that may have pictures of these or other biblical idols, you may want to use those.) Answer: **All of these items or people were used as idols.** Ask **What is an idol?** (Possible answers, something that is looked up to, something of value, something that is important. An idol is an object of worship; a thing or person who gets all of our thoughts and importance.)

**Then ask the children What do these people and things have in common? Michael Jordan, Shaquille O'Neal, Dale Earnhart, Celine Deon, John Elway, a mustang convertible, a firefighter or a policeman.** (If you can find pictures of these people or others the children might think important you might want to show them.) Answer: **These people might be considered idols also. People look up to them and make them more important than others. They want to become like them.** (Stress that the person is not bad, it's putting them on a pedestal that makes it bad for us.)

## TRANSITION

Say **The second commandment requires us to worship only God—to hold no one above him.** Place a copy of the second commandment on Bulletin Board. Read the second commandment and then have the children repeat it after you. Say **Let's see what The Commandment Kids can tell us about this second commandment.**

## STORY

Use story sheet included with this lesson. You may want to read it to the children, have the students read it in parts or even act it out.

## QUESTIONS

1. **What is an idol? Who did Chelsea make into an idol?** (Someone or something we give our attention and love to. Nicole.)

2. **Why is what she did so wrong? Was she not just being friendly?** (Her friendship went into idol worship because that one friend became so important to her that she forgot everything and everyone else. All of her energies were going to admire and glorify Nicole.)

3. **What caused her friendship to cross over to idol worship?** (Chelsea put Nicole on a pedestal and began to think she was more important than anyone else in the world.)

4. **What can we do to keep God first and only worship him?** (Worship only him, keep him first as the first commandment tells us. Other practical ideas may be offered by the children such as go to church, obey him, etc.)

## TRANSITION

**God wants us to put him first and worship only him. There are many ways to worship God. But what do we do when we worship God? Worshiping God involves us giving our attention and love to him. By singing songs, coming to church, and other activities we show God that he is first place in our lives and that we are thankful for all that he has done for us.** You may want to ask them to name different ways they feel they can worship God. If you feel your children would benefit from a Bible study about worshiping God the following verses might help. You could have a sword drill with these verses before you move on to the next activity. (Joshua 22:27; 1 Chronicles 16:8-12, 23-26, 34-36; Psalm 95:1-2, 6-7; Psalm 98; Psalm 100; or any other verses you deem appropriate.)

**Now we are going to work on an activity that will help us worship God.**

## **Activities**

1. **Sing His Praises.** One good way to worship God is with our voices. In Old Testament times people not only sang praises to God but used their instruments to worship God also. For this activity the children will make a tambourine.

- A. For a tambourine the children need one sturdy paper plate. Before class, the teacher needs to punch holes in the paper plate along one half of the paper plate, every inch or so, one hole for each jingle bell you want to use.
- B. Give each child a paper plate with the holes punched in them. Also hand to them jingle bells corresponding to the number of holes you punched.
- C. Hand each child pieces of yarn or string about two inches long. They will use this yarn or string to tie the jingle bells on the plate. They should have the same number of pieces of yarn as holes in the plate.
- D. Show the children how to thread the yarn or string through the hole in the jingle bell and then through the hole in the paper plate. Tie the yarn with a knot securing the jingle bell to the paper plate. Complete this for all of the holes in the plate.
- E. The children may want to decorate the plate with stickers, glitter, colored glue, markers, etc., whatever you have on hand.

To finish the class the children might enjoy putting their tambourines to good use as they sing several praise songs they know.

2. **Giving Offerings.** Another way to worship God is give our offerings of time and money to the Lord. When we give God our time and our money, we show him we are thinking of him and want to put him first in our lives. For this activity the children will be making offering boxes to take home and put offering in to bring back next week. All sorts of containers can be used for this activity. The best container to use is the small, hard papier-mâché boxes found in hobby stores. They come in a variety of shapes and sizes, but a box approximately 3"x3" works well. If these boxes are not available, butter bowls, larger match boxes, or any other small container would work.

- A. Give each child a container. The first thing they need to do is write "offerings" on the top of it.
- B. Next, let the children decorate it how they want to. If you are using a container that has writing on it, the teacher may want to try to cover up the words with paint, paper sack wrap, etc.
- C. Almost any item on hand can be used to decorate the offering container (buttons, glitter, stickers, colored glue, construction paper in small shapes, markers, beads, etc.)
- D. Tell the children to put money for God in the box and bring it back to give to God next week.

3. **Worship worksheet.** This week try to worship God each and every day. Use the Worship Activity Sheet this week to plan how you can worship God each day. Once the children are through, let them tell the class a couple ways they plan on worshiping God this week.

You might want to encourage the children to continue practicing the commandments one and two and begin memorizing the third commandment.

**End with a prayer.**

## Story

- Narrator: The Commandment Kids are gathered on the playground for their first recess of the day. They see Chelsea following around the new girl.
- T.J.: Have you seen how Chelsea is following around that new girl? Just because she comes from the fashion section of New York, doesn't mean she is that cool.
- Charlotte: Yeah, Chelsea hasn't spent any time with us all week.
- Frankie: Chelsea has been following Nicole around like a puppy on a leash. Whatever Nicole wants to do Chelsea wants to do. It is as if Chelsea worships her.
- Kassy: Have you even noticed how Chelsea is starting to dress like Nicole? If Nicole wears orange sandals, Chelsea wears orange sandals, and did you see them dressed alike the other day with their t-shirts and matching shorts. We should start calling them the twins.
- Geoffrey: T.J., you need to talk to Chelsea. It's okay to want to be with friends you like, but this has gone way further than that. Remember what the second commandment says guys.
- Narrator: Together in unison the group recited the second commandment.
- Group: You shall not make for yourself an idol.
- Kassy: But I thought that meant something like the golden calf during Moses' time. An object. Can an idol be a person too?
- Geoffrey: You bet! Anything you make more important than God can become an idol. People can be idols too, when we make them more important than other people, and when we think they can do no wrong. T.J., do you think Chelsea needs a little reminder of the second commandment?
- T.J.: I don't know, but we can certainly find out.
- Narrator: At lunch that day T.J. made sure he was behind Chelsea in the lunch line so he could talk with her. He overheard Chelsea talking to another girl in the line.
- Chelsea: Have you met Nicole? You just have to. She knows everything. And she said she would take me to this cool store on Sunday where all of the clothes are half-price and she says they have the best selection of shoes and purses too. I can't wait to go. I'm so glad Nicole moved here, she is the best in the world.
- T.J.: Hey you Hey Chelsea, aren't you forgetting that on Sunday we are having that special service at church. You won't want to miss it.

Chelsea: Oh that ol' service. I don't care if I miss that. I want to be with Nicole and do the things she does. She doesn't go to church, so I think I can miss a couple of services and it will be okay.

Narrator: Right then and there T.J. knew The Commandment Kids needed to get together to devise a plan to help Chelsea get things back into proper perspective. The group met after school under the large oak tree that was their base camp.

T.J.: I heard Chelsea say she was going to miss church to go shopping with Nicole this weekend. We need to do something. Chelsea needs a refresher course on the second commandment.

Charlotte: What if we talked to her about the golden calf incident in the Bible and then tell her about idols?

Frankie: That sounds like a good plan. How can we get her together with us?

T.J.: I'll send out an all-points bulletin for a meeting tomorrow and I know she'll come.

Narrator: The Commandment Kids thought that was a good idea and went home to pray for Chelsea and Nicole. After school the next day, The Commandment Kids were together under the oak tree and had their Bibles open for devotions, something they did quite often.

Charlotte: Hey Chelsea, we're glad you could make it.

Chelsea: I'm here, but not for long. Nicole wants me to help her plan her wardrobe for next week, so I need to leave pretty soon.

Frankie: Since you will be here for just a little bit, why don't you read our Bible passage, Chelsea.

Chelsea: Okay. Exodus 32:1-4: "When the people saw that Moses was so long in coming down from the mountain, they gathered around Aaron and said, 'Come, make us gods who will go before us. As for this fellow Moses who brought us up out of Egypt, we don't know what has happened to him.' Aaron answered them, 'Take off the gold earrings that your wives, your sons and your daughters are wearing, and bring them to me.' So all the people took off their earrings and brought them to Aaron. He took what they handed to him and made it into an idol cast in the shape of a calf, fashioning it with a tool. Then they said, 'These are your gods, O Israel, who brought you up out of Egypt.'" That's pretty silly, I think. Everyone knows the second commandment states that we are to make no idols and not to worship anyone but God.

T.J.: Yes, it seems silly, but did you know, Chelsea, that people can be idols too. We can make people out to be more important than others and even worship who

they are and what they do.

Chelsea: How do you worship a person or even an object?

Charlotte: Worshiping requires us to show respect and adoration for someone. We worship God by giving him all of our praise, adoration and attention. When we give some one else all those things God becomes less important.

Narrator: As The Commandment Kids prayed that Chelsea would understand what they were trying to say, Chelsea had a troubled look on her face. The group realized that Chelsea was beginning to figure out what she had been doing to Nicole.

Chelsea: I owe all of you an apology. I have been ignoring you and putting Nicole first in every aspect of my life. She even replaced God because I was willing to give up church for her. Will you all pray with me now to rededicate my life and feelings back to God and fully live the second commandment?

Group: Yes, we will. We have been praying for this for several days.

Narrator: Chelsea realized that things and people can become idols and that is dangerous. Idols take the place of God so that we can no longer love and worship God. The Commandment Kids once again were able to use The Ten Commandments to direct and give focus to their lives and that is why God gave the Ten Commandments to the Israelites in the first place. The second commandment helps all of us keep God first and worship only him.



# I will Worship God This Week

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

Sunday \_\_\_\_\_

**I will worship God each day this week!**

## Carved in Stone

Embracing God's Value System

### Children's Lesson Five

# What's In a Name?

## PURPOSE

The purpose of this lesson is to explore what the third commandment, "You shall not misuse God's name," really means. The children are bombarded everyday with language contrary to the way God wants them to their language. The chief misuse of language is using God's name in vain. This lesson explores why God's name is holy and should be treated with respect.

## OBJECTIVES

The children will:

- Explore the meanings of names and the names of God.
- Understand the importance of God's name.
- Understand why God's name is to be used with awe and reverence.

## SCRIPTURE

I Exodus 20:7

## WHAT YOU NEED

- Commandment Crest and third badge
- Glue
- A copy of the story for each child
- Construction paper 8 ½"x11"
- Markers
- Baby name book
- Copy of third commandment to place on bulletin board
- Clothes hangers, one per child
- Hole punch
- Yarn or string
- Copies of "What's in a Name?" Word Search



## Setting the Scene

1. Check to see if any children returned offerings in their offering boxes today.
2. **Commandment Crest.** The children need to locate their Commandment Crests and glue the third commandment badges on.
3. **Acrostics.** As the children enter the classroom, have each student pick up a piece of construction paper and a marker. While setting at tables, have the children write their first

names vertically down the page. Then have them write characteristics of themselves beginning with the letters of their names. For example:

<b>J</b> jogs everyday	<b>S</b> swings on the swingset
<b>o</b> outside activities	<b>u</b> unique
<b>e</b> eats everything	<b>e</b> enjoys playing with friends

For the younger children who may not be able to write, let them tell volunteers what they like to do to correspond with the letters and the volunteers can write it down. Or the younger children could draw pictures of things or characteristics corresponding to the letters.

After all of the children are finished, let them share their acrostics with the class. Let them discuss what they wrote and why.

3. **Baby Name Game.** Bring a baby name book to class. First ask if any of the children know what their names mean. Allow children who volunteer to describe what they know. Then ask the children if any were named after someone special. Solicit responses. Then look up several names in the baby name book and tell the students what their names mean.

## TRANSITION

Names are important to all of us. Your name is how everyone knows you. Names were even more important in Bible times. Names not only identified a person but even foretold what the person was like in some instances. For example:

- **Abraham**—exalted Father of many people
- **Issac**—one who laughs
- **Jacob**—heel-grasper
- **Israel**—one who has wrestled with God

In the Old Testament God has many names. It is as if not just one name can describe all of the characteristics of God. Several examples of names for God are:

- **El-"The Deity"**—God in the power and distinctiveness of his divine nature
- **Elohim**—The One who completely possesses all the divine attributes
- **Adon or Adoni**—Sovereign Lord
- **Yahweh**—The Lord who is actively present
- **Jehovah**—The eternal, self-existent One
- **Jehovah-Rophe**—Jehovah Heals
- **Jehovah-Nissi**—Jehovah, my banner
- **Jehovah-Shalom**—Jehovah is peace
- **Jehovah-Sidkenu-Jehovah**—our righteousness

**Because God is so special we need to use his name only in awe and reverence. We should not use it as a bad word or a word used when we are upset. We need to**

**reserve God's name for special times when we are talking to him. God wants all of us to use his name carefully. That is why he created the third commandment.**

Place a copy of the third commandment on the bulletin board and explain it to the children. You may want to discuss what misusing the name of God means. We use it inappropriately when we are upset or angry or when we are not referring to God at all.

**Let's see what The Commandment Kids have to say about the third commandment.**

## **STORY**

Distribute copies of the story for the children to read aloud or you may want to tell the story to the younger children.

## **QUESTIONS**

1. **What does it mean to misuse God's name?** (To use it disrespectfully or profanely.)
2. **Why do you think people talk like that?** (Other people do it and they hear it and think it is okay or maybe they don't know they should not talk like that. Some may talk like that to be tough or fit in with the crowd.)
3. **What can you do to not talk like that?** (Use other words when upset or pray for guidance not to say God's name inappropriately.)

## **ACTIVITIES**

1. **Name Mobile.** For this activity the children can make a mobile of God's names.
  - A. Hand each child a hanger.
  - B. Each child should also have squares of paper about 3"x3". (For the young children you may want to print a different name for God on each slip. For the children who can write, let them write a name of God on one side of each slip of paper. On the other side, the children need to write what the name means. Use the above names for this activity.
  - C. Punch a hole at the top of each slip of paper.
  - D. Each child needs to have yarn in varying lengths and colors if possible. The children will then slip the yarn through the hole in the slip of paper and tie a knot. The child will tie the other end of the string to the hanger. They then can take the mobile home to hang in their rooms.
2. **Word Search.** Using the 'What's in a Name?' Word Search worksheet, let the children find the different names for God found in the Old Testament.

**Today we learned that God's name is sacred and should be used with honor and respect. Just like we don't like it when people misuse our names, God wants us to use his name with awe and respect.**

You might want to encourage the children to continue practicing the commandments they have learned so far and begin memorizing the fourth commandment.

**End with a prayer.**

# STORY

- T.J.'s teacher: Class, I want you to say hello to a new classmate. His name is Alvin and he has moved into the neighborhood. I want everyone of you to introduce yourself to him sometime today. Alvin, I think you will find this class to be very friendly.
- Alvin: Thank you. (As he walks to his new desk, he shyly looks around at his new classmates.)
- Narrator: During recess The Commandment Kids approach Alvin to say hi and introduce themselves. While approaching him, they hear Alvin yelling for glee because he had just kicked a homerun in kickball. What they heard next shocked them. They heard Alvin say God's name in a disrespectful way. They hoped maybe they had misheard Alvin, so they didn't say anything about it.
- T.J.: Alvin, I'm T.J. it is really great to have you in our class. I am new to the school this year too. I know it is hard to move and start a new school, so if there is anything I can do to help I'll be glad to.
- Charlotte: Hi, I'm Charlotte. I'm really good in math so if you need help I can help you.
- Frankie: Hi, I'm Frankie. Hey do you play any sports? My soccer team is looking for another player this fall. We could use any help we could get.
- Alvin: Sure, I play sports. Not soccer, but I'm always willing to try something new. Thanks.
- Chelsea: Hi, I'm Chelsea.
- Kassy: Hi, I'm Kassy. Where did you move from? Where is your new house at?
- Alvin: We moved here from down south a bit. My dad is in the military so we move around a lot. Our new house is just that way two blocks. (Alvin raises his hand and points as he says this.)
- Geoffrey: Hi, I'm Geoffrey. We have a great science program here. If you like science you'll really like this school.
- Alvin: Yeah, okay.
- T.J.: Oh, there's the school bell, we better head into the classroom.
- Narrator: The Commandment Kids move into their classroom and get settled for math. As they get to know Alvin over the next couple of weeks, they notice Alvin uses God's name in a sentence whenever he is upset or frustrated. This troubles The Commandment Kids. They decide to meet to discuss this new kid, Alvin. One day after school they gather at the oak tree for a meeting of the club.
- Frankie: Have you heard the way Alvin talks?
- Chelsea: Yeah, I have heard him misuse God's name. Every time he does it, it sounds like nails on a chalkboard to me since I'm not used to hearing that. Do you think he does it on purpose?
- Charlotte: I wonder if he even knows it is wrong to use God's name in a sentence like that?
- T.J.: That's a good point, Charlotte. A lot of people don't know it is wrong to use God's name so disrespectfully. They hear that type of language all of the time and just figure since everyone does it, it must be okay.

Geoffrey: But we know it is wrong. The third commandment tells us it is wrong and it even tells us that God will hold responsible anyone who uses that type of language.

Kassy: Hey, how about if we invite him to one of our meetings and we can tell him about the commandment and maybe he will change the way he talks.

Narrator: The club thought that was a good idea, so T.J. volunteered to ask Alvin to come to their next meeting. One day at recess T.J. and Alvin were playing basketball and the time seemed right to ask him to come to a club meeting. Alvin said sure and so the club has gathered under the oak tree to talk to Alvin about his choice of words.

Alvin: Thanks for letting me come to your club meeting. It is so hard to get to know kids in a new school. What is your club about anyway?

Charlotte: I'm so glad you asked. We are called The Commandment Kids because we are Christians and try to use the Ten Commandments to help us live each day.

Alvin: That's cool, but what are the Ten Commandments?

Geoffrey: Have you never been to church?

Alvin: No, we move around a lot, so my dad and I never get to go.

Frankie: Well, the Ten Commandments are God's laws or rules that help us to live the way God wants us to live. Did you know there is a commandment about how we are to talk?

Alvin: No, I didn't know that. What does it say?

Charlotte: Here, I have my Bible, it is in Exodus 20, verse 7. It says, "You will not misuse the name of the Lord your God, for the Lord will not hold anyone guiltless who misuses his name." Do you know what that means?

Alvin: No. I've never heard that before.

T.J.: It means when you are happy or sad you should never just say God's name without a reason. God wants us to be careful and only use his name for good reasons, like when we talk to him or talk about him to someone else.

Chelsea: Sometimes we hear you say God's name in a not so good way, especially if you are angry or frustrated. We hear other people say it, but we as The Commandment Kids try not to say it in a disrespectful way.

Alvin: I guess I never knew that it was wrong to say God's name in a bad way. You're right that I hear it all of the time. My dad says it sometimes too. I'll try not to say it. Will you guys help me to not say it?

Frankie: Sure we will. That's what this club is for, to support all of us in living like Jesus wants us to.

Narrator: Over the next few days and weeks, Alvin made a really great effort not to misuse God's name. Every now and then it would slip out, but he was really trying. The Commandment Kids encouraged him each day and several even invited Alvin and his dad to church. Alvin seemed happier and really enjoyed hanging out with The Commandment Kids.

# "What's in a Name?" Word Search

In the Old Testament God has many names. It is as if not just one name can describe all of the characteristics of God. Several examples of names for God are:

- **EI-"The Deity"**—God in the power and distinctiveness of his divine nature
- **Elohim**—The One who completely possesses all the divine attributes
- **Adon or Adoni**—Sovereign Lord
- **Yahweh**—The Lord who is actively present
- **Jehovah**—The eternal, self-existent One
- **Jehovah-Rophe**—Jehovah Heals
- **Jehovah-Nissi**—Jehovah, my banner
- **Jehovah-Shalom**—Jehovah is peace
- **Jehovah-Sidkenu-Jehovah**—our righteousness

### Children's Lesson Six

# Sabbath is a Day of Rest

## PURPOSE

**W**ith shops open and all sorts of activities such as sports played on Sunday, the observance of the Sabbath seems to be lost to society. But it is vital that we allow our bodies a day of rest from the work of the previous week. Without rest our bodies and minds begin to run down, get sick and wear out. It is with this rest on the Sabbath that we turn our attention more fully to God. God ordained this day of rest at creation when he rested on the seventh day and Jesus encouraged this day of worship while he was on the earth. ( See Mark 2:23-3:6.) Jesus puts a twist on it, though, in his interpretation: "The Sabbath was made for man, not man for the Sabbath" ( Mark 2:27). Jesus did things on the Sabbath that the Pharisees thought were against the fourth commandment. He healed people and took care of his disciples. Sabbath is therefore to be used for worship of God and renewal of his people. This lesson shows the children how all of us can rest and worship God.



## OBJECTIVES

The children will:

- Be introduced to the fourth commandment.
- Examine what are appropriate activities for a Sabbath.
- Explore what they can do to rest and observe the Sabbath.

## SCRIPTURE

- Exodus 20:8-11

## WHAT YOU NEED

- Commandment Crest and fourth badge
- Copies of the Pharisee No-No worksheet
- Copies of the Every-ready Sabbath worksheet
- A copy of the story for each child
- Glue
- Pencils, pens, and markers
- Construction paper
- Stapler
- Poster with words of the song
- Copy of fourth commandment to place on bulletin board

## SETTING THE SCENE

1. **Commandment Crest.** Have the students locate their Commandment Crests and glue the fourth commandment badges on.
2. **Pharisee Sabbath No-No.** Have the students fill the worksheet out and then discuss it. All the answers are no. The Pharisees were very legalistic and tried to put exact ritual observance before love and mercy. They felt that as long as they were following the rules to the T, then they were doing what was needed. Jewish interpretation of the fourth commandment had restricted the Sabbath with so many petty rules and restrictions that its primary purpose was lost. The day of rest was intended for everyone's physical and spiritual good.

## TRANSITION

Place the fourth commandment on the bulletin board. Say it for the children and have them repeat it. You might want to review commandments one, two, and three from memory before reciting the fourth.

**The Pharisees had a difficult time grasping the concept of rest and worship. They wanted everything defined for them down to the smallest detail. They understood everything quite literally. So for them, to keep this commandment was to understand what defined work and then not do it on the Sabbath. They had many rules defining what work was and was not to help them keep this commandment, but in the process they missed the real message God intended. Jesus said that the Sabbath was created for humans, meaning that the day of rest was for their good. To work hard to live by all kinds of picky rules defeated God's purpose for the day. All people are to set aside the Sabbath for rest and worship of the Lord God. Let's see what The Commandment Kids have to say about this commandment.**

## STORY

Distribute the story and have the children read it or tell the story to the class.

## QUESTIONS

1. **What do you think Frankie should do? Why?**
2. **Have you ever had to make a decision like Frankie? What did you decide?**
3. **Why is it important that Sunday be different than the other days of the week?**
4. **What do we need to do to "Remember the Sabbath and keep it holy"?**

## ACTIVITIES

1. **Sabbath Day Cards.** Take construction paper 8 ½"x11" and cut it into two pieces 5 1/2"x 8 1/2". On some of the pieces of paper have the children draw pictures or write an explanation of activities they can do to remember the Sabbath and keep it holy. Use one piece of construction paper as the title page by writing "Sabbath Day Book" on it. Staple the sheets of paper together to form a booklet. Have students share some of the activities they thought about. Discuss why it is good to rest and worship on the Sabbath.

2. **The Ever-ready Sabbath.** For the older children, ask them to tell you about the Energizer bunny. What is the slogan that goes along with that character? (He keeps going and going, and going.) Explain that they are not like the Energizer bunny. They must sometimes slow down and rest. They can't keep going and going and going. Sometimes when people stop to rest, it is called "recharging the batteries." Have them use the Ever-Ready Sabbath sheet included in this lesson to describe ways they can recharge their batteries. Worshiping and particular activities to rest could be included in the list. Then have the students share their ideas with the others.

3. **Singing.** Sing with the group of children the following verses. Use the tune to "Here We Go Around the Mulberry Bush." You might want to print the words of this song on a large piece of paper before the class session.

*On each Sunday we will rest,  
We will rest, we will rest;  
On each Sunday we will rest  
And give God the praise.*

*On each Sunday we will praise  
We will praise, we will praise;  
On each Sunday we will praise  
And sing of God's glory.*

*He will be glad when we sing,  
When we sing, when we sing;  
He will be glad when we sing  
Of his mighty love.*

Encourage the children to continue practicing the commandments they have learned so far and begin memorizing the fifth commandment.  
End with a prayer.

## STORY

- Narrator: Frankie was really excited. He couldn't wait to tell T.J. and the other kids about his exciting news.
- Frankie: T.J. guess what? You'll never guess what happened to me yesterday. It is so great!
- T.J.: I don't know. Why don't you tell me what is making you so excited.
- Frankie: I was picked for the elite Bombers soccer team. Isn't that great?! I've tried out for the last three years and I finally made it!
- Kassy: (walking up to T.J. and Frankie) Hey, I heard what you just said. Congratulations, Frankie. I've been trying to get on their girls' team for a long time too, so I know how hard it is to make the team.
- Frankie: Thanks, I get to meet the coach and the other players tonight. I can't wait.
- Narrator: That night Frankie and his parents meet his new coach and his teammates. Frankie even knew some of the players from other soccer teams he had played on. The coach gave the team members papers that had the rules for the team printed on them and then he talked with the parents about the team and what the parents would need to do. Frankie's parents lost their beaming smiles when they discovered the team games included traveling every weekend to tournaments in other states. Frankie's parents knew this would interfere with their commitment to their church. After the meeting, Frankie's parents had a talk with Frankie about their concerns.
- Frankie's Dad: Frankie, we are so pleased and proud you made this special soccer team, but we have some concerns about it.
- Frankie's Mom: Did you hear your coach say that you will not only have practices and games during the week, but the team will travel almost every weekend to soccer tournaments around several states? What do you think about that?

Frankie: Oh. I didn't hear that. But that's okay isn't it? I'll really work at keeping up with my homework.

Frankie's Mom: Well Frankie, what happens to church then?

Frankie: Oh, (he said softly) I didn't think about that.

Frankie's Dad: We don't mind you playing a game every now and then on Sunday after noon because that can be relaxing for us, but I'm afraid missing church every week isn't what God wants us to do. I think we need to pray about this situation and ask God what he wants us to do.

Narrator: For the next few days Frankie was extra quiet at school and at home. He was busy thinking and praying about the soccer situation. Finally The Commandment Kids could not stand his quietness any more and asked him what was going on. Frankie told them about his situation and asked their opinion.

Kassy: You aren't even thinking about giving up this soccer team are you? If I made the Bombers, I wouldn't let anything stop me from playing and giving it my best.

Chelsea: Yes, but playing soccer isn't everything. I know you think sports are every thing Kassy, but Frankie has more important things to think about than soccer?

Kassy: What could be more important soccer and playing for the Bombers?

Chelsea: How about church? We do have a commandment that goes with this situation you know.

Geoffrey: Do you mean the one about the Sabbath?

Charlotte: I have my Bible here, let me read it. The fifth commandment: "Remember the Sabbath day by keeping it holy."

T.J.: But how do we keep the Sabbath holy?

Charlotte: My parents have always told me to keep the Sabbath holy we need to do two things: worship God by going to church and resting our bodies for the upcoming week. Sunday should be different than any other day. We need to set it aside and not do any work if we can help it and concentrate on God for that one day. Maybe your parents are concerned, Frankie, because they think if you are traveling and playing soccer every Sunday that you won't be able to keep the Sabbath day holy, that among soccer and everything Sunday will become just another day.

Frankie: I see what you mean. I don't know what to do. I really want to play soccer, but I want to do what God wants us to do. I don't want to break a commandment if I'm a Commandment Kid.

Kassy: How about if we pray with you this week to see what God wants you to do?

Frankie: I think that is a good idea.

# Pharisee No-No

Decide if the activity listed below was an acceptable activity for the Pharisees to do on the Sabbath. Place a checkmark at the yes or no column corresponding with your answer.

## Could a Pharisee Do This on the Sabbath????????????????????

	Yes	No
1. Fluff a pillow with both hands.	_____	_____
2. Walk 1010 feet.	_____	_____
3. Tie a knot with two hands.	_____	_____
4. Set a broken bone.	_____	_____
5. Trim his toenails.	_____	_____



# The Ever-Ready Sabbath

Unlike the energizer bunny, you cannot keep going and going and going without a rest. List activities below you can do to rest and recharge on the Sabbath.



# Children's Lesson Seven

## Honoring Your Parents

### PURPOSE

**M**any times it is not the popular thing to do to honor parents. Disrespect for authority figures in general are found on T.V, in movies and even from friends. The children need to realize that God wants them to obey and respect their parents, even when it may not be popular or fun to do so. (This obedience does not include cases of violence or abuse or when the parent is asking the child to do something wrong.) This commandment is the first commandment to come with a promise. If children honor their parents they will "live long in the land the Lord Your God is giving you." There is a reward for following this commandment. Respect and obedience allows children to have a better outlook on life and this affects every aspect of their lives.



### OBJECTIVES

The children will:

- Be introduced to the fifth commandment.
- Understand what "honoring" your parents means.
- Examine ways they can honor their parents this week. (For those children who live with other relatives or guardians, the teacher needs to stress the same honor that is given to parents is given to those who take care of them.)

### SCRIPTURE

- Exodus 20:12

### WHAT YOU NEED

- Honor coloring sheet
- Commandment Crest and fifth badge
- Alphabet beads
- Colored beads
- Elastic string
- Keychains from a hobby store
- Crayons or markers
- Copy of fifth commandment to place on bulletin board
- A copy of the story for each child

## SETTING THE SCENE

1. Have the children add the fifth badge to their Commandment Crests.
2. As the children are entering the classroom, encourage them to color the Honor coloring sheet included in this lesson. They need to only color the shapes that have the dot in it. It will spell out the word honor.

## TRANSITION

After the children have colored their honor sheet, start a discussion about what honor means. Ask, **What does honor mean? How do we use this term? What does it mean to honor someone or something?** (Honoring someone means giving them the respect and dignity they deserve because of their station or place in life. We honor our parents by respecting them and obeying their wishes.)

Add the fifth commandment to the bulletin board. Practice saying it with the class. You may want to practice all of the previous commandments you have studied also. We want the children to be memorizing all of the commandments as they journey through the lessons.

Say **Let's see what The Commandment Kids have to say about honoring your parents.**

## STORY

Distribute copies of the story. Have the children act out or read the story or, for the younger children, tell the story to the class.

## QUESTIONS

1. **Why was Alvin's suggestion not a very good one?**
2. **Do you think T.J. made a wise choice in deciding to honor his parents by obeying them?**
3. **Can you think of a time you needed to honor your parents, and it was hard to do so? Explain it to the class.**
4. **Explain ways you can honor your parents.** (By obeying them, listening to them and their suggestions, treating them with respect, speaking with a good tone of voice to them.)

## ACTIVITIES

1. **Honor Bracelets.** In a plastic zip-lock bag for each child gather alphabet beads to spell "honor" and some elastic string or bracelet string. These items can be found where craft items are sold. Give each child a plastic bag. On a table display all sorts of other beads for the children to include on their bracelets. The goal of this activity is to create a bracelet for the children to wear to help them remember to honor their parents this week, similar to the WWJD bracelets many children wear. Have the children create their bracelets by spelling the word honor and adding other colorful beads as they wish. Tie the elastic string together to create the bracelet. Encourage the children to wear their bracelets this next week.

2. **Honor Keychains.** Instead of bracelets, some children may want to create an honor

keychain. Follow the same procedure as above but a key chain will be made instead of a bracelet.

3. **Role play.** For the older children, they may want to role play different situations to practice honoring their parents. On slips of paper write down a scenario the children may encounter that may challenge them to honor their parents. Put the slips in a container and have a child pick one slip of paper, then have that child tell about what he or she would do in that particular situation. An option would be to cluster the children in groups. Each group would create a skit illustrating the scenario and a solution to the difficulty.

Possible scenarios include:

A. A friend thinks his parents are weird and uncool and thinks all kids should think that too. He thinks you should complain about your parents, too, but you think your parents are okay most of the time. What do you say to him?

B. A friend thinks your parents are old fashioned because you can't watch a certain TV show. She says she will tape it for you, and you can watch it right after school when your parents aren't home from work yet. You really want to watch the TV show-everyone is talking about it-but you know your parents don't want you to. What do you do?

C. Sometimes the punishments your parents give seem like too much. You want to complain and shout at them. How can you honor your parents and still get them to listen to your ideas?

You may be able to think of other situations to add to this list or the children may have situations they have encountered.

**We have learned today that God wants us to honor our parents. We may not always agree with them, but as children we must give our parents the respect they deserve because they are in the position of parents.**

Repeat the memory verse for the day one more time, then encourage the children to begin memorizing the sixth commandment.

End with a prayer.



## STORY

- Narrator: The school was all a buzz when the principal announced the Fall Festival Party. It was to be a night party-the first one ever at Springdale Elementary School. Everyone was discussing what fun it would be. The Commandment Kids were no exception to this. The party was the hot topic at the old oak tree that day after school.
- T.J.: I've never had the chance to go to a Fall Festival Party. We didn't have that at my other school.
- Frankie: I can't wait to tell my parents about it. Does anyone know the date of the party?
- Alvin: I think it is a week from this Friday.
- T.J.: Oh-oh. I hope it isn't that day. My family has something going on that night.
- Narrator: T.J. ran home that day and asked his mom about what they were doing a week from this Friday. He found out that his family was planning a family night-a night devoted to the family being together, playing games, etc. He thought he could talk his parents into letting him go to the party instead. They said no, the family comes first. T.J. was very disappointed. Later that week he told The Commandment Kids about his disappointment.
- T.J.: No, I can't go to the party because we are having a family night. (He shrugged his shoulders as his friends looked at him with sympathy.)
- Alvin: I know what you can do. Tell your family you don't feel well and you can go up to your room that night. Then you can sneak out and go to the party anyway. If you tell your mom you want to go to sleep, she won't bother you for awhile. I've done this with my dad before and I've gotten away with it.
- Narrator: The Commandment Kids didn't know if Alvin's plan was such a good idea. They stared at him with doubtful looks. T.J. thought at least he could think about it. Later that night as he got ready for bed, he again thought about what Alvin said. He knew Alvin was not a Christian and he needed to really think about what he said. The next day at the oak tree the other Commandment Kids were talking about Alvin's plan.
- Kassy: I heard about one of my friends that did what Alvin wants T.J. to do and boy, did she get in trouble. I don't think it's such a good idea.
- Geoffrey: My older sister tried that once and she got caught too. Parents seem to know what is going on even though we don't think they do.
- Frankie: I don't think it's a good idea. Remember we are The Commandment Kids and we have a commandment about this very topic.
- Chelsea: There is one about sneaking out of the house?

Geoffrey: No, but we have one that tells us we need to honor our parents.

Chelsea: What does that mean?

Charlotte: When we honor our parents we do what they want us to do, we obey them, and we give them the respect that is due to them because they are our parents. We need to talk to them with respect and listen to what they say.

Frankie: Maybe T.J. needs to be reminded about this commandment. He told me he was thinking about what Alvin said.

Narrator: The Commandment Kids met after school that day to tell T.J. about the fifth commandment.

Kassy: So, T.J., what are you going to do about the Fall Festival Party?

T.J.: Well, I tried to talk my parents into changing the night, but they said we have talked about that night for a long time....and we have, so they won't change the plans. I don't know what to do. Alvin's plan sure is tempting.

Charlotte: We need to remind you, T.J., about the fifth commandment. T.J., do you remember what the fifth commandment says? (T.J. shakes his head no.) I have my Bible here so I'll read it to you. "Honor your father and your mother, so that you may live long in the land the Lord your God is giving you," Exodus 20:12. What should you do if you are going to honor your parents?

Chelsea: I know you want to go to the party. It will only be the fashion event of the year, but I think you need to stay at home and enjoy your night with your parents.

Kassy: We all have talked it over and we all think you need to stay at home and not try to sneak out. We think if you sneak out then you'll get caught and get in big trouble. And the trust your parents have for you will be gone. They will think they can't trust you anymore because you lied. What do you think?

T.J.: But I really want to go to the Fall Festival Party.

Chelsea: I heard if the Fall Festival Party goes well, they may have a Holiday Party. Maybe you could go to that one.

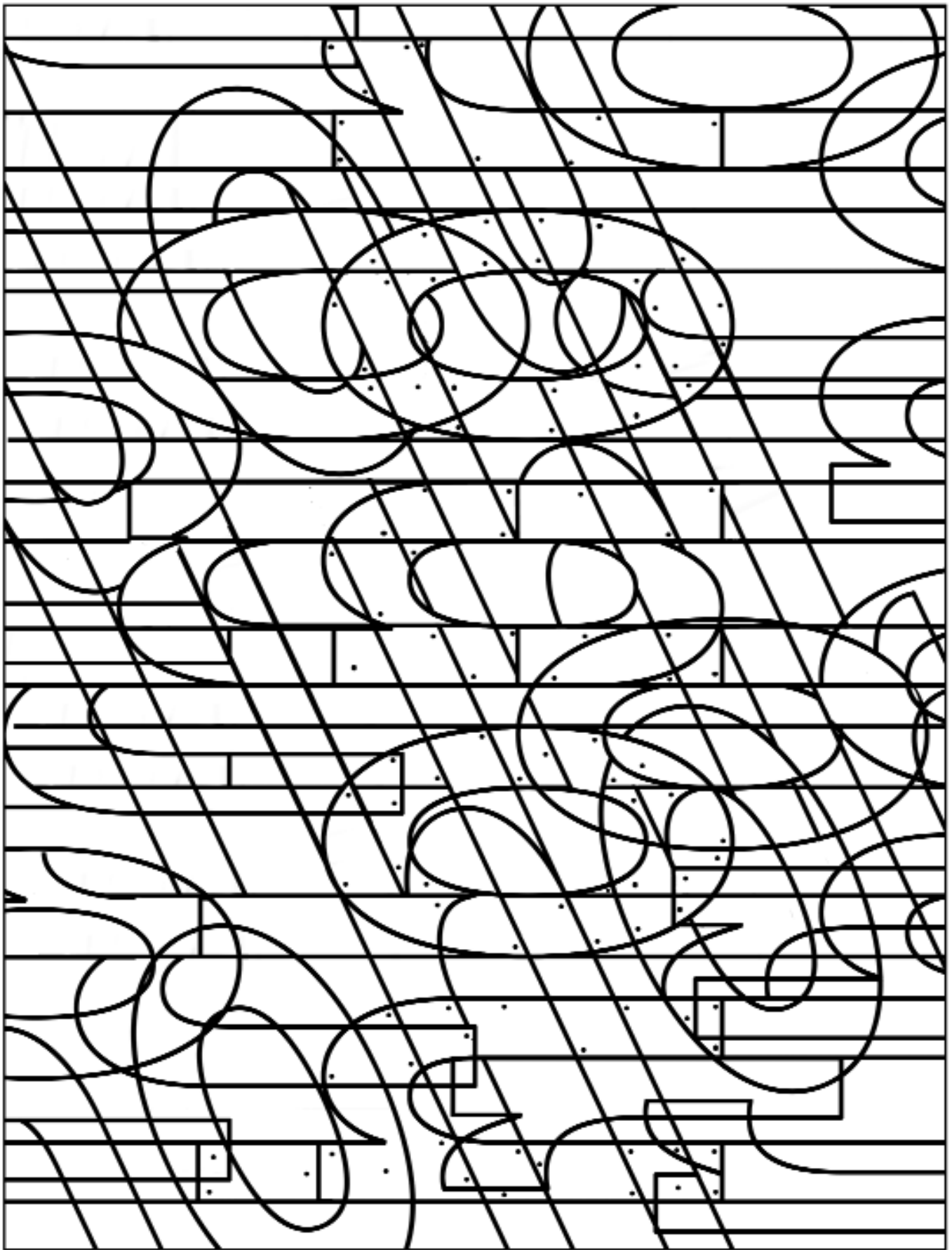
Frankie: Remember, T.J., you're a Commandment Kid.

T.J.: You're all right, you know, but it doesn't help the disappointment I feel.

Charlotte: Just think, you might actually have a fun night with your parents.

T.J.: Yeah, I just might.

Narrator: T.J. decided to follow the commandment and honor his parents by obeying them. There are all sorts of ways you can keep this commandment with your parents. In the long run, T.J. was glad he stayed at home for his family fun night and he did get to go to the Holiday Party in December. He was glad he had honored his parents.



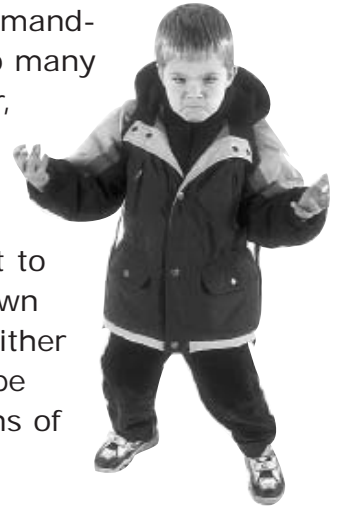
CARVED IN STONE ARTWORK, LESSON SEVEN - HONORING YOUR PARENTS, HONOR WORKSHEET

### Children's Lesson Eight

# What's Anger Got To Do With It?

#### PURPOSE

The emphasis of this lesson is on Jesus' interpretation of the sixth commandment found in Matthew 5:21-22. Murder may be a foreign concept to many children. Many probably play computer/video games dealing with war, spying, or killing, but for children the concept of murder is in the realm of the abstract, the type of thinking that many students don't enter until fifth grade or later. For this lesson, then, the focus is the emotion behind murder. When Jesus said "Anyone who is angry with his brother will be subject to judgment" in Matthew 5:22, he was dealing with the emotions that tear down someone. The words used and the emotions and intent of the words can either build people up or tear them down. The children need to realize they can be lifesavers instead of life takers just by the words they use and the intentions of their words.



#### OBJECTIVES

The children will:

- Be introduced to the sixth commandment.
- Be introduced to the concept of anger and how it relates to this commandment.
- Examine ways they can handle their anger in appropriate ways

#### SCRIPTURE

- Exodus 20:13
- Matthew 5:21-22

#### WHAT YOU NEED

- Commandment Crest and sixth badge
- Individually wrapped lifesavers, eight per child
  - Ribbon, string or small cord 12" to 16" long.
- Copies of Rage Reactors worksheet
- Copy of sixth commandment to place on bulletin board
- A copy of the story for each child
- Stapler
- Set of jacks
- Masking tape
- Bean bag

## SETTING THE SCENE

1. **Commandment Crest.** Let the students place commandment six on their Commandment Crests.

2. **Lifesavers.** Give each child a Lifesaver and tell them the story behind the lifesaver candy. **The person who invented the Lifesaver was concerned that children would be eating this new candy. At first it was just a solid piece of candy. He knew if children accidentally swallowed the candy while it was still whole, they could choke. So he thought and thought about what he could do to prevent this from happening. He decided he would put a hole in the middle of it so if anyone choked air could still come through while they tried to get the candy out. Thus, the hole in the candy was born and it was given the name Lifesaver because the hole could be a lifesaver.**

**We can be lifesavers too. How do you think we can do that? How can we as Christians save lives?** (By building people up, by making them feel good about themselves, not making them feel bad about themselves. By using good words and actions even when angry.)

3. **Memorization games.** Because the children should be memorizing the commandments and because they are half way through the series, a review of the commandments will be built into the lessons from this lesson on. A couple of review games that can be played are jacks and hopscotch.

A. **Commandment Jacks.** Groups of two or three children work best for this activity. Start with several jack sets around the room. Include only the number of jacks corresponding to the number of commandments for review. For example, to review only the first five commandments, have five jacks available for pick up. To review the first six commandments, six jacks, and so on. Teach the children how to play jacks. Bounce the ball and pick up one jack. After the child has picked up the first jack he or she recites the first commandment. If the child is able to do this, he or she should toss the ball again and grab two jacks and then say the second commandment. If the children cannot say the commandment by memory, reinforce the commandment by letting them use the bulletin board or the Ten Commandment Worksheet from lesson two. Also if they cannot say the commandment, the next person in the group has a chance to review the commandments.

B. **Commandment Hopscotch.** Groups of two or three children work best for this activity. With masking tape, create a hopscotch layout on an open area of the floor. Each student needs a bean bag or small marker to toss. Create the hopscotch with only the number of commandments you want to review. The first five commandments should have five boxes arranged appropriately, the review of seven commandments will have an hopscotch with seven boxes, etc. Teach the children how to play hopscotch. They toss the bean bag to number one, then hop up the hopscotch board. On the way back, they pick up the bean bag and say the commandment corresponding to the block number. If they can say the commandment by heart, they continue the game by tossing the bean bag to square number two. If they cannot say it by memory, reinforce the commandment by letting them see the bulletin board or a piece of paper with the commandments on them. If they cannot say the commandment by memory, the next person in the group gets a turn.

These two memory games can be played for any of the rest of the lessons also.

## TRANSITION

Place the sixth commandment on the bulletin board and repeat with the children. Say **Let's see what The Commandment Kids have to say about the sixth commandment, "you shall not murder."**

## STORY

Distribute the story. Have the children act out or read the story or, for the younger children, tell the story to the class.

## QUESTIONS

1. **Do any of you have a friend like Sue Helen or know a person like Sue Helen? If so, what is it like to be around them?**
2. **We all get angry from time to time, so what was Sue Helen doing that made it bad for all?** (When she was angry she took it out on everyone around her. She made all of her friends feel bad by saying mean things to them and being angry with them.)
3. **What do you do when you get angry?**
4. **The Commandment Kids were lifesavers not life takers like Sue Helen. What did they do to be lifesavers?** (They tried to understand Sue Helen and what was going on in her life. They also took time to talk with Sue Helen even when she was mean to them.)
5. **How can you be a lifesaver this week?** (All sorts of answers are possible for this question: be a friend, say kind words, help someone out, etc.)

## TRANSITION

We have seen that we all get angry, but what we do when we are angry is important. We have a couple of activities to help remind you this week to be a lifesaver and try to watch your anger so that you don't sin in your anger.

## ACTIVITIES

1. **Rage Reactors.** The children need to understand that anger in itself is not sinful, but what is done with that emotion is what can cause problems. Many times children can use other activities to diffuse anger until it goes away. For this activity, use the Rage Reactors worksheet included in this lesson. Have the students fill out activities they can do to help them when they get angry. You may want to discuss what you do when you get angry, so that you don't sin. For example, some may hit a pillow, go for a walk, talk to a friend, etc. Help the children begin to understand they can do things to help the anger go away, so that they can deal effectively with the situation causing the anger.

2. **Lifesaver Chain.** Give each student three pieces of string, ribbon, rope, etc. Tie one end with a slipknot so all the ends are together. Tape that end down on a table or other hard surface. Begin braiding the ribbon. After a few braids slip a Lifesaver on the middle string and continue to braid. Do this until seven Lifesavers have been woven into the braid. Tie the end of the braid with a knot. Let the children take it home to remind them that they are to be lifesavers, not life takers, when they get angry.

A variation for this activity would be for the students to braid three strings three-quarters of the way down the length and tie a slip knot, leaving the string ends hanging. Then staple seven individually wrapped Lifesavers onto the braid. Tell the children that they can have one Lifesaver a day for the next week if they promise they will be lifesavers and not life takers. Now on the hanging strings write God on a piece of paper and attach it to one string, attach a paper with the child's name on another string, and the word love on the third string. This will remind the children that with God and love working together within them, they can be lifesavers this week.

Repeat the memory verse for the day one more time, then encourage the children to begin memorizing the seventh commandment.

End with a prayer.

# STORY

- Narrator: Geoffrey and T.J. were out at recess, playing basketball when the ball got away from Geoffrey and interfered with the four square game going on next to them. Geoffrey knew he was going to get yelled at because Sue Helen was playing the game. She was a mean girl, angry at everyone and she didn't care whose feelings she hurt when she got mad.
- Sue Helen: (Yelling at the top of her lungs) Geoffrey what do you think you're doing messing up our game with your stupid basketball. If you can't keep it on the court, I'm going to tell the principal so he can just get rid of that old basketball goal. Besides, I don't know why you even bother to play. You're no good at it. Give it up.
- Geoffrey: (Running for the ball and bowing his head in embarrassment) Oh, Sue Helen, you know everybody has the same rights you do to play whatever they want as long as it isn't bothering anyone else.
- Sue Helen: Well, it is bothering me and my friends here, right?
- Narrator: The other girls playing with Sue Helen hung their head in embarrassment also. They knew Sue Helen could be mean if she wanted to. All of them knew how Geoffrey felt, because Sue Helen had yelled at them too. It seemed that whenever Sue Helen got mad, she made everyone around her feel bad. Geoffrey grabbed the ball and ran back toward the basketball goal while staring at Sue Helen and wondering why she acted the way she did.
- T.J.: Geoffrey, who in the world is that girl? And why did she yell at you like that?
- Geoffrey: T.J., that is the meanest girl in the school. Her name is Sue Helen and she is just mad at the world. You need to try to stay away from her. She especially likes to pick on new kids.
- T.J.: After hearing her yell at you, I think I'll stay as far away from her as possible.
- Narrator: That day after school, The Commandment Kids were sitting under the oak tree when Geoffrey walked up and sat down. His face looked sad and he seemed to be quieter than usual.
- Kassy: What's going on? Why the long face?
- Geoffrey: Sue Helen.
- Narrator: All of The Commandment Kids understood when he said that name. And they shook their heads in agreement, wondering why she acted the way she did.

Charlotte: The other day I was working on my science fair project and she said it was the worst one she had ever seen and that I probably would not get any type of ribbon for it.

Narrator: Geoffrey then told the kids about what happened to him at recess.

Chelsea: One time when I wore my new pink cashmere sweater, you know the one I bought downtown with my own money, she said I looked awful in it. Can you believe that? Everyone knows pink is my color. She made me feel bad.

Geoffrey: There has to be some reason why she is so mean. I just don't know what it is.

Narrator: The next week seemed really hard on Sue Helen. She screamed at her little sister while walking to school. She made rude comments about the cafeteria food to the cooks. She even said something rude under her breath about her teacher. Nobody wanted to be around her. People felt bad about themselves when they were around her. Later at the club The Commandment Kids were discussing this very person.

T.J.: I don't know Sue Helen very well, but I sure don't want to be around her after everything I have seen and heard this week.

Chelsea: I was reading the Ten Commandments in my Bible again this week. I'm trying to memorize them. It struck me that we have a commandment about this very subject. It is the sixth commandment, "You shall not murder."

Frankie: What does not murdering someone have to do with Sue Helen? I can imagine that someone might want to say some mean words to hurt Sue Helen, but I don't think anyone wants to murder her.

Chelsea: Well, it's not only that commandment, but what Jesus said about the commandment. See, look in Matthew 5:21 and 22; "You have heard that it was said to the people long ago, 'Do not murder, and anyone who murders will be subject to judgment.' But I tell you that anyone who is angry with his brother will be subject to judgment. Again, anyone who says to his brother, 'Raca,' is answerable to the Sanhedrin. But anyone who says, 'You fool' will be in danger of the fire of hell." I asked my mom what that meant and she said it is okay to be angry sometimes, but you need to watch your actions and words when angry. I think that is Sue Helen's problem. She is angry, very angry about something and she is taking it out on everyone around her, and she will be judged because of this.

Frankie: I see your point. When we put other people down, say mean things to them, make them feel bad, we are hurting them. When someone feels bad about themselves a little part of them goes away. Our hurtful words can be as bad as murdering someone.

Geoffrey: Wow, I never thought about that. I think we need to pray for Sue Helen and pray that God will show us a way to understand and talk to her about this.

Narrator: All those present agreed to this and they began to pray for Sue Helen. Later that week, Chelsea called an emergency meeting of The Commandment Kids. All were present at this important meeting.

Chelsea: I'm so glad all of you could come after school today. I think I know what is going on with Sue Helen. I heard my parents talking last night, after they thought I went upstairs to bed. Sue Helen's parents are getting a divorce and her dad has already moved out. Her parents are really worried about Sue Helen because she is very angry about this. They really don't know what to do about it. I think we need to be a friend to Sue Helen if we can. What do you think? I know how I would feel if I was in Sue Helen's position.

Narrator: The other Commandment Kids were not as willing to forgive Sue Helen so quickly. Each one of them had been affected by Sue Helen's anger, but after they talked about it they all agreed to try to be a friend to Sue Helen. Over the next couple of weeks, The Commandment Kids really tried hard to help Sue Helen not be so angry. They helped her in any way they could. Sue Helen noticed and decided to find out what was going on. She saw The Commandment Kids after school one day and decided to ask them about it.

Sue Helen: So what gives, you goody-two shoes. Why are you being so nice and helpful to me?

Geoffrey: Let me ask you a question. Why are you so mad all of the time?

Sue Helen: I'm not mad. I just have to deal with dumb stuff all of the time.

Chelsea: You know it is okay to be angry sometimes, but you need to be careful what you do when you are angry. You can hurt yourself or other people with your words or actions.

Sue Helen: Yeah, so what if I'm angry. Who gives a care?

Chelsea: I do. We all do. (Chelsea said as she stretched out her hand to include all of The Commandment Kids.)

Narrator: What Sue Helen did next surprised all of The Commandment Kids. She began to cry. And she cried and cried and cried. The Commandment Kids took her to the big old oak tree to see if they could figure out what to do next.

Chelsea: I know why you might be angry all of the time. Is it because of your parents?

Sue Helen: How did you know about that?

Chelsea: I heard my parents talking about it. They said your mom and dad are upset because they don't know what to do with you.

Sue Helen: Yeah, why don't they think about what they are doing-getting a divorce. Why shouldn't I be mad? I have every right to be mad.

Geoffrey: I agree, but it is what you are doing with your anger that is bad. You are making everyone around you feel bad too. You know when I am mad, I go in the backyard in my tree house and hit a pillow.

Frankie: When I am mad, I go out in the open field behind me and kick the football as hard as I can and that helps me not be so angry anymore, then I can go and do something about what made me angry in the first place.

Sue Helen: I know you are right that I should find a way to get rid of my anger, but I don't know how.

Kassy: I like to go and turn my music on and I air guitar until I can't stand up anymore.

T.J.: Sometimes I yell into a paper sack.

Geoffrey: Jesus said that we need to be careful with our words so that when we are angry we don't tear people down, we don't make them feel bad when we are angry.

Sue Helen: I owe all of you an apology. I have been so mean to you all; yelling and saying bad things to you. Will you forgive me? I will try to do something with my anger instead of being mean to others.

Narrator: All of The Commandment Kids forgave Sue Helen of her actions while angry and promised to help her with her anger. Chelsea even suggested she go talk to her mom and dad about why she was so angry, something Sue Helen had never thought to do. Before long Sue Helen seemed much better. Every now and then Sue Helen's voice could still be heard over all of the noise on the playground when a ball interfered with her four square game, but she was getting better. The Commandment Kids learned a valuable lesson about anger and how to deal with it.



# RAGE REACTORS

On the following lines, write some activities you can do when you are angry this week so that you will not become a life taker.

---

---

---

---

---

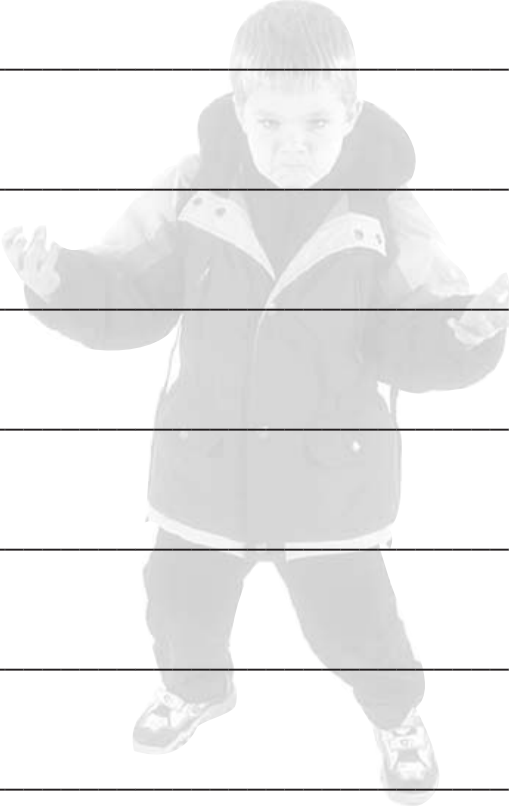
---

---

---

---

---



*You shall not murder.*

- Exodus 20:13

**B<sub>e</sub> a life saver!**

# Children's Lesson Nine

## Faithfulness for Life

### PURPOSE

Being faithful to one's spouse seems to be passé in today's culture. But it is still important to keep the marriage vows pure. This basic trust between husband and wife is so important that God has a commandment about it. The children need to know when they marry the trust between husband and wife should not be broken. They need to be faithful to the one they have chosen to spend the rest of their life with. Faithfulness can carry over into other relationships also. If a person can be faithful to his or her spouse, then it is easier to maintain honesty and trust in other relationships. The characteristic of faithfulness is very important for the children to understand.



### OBJECTIVES

The children will:

- Be introduced to the seventh commandment.
- Be introduced to the concept of faithfulness, especially in the context of marriage.

### SCRIPTURE

- Exodus 20: 14
- Malachi 2: 15b

### WHAT YOU NEED

- Commandment Crest and seventh badge
- Copies of the Faithfulness verse puzzle
- Copies of the Faithfulness word search
- Copies of the Ten Commandment Rap song
- A copy of the story for each child
- Joseph and Potiphar's Wife crossword puzzle
- The Power of Purity coded message
- Black construction paper
- White chalk
- Copy of seventh commandment to place on bulletin board

## SETTING THE SCENE

1. **Commandment Crests.** The students need to locate their Commandment Crests and glue the seventh commandment badges on the crests.

2. **Memory Activity.** Included in this lesson are directions for a rap song that reviews the Ten Commandments. You can clap to the beat of 4/4 time to teach the children the song. (This might be something that the children could perform for the church after the last lesson.)

3. **Faithfulness Verse Puzzle.** Using the Faithfulness puzzle worksheet included in this lesson, have the children put together the puzzle about faithfulness. They will need to cut out the puzzle pieces and then put them together. They can either use the form and place the pieces on the form and then glue or they can glue the pieces onto a piece of construction paper without the form. The verse can be found in Malachi 2:15b. You may want to enlarge the puzzle pieces if you think that would help the children.

## TRANSITION

After the children have worked on the puzzle, ask them what the verse means. **What do the words faithful or faithfulness mean?** (Being loyal to someone, trusting them.) **Being faithful to the person you marry is very important. What kind of relationship would you have if you could not trust them?** (Not a very good one.) **Let's see what The Commandment Kids have to say about this commandment.**

## STORY

Distribute the story printed below. Read or have the children read the story.

## QUESTIONS

1. **Do you know of anyone who has been married a long time like T.J.'s grandparents?**

2. **Being faithful to your spouse involves many actions. What kind of actions demonstrate that you are faithful to your spouse?** (You keep the relationship healthy by talking, listening to each other, you keep your affection for only your spouse, you are loyal to your spouse, etc.)

3. **Why is it important to be faithful to your spouse?** (To have the trust and loving care you should have in a marriage, being faithful is very important.)

## ACTIVITIES

1. **Word search.** Included in this lesson is a word search using the synonyms for faithfulness. You may want to do it in class or give it to the students to take home for this week. You can discuss with the class what the different synonyms mean and how they can be used with this commandment.

2. **Joseph and Potiphor's Wife crossword puzzle.** Read the story about Joseph and Potiphor's wife found in Genesis 39:1-23. Divide the children into pairs so that they can read

the story together. Let them work on the crossword puzzle, then discuss as a group the answers to the questions. Other discussion questions to ask about the story follow.

- A. **Why did Joseph prosper even though he was a slave?** (God was with him and Joseph was trying to do what God wanted him to do.)
- B. **What did Potiphar's wife want of Joseph?** (To have an intimate relationship with him; she wanted him to be unfaithful to God and to himself; she was going to be unfaithful to her husband.)
- C. **Why is that wrong?** (The seventh commandment tells us that adultery is wrong.)
- D. **What happened to Joseph when he would not do what Potiphar's wife wanted him to do?** (Potiphar's wife set up a plan to trick Joseph and Potiphar. Joseph was thrown into jail.)
- E. **How was Joseph rewarded by God because he followed the Ten Commandments?** (The rest of the story may need to be summarized at this time. Joseph eventually ruled all of Egypt because he was faithful to God and did not give in to Potiphar's wife.)

3. **Purity is what color?** The focus of this activity is for the children to visually see the color of impurity and purity. For them to understand that God wants us to keep impure thoughts out of our hearts and minds.

- A. Hand each student a piece of black paper 8½"x11".
- B. Give each student a piece of white chalk. Let them make a picture on the black piece of paper with the white chalk.
- C. After the children are finished with their pictures, let the children share with each other what they have drawn.
- D. Talk to the children about the feelings and emotions behind colors. Ask **When you see black what do you think about? What do you feel? What about the colors of yellow, red, green, blue, etc.?** You may want to show the children pieces of construction paper of the different colors as you talk about them. Ask **what is the difference between black and white?** (They are complete opposites.) **Sometimes sin is represented by black and purity by white. God wants our hearts and minds to be pure. He wants to make sure our thoughts dwell on good things and we think good thoughts about others. There is even a Bible verse about this. Does anyone know what it is?** Philippians 4:8. **Complete the following coded message to discover what Philippians 4:8 says.** Distribute the Power of Purity coded message worksheet. Let the children complete it on their own or with someone else. Discuss the Bible verse after everyone is completed.

**We learned today that God wants our thoughts and actions to be pure. Within our relationships with others God especially wants our thoughts and actions to be pure. Faithfulness is important in every aspect of our lives.**

Repeat the memory verse for the day one more time, then encourage the children to begin memorizing the eighth commandment.

End with a prayer.

## STORY

- T.J.: Hey guys, I can't play on Saturday because my family is going to my grand parents' house. They are having a party and they have invited all of the family and lots of friends.
- Chelsea: I love parties. What kind of party?
- T.J.: I think my mom said it was a wedding anniversary something. They have been married for a long time. I think my mom said something like 50 years.
- Chelsea: Wow, can you imagine being 50 years old much less being married for 50 years. They must be really old.
- T.J.: (laughing) I guess they are. I have never seen them as old. They're just my Grandma and Grandpa. Tell everyone I'll see them on Monday at school.
- Chelsea: Okay.
- Narrator: T.J. and his family attend his grandparent's Golden Wedding Anniversary celebration. They indeed have been married for 50 years. Let's listen to the pastor as he speaks at the party.
- Pastor: Family and friends, it is with great pleasure we are all here to celebrate this wonderful marriage of Albert and Louise. They have been through so much, the trials and troubles, the joys and triumphs of 50 years of life together. They raised children and rejoiced as grandchildren came along. Through all the years, Albert and Louise have been faithful to each other. This faithfulness has been rewarded over and over again.
- Narrator: As the pastor continued to speak, T.J. began to daydream. He heard a word he wasn't quite sure of and was wondering what it meant. Later on he decided to ask his dad about it.
- T.J.: Dad, what does faithfulness mean?
- T.J.'s Dad: Oh, did you hear the Pastor use that word?
- T.J.: Yes.
- T.J.'s Dad: Faithfulness means believing in someone or something, or being loyal, devoted to someone or something. In marriage faithfulness means you are loyal, devoted and believe in your spouse. The special love between husband and wife is very unique and special and is only shared between them. Jesus wants that special love to stay between the two married people. Do you understand?
- T.J.: (shrugging his shoulders) I guess so.
- T.J.'s Dad: It's like Mom and me. You know when we go to the movies by ourselves or to dinner and leave you and your sister at home, we are trying to be faithful to each other. We are trying to keep our relationship special so we continue to love each other.

T.J.: Oh, okay so being faithful means having fun?

T.J.'s Dad: No ... yes ... You need to be faithful in fun times and hard times. Remember when Aunt Sally died? I was really sad for a long time and Mom took over mowing the yard, doing most of the household chores. Mom let me be sad because she knew I really missed Aunt Sally. She let me lean on her strength and energy while I figured out my sadness. That is being faithful. In good times or bad, a husband and wife lean on each other and give each other love and support. That is being faithful.

T.J.: Oh, I see.

T.J.'s Dad: As a Commandment Kid you should know a commandment that goes along with the idea of faithfulness.

T.J.: Is it that one that has that word-adultery-in it?

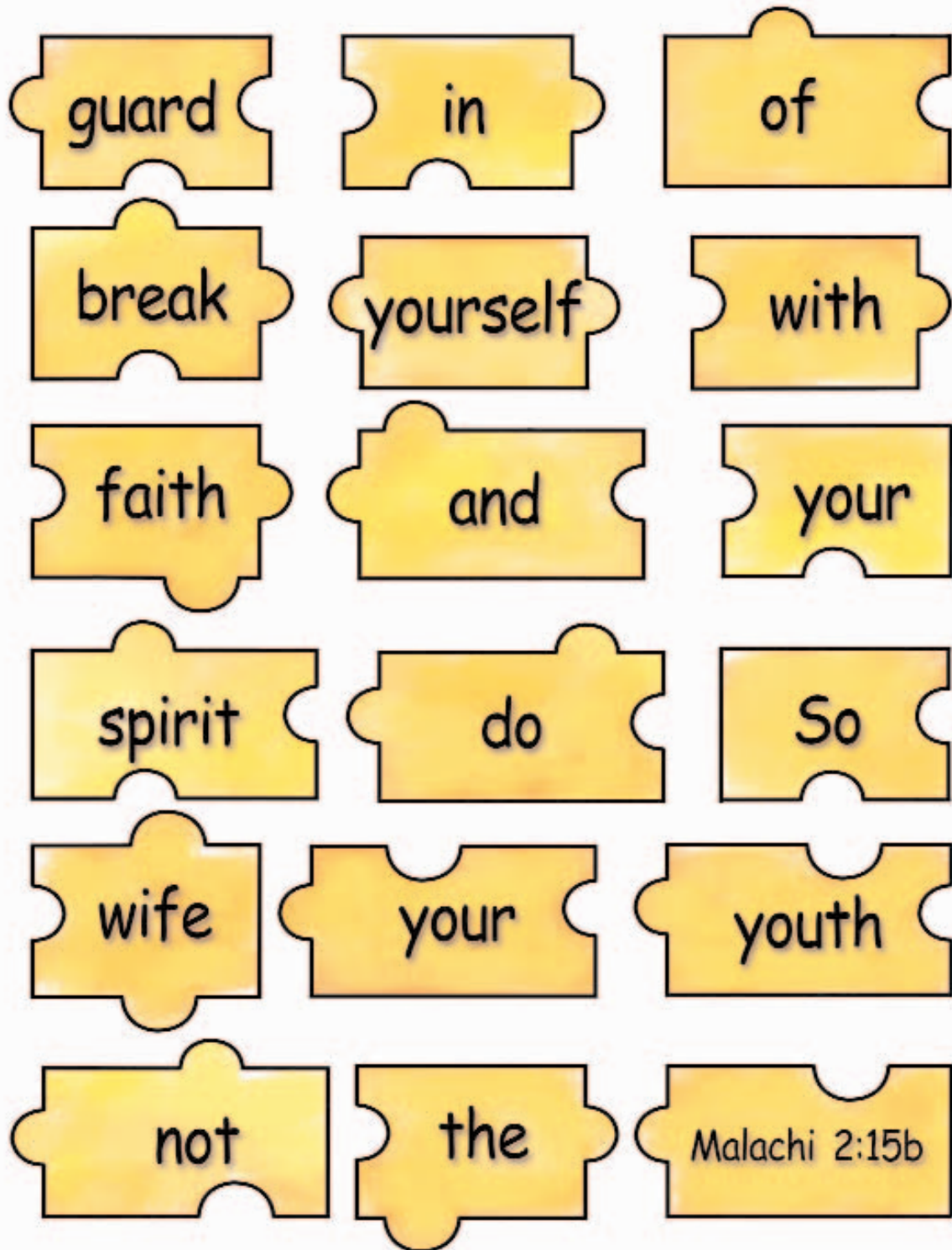
T.J.'s Dad: Yes, You shall not commit adultery. Adultery is not being faithful to your spouse, your husband or wife. God knew marriage would work so much better when a husband and wife are faithful to each other. Just like mom and me.

T.J.: I see.

Narrator: T.J. had much to think about on the ride home from the party. He understood now why he liked his mom and dad and enjoyed being with them—they were faithful to one another which created security for the family. He hoped that God would lead him to someone so he could have a life like his mom and dad.

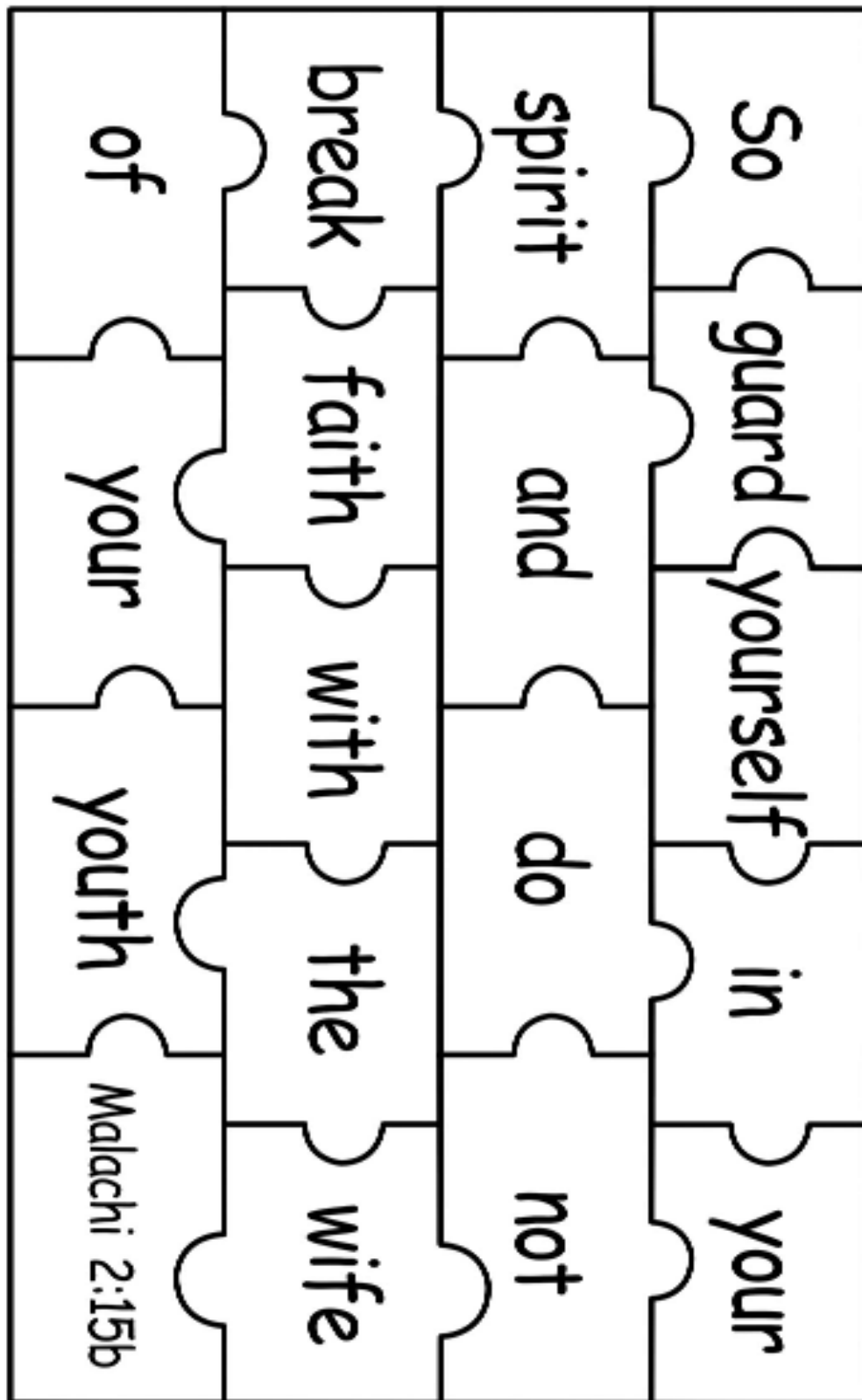


# FAITHFULNESS WORD PUZZLE



CARVED IN STONE ARTWORK, LESSON NINE - FAITHFULNESS FOR LIFE, FAITHFULNESS WORD PUZZLE

# KEY TO FAITHFULNESS WORD PUZZLE



CARVED IN STONE ARTWORK, LESSON NINE - FAITHFULNESS FOR LIFE, KEY TO FAITHFULNESS WORD PUZZLE

# FAITHFULNESS WORD SEARCH



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

FAITHFUL  
FAITHFULNESS  
DEVOTED  
TRUSTWORTHY

RELIABLE  
LOYAL  
TRUE  
STEADFAST

CONSTANT  
DEPENDABLE  
RELIANT  
CONFIDENT



# POWER OF PURITY CODED MESSAGE



The  
Power  
of Purity

1♥ 2■ 2♥ 4■ 4♥ 3♥ 4♥ 4♣

1■ 2♣

4■ 4♣ 5■ 4♥

1♥ 2■ 2♥ 4■ 4♥ 3♥ 4♥ 4♣

1■ 2♣

1♣ 3■ 3♣ 5▲ 4♥

1♥ 2■ 2♥ 4■ 4♥ 3♥ 4♥ 4♣

1■ 2♣

4♣ 1■ 3▲ 2■ 4■

1♥ 2■ 2♥ 4■ 4♥ 3♥ 4♥ 4♣

1■ 2♣

5♣ 5■ 4♣ 4♥

1♥ 2■ 2♥ 4■ 4♥ 3♥ 4♥ 4♣

1■ 2♣

5▲ 3■ 3♥ 4♥ 5▲ 4▲

1♥ 2■ 2♥ 4■ 4♥ 3♥ 4♥ 4♣

1■ 2♣

2♥ 5♥ 1▲ 1■ 4♣ 2♥ 3♣ 5▲ 4♥

4■ 2■ 1■ 1♣ 2▲

2♥ 3♣ 3■ 5■ 4■

### Children's Lesson Ten

# What's Yours is Not Mine

#### PURPOSE

**S**tealing, no matter what it is or how little it costs, is wrong. Often adults are not very good role models for this commandment. With trying to outdo the IRS, taking things from the job, rumors of scandalous politicians, and reports of "white collar" crime rising, it seems adults don't take this commandment very seriously. The children need to understand that they are diminished a little bit each time they steal. It is better to work hard for a little bit, then steal and have much. Often self-esteem suffers when someone steals something. The pride of a job well done is not there. Deception is a big part of stealing. When one steals he or she often has to lie and cheat also. Stealing only creates a bigger problem for the person. We don't want any of the children to become entangled in the deception of stealing because it only creates more problems for them. What is mine needs to stay mine and what is yours needs to stay yours, a lesson all need to learn.



#### OBJECTIVES

The children will

- Understand the eighth commandment.
- See that when one breaks this commandment it not only hurts those who are stolen from but also the thief.
- Understand that stealing not only involves taking something that doesn't belong to you, but it creates all sorts of situations where deceit can occur.

#### SCRIPTURE

- Exodus 20: 15

#### WHAT YOU NEED

- Commandment Crest with eighth badge
- Glue
- A copy of the story for each child
- Construction paper 8½"x11"
- Copies of the Deceit Web worksheet and the bug sheet
- Construction paper 4½"x11"
- Markers or crayons
- Pencils or pens
- Copy of eighth commandment to place on bulletin board

## SETTING THE SCENE

1. **Commandment Badge.** The students need to locate their Commandment Crests and affix the eighth commandment badge.

2. **Memory review.** On construction paper slips of 4¼"x11", write each commandment discussed so far, one commandment per slip of paper. Mix up the slips of paper. Have groups of two or three children arrange the slips on a table or floor in the correct order. After they are in the correct order the children can practice saying the commandments.

3. **Is it stealing?** Begin class once all of the children are in the classroom. Ask the children if the following situations are stealing or not. Ask them to explain their answers.

A. **At a Wal-Mart you get four notebooks off of the shelf. The clerk only rings up three of the notebooks, but puts all four of them in your bag. You don't get charged for the fourth notebook. You give her the money and hurry out of the store before she realizes her mistake.**

B. **A classmate takes your favorite pen at school because he doesn't have the money to buy one himself.**

C. **A person finds a bracelet on the playground. The rule for the school is to turn in anything found that doesn't belong to you. The person who found the bracelet likes the looks of it and decides not to turn it in.**

D. **A friend borrows your bike because he or she knew you would let them ride it for awhile if you were at home to say yes.**

E. **A clerk at the store gives you a five-dollar bill instead of a one-dollar bill for change. You notice the difference but walk out of the store anyway without telling the clerk.**

F. **Someone at your dad's work likes to take home paper, pencils, pens and other things from the office so he doesn't have to buy them at the store to use at home.**

G. **In science lab groups you discuss with your friends your idea for the science fair. Everybody thinks it is a good idea. You come to school the next day and learn that one of your friends has told the teacher about your idea, except he claimed it for his own.**

Or you may want to think of other situations more relevant to the children in the class.

## TRANSITION

Today it seems like stealing isn't a big thing. People take things that do not belong to them and really feel little guilt about it. But it is wrong, no matter what you take or how much it is worth. Taking something that doesn't belong to you and using it as your own is wrong. God knew that stealing could cause many problems among his people. That is why one of his commandments deals with stealing. Let's see what The Commandment Kids have to say about the eighth commandment.

## STORY

Distribute the story to the children. Read or have them read the story.

## QUESTIONS

1. **Have you ever had something stolen from you? How did it make you feel?**

(If you have had this experience you might share it with the class.)

2. **Why do you think Wilson stole those items at school?** (There could be all sorts of answers for this. In the story it states he stole because he liked the thrill of getting away with something he should not be doing.)

3. **What would you say to Wilson?** (Once again, there could be all sorts of answers for this question.)

4. **What do you think it means when people say stealing hurts the thief as well as the person stolen from?** (The thief loses self-respect and sometimes his reputation along with other things, so the thief can lose as much or even more than the person stolen from.)

## ACTIVITIES

1. **Bumper stickers.** Ask students to tell you about some of the bumper stickers they have seen recently, or you may want to tell them about some you have seen. Say **Bumper stickers seem to be places people can make their opinion known to all those who read it. We want to create some bumper stickers that tell people they should not steal. Using the construction paper provided and the markers or crayons, create a bumper sticker that tells everyone that sees it that it is wrong to steal.** (For the older children, you may want to talk to them about license plates messages using only a few numbers and/or letters.) Give each child a piece of construction paper. Tell them they can use pictures, words, numbers, etc. to convey their message. After everyone is finished, let each child explain his or her bumper sticker.

2. **Web of Deceit.** When someone steals deceit is involved. Ask the students what deceit is. When someone is involved in deceit it is as if they are caught in a sticky web that is incredibly hard to get out of. Use the web design and bug sheets included in this lesson for the students to see exactly how sticky the web of deceit can be.

A. Have the students cut out the bugs.

B. The children then need to look up the following Bible verses and write that verse on the body of a bug. The verses are Proverbs 15:27a, Proverbs 12:20a, Proverbs 26:28, Ephesians 5:3, Hebrews 3:13. Or if you have other verses that would be appropriate, have them look up those.

C. The children glue the bugs onto the Web of Deceit. After that is done you may want to decorate the web with glitter.

D. For the younger children, you may want to write out the Bible verses on the wings so they only need to cut the bugs out and glue them on the web.

Explain the Bible verses to the children after all have completed the activity. **Stealing often causes people to do all sorts of other things that are not good. They may need to lie to cover up their stealing or they may covet things causing them to steal in the first place. Being aware that stealing is wrong and that God wants us to be trustworthy and honest is the first step in being an honest person, one who does not steal and take things belonging to others.**

Remind the children that awards will be given to each child who can say the Ten Commandments from memory. Encourage the children to begin memorizing the ninth commandment.

End with a prayer.

# STORY

- Chelsea: Teacher, I can't find my pink and purple barrette. I took it off after lunch and put it in my pencil box, but it's not there anymore. Have you seen it?
- T.J.: And I can't find my fancy pen that had the baseballs on it. My dad brought it back for me from one of his business trips. I'm very careful with it. I know I put it in my desk yesterday and now it's gone too.
- Teacher: There seems to be several things missing. I'm missing something too. Is anyone else missing something?
- Narrator: Several other people raised their hands. The teacher knew that not all those people could have misplaced their things. Something had to be going on. The Commandment Kids sent each other a signal that meant "meet at the oak tree after school." They all shook their heads yes. Later that afternoon they sat around discussing the missing items.
- Charlotte: It just doesn't make sense.
- Kassy: It doesn't. I made a list of all of the things missing hoping to see a pattern, but I can't see one. Maybe you guys can. Here is what is missing: Chelsea's barrette, T.J.'s pen, Frankie's package of bubblegum, five marbles, a chalkboard eraser, several other pens and pencils, a little school calendar, a lunchbox and possibly other things.
- Geoffrey: Boy, that sure is a lot of stuff. I wonder what is going on.
- Chelsea: I don't know. All I know is that I want my favorite barrette back.
- Geoffrey: Hey, I have an idea. It seems that we have someone who likes taking things that don't belong to him or her. How about if we try to trick whoever it is into taking something we lay out and we can catch them in the act of stealing it and maybe get all of our stuff back?
- Charlotte: That's a brilliant plan. What should we use for bait to catch the thief? It seems the person likes bright and unusual things.
- Chelsea: I have that new pencil sharpener that I just brought to school. It has stars and stripes all over it. I can make a big deal out of it so everyone knows I have it and then put it in my desk.
- Geoffrey: Great idea. We can stay close to the windows at recess and see what happens. How does that sound?
- Narrator: Everybody liked the idea so it was decided to put the plan into action tomorrow.

Chelsea: (The next day right before recess, talking really loudly) Guess what Shelley? (Shelley sits in the seat next to Chelsea.) I have this new pencil sharpener. My mom bought it for me this last weekend. Isn't it cool. It has all of these colors and is brand new.

Shelley: Yeah, it looks great Chelsea.

Narrator: The plan has been set and it will only take some time until The Commandment Kids catch who is stealing items from the classroom. They didn't have any idea who it might be, so it was a complete surprise when they finally did catch the thief. The Commandment Kids were trying to be cautious as they watched the windows to their classroom during recess. Nothing happened during the first recess, but after lunch was a different story.

Chelsea: I hope something happens this recess. I'm getting tired of standing around watching this window. I want to go play four square or swing.

Kassy: Sssshhhhhh. I see someone in the classroom.

Charlotte: Who do you see? Who do you see?

Kassy: You'll never believe this. I can't believe it, but he is going for Chelsea's desk. Now he's looking in it. Go get T.J. We just caught a thief.

Narrator: While Charlotte ran to get the guys, Chelsea and Kassy saw Wilson James II take out the pencil sharpener and place it in his pocket. The Commandment Kids then told their teacher who asked Wilson to stay after school. After school the teacher and The Commandment Kids asked Wilson if he had seen Chelsea's pencil sharpener.

Wilson: Have I seen the pencil sharpener? No, why do you think I have seen it? I didn't know it was missing. Why did I have to stay after school? And what are those kids doing here?

Chelsea: What is that in your pocket, Wilson?

Wilson: Oh nothing.

Teacher: Wilson, I need you to take out what is in your pocket.

Wilson: I don't have to listen to you.

Teacher: Well, we can call your parents and have them come over if you want.

Wilson: (He pulls out the pencil sharpener and hangs his head in shame and embarrassment) Here it is. How did you know I had it?

Teacher: Chelsea, is that your pencil sharpener?

Chelsea: Yes.

Teacher: Okay kids, you can leave now. I need to talk to Wilson.

Narrator: The principal, the teacher, Wilson, and Wilson's parents had a conference where Wilson told them he didn't need the things he had stolen, but he liked the thrill he got doing something he wasn't supposed to do. Often when things are stolen, they are stolen not out of need, but out of being selfish and deceitful. Later on The Commandment Kids were talking about this very idea.

Chelsea: I can't believe Wilson was the thief. He's the richest kid in school. Why would he do it?

Charlotte: I don't know. Maybe he liked doing something he wasn't supposed to do or maybe he was just being selfish and thinking only about himself.

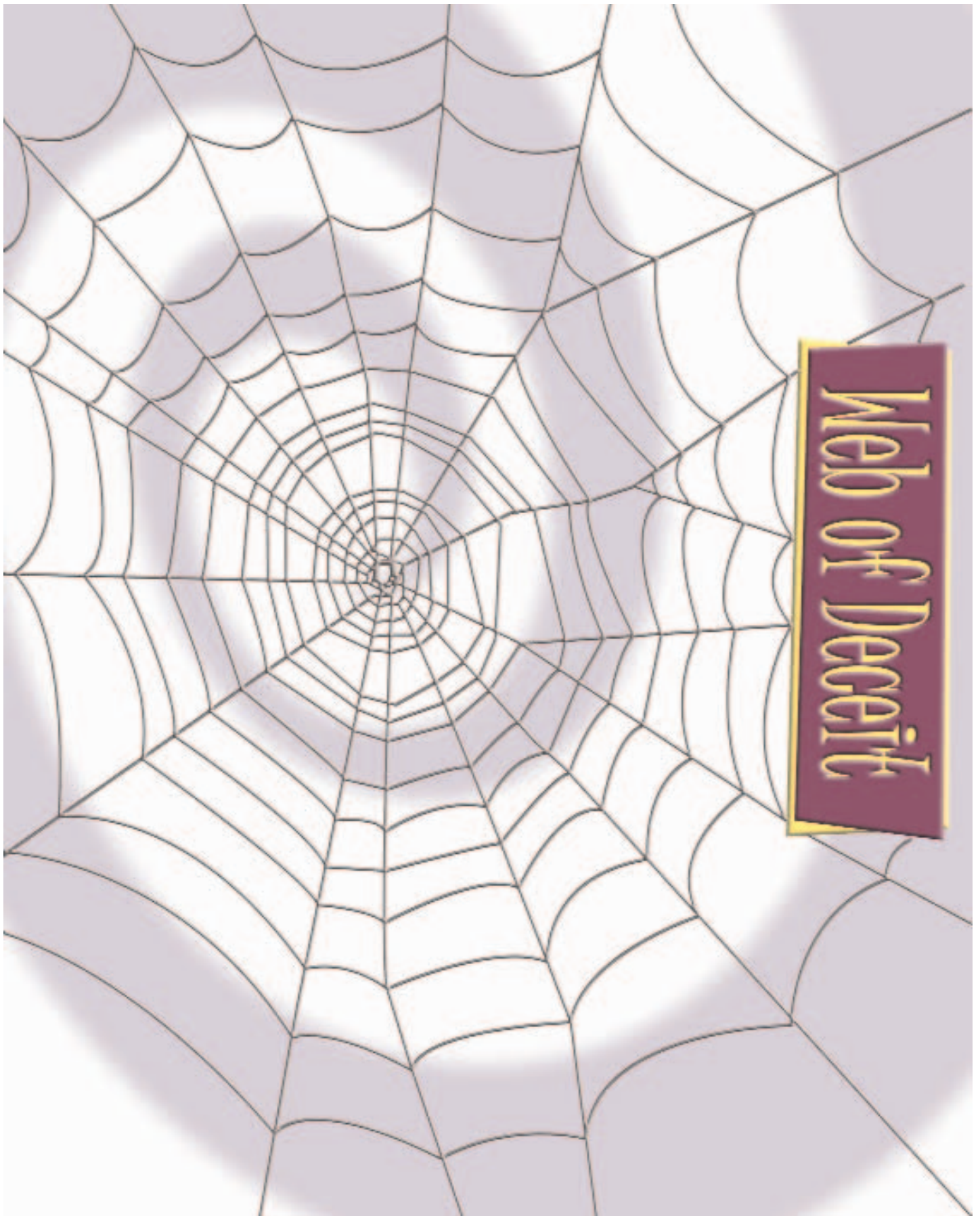
T.J: Well, I hope he's learned his lesson. Apologizing to everyone and sessions with the school counselor should teach him not to steal anymore. As Commandment Kids we know stealing goes against how God wants us to act. Remember commandment eight. God tells us, "You shall not steal." When God tells us not to do something and we do it anyway, you know something is going to happen.

Goeffrey: You know, he hurt himself as well as everyone he stole from. Everyone he stole from lost their things for awhile and now everyone knows it was him and everyone thinks less of him now.

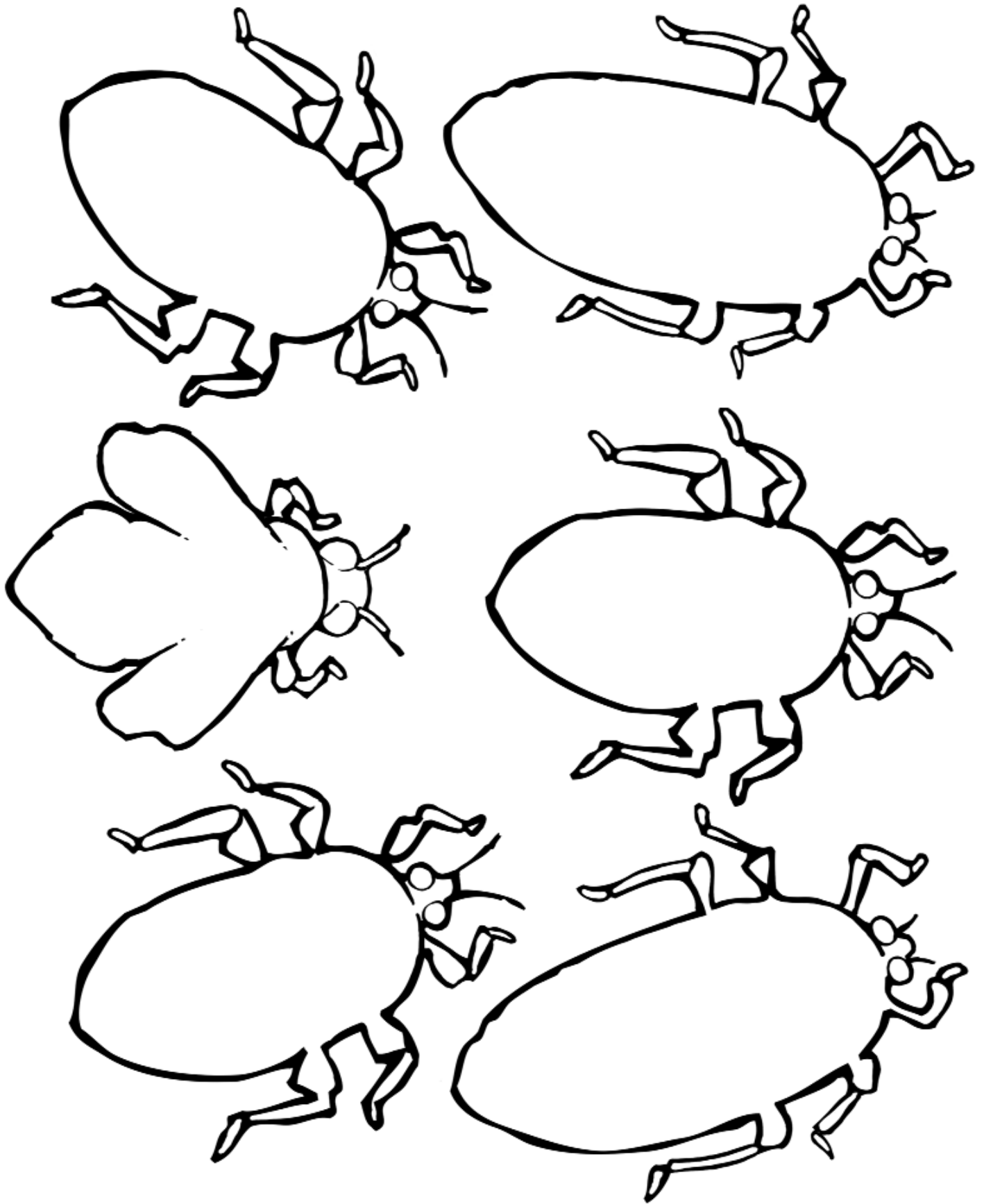
Frankie: That's the way it is with stealing. Everyone is hurt. I bet Wilson didn't think taking those little things would hurt him, but all thieves get caught some time and then they have to face the consequences of what they did.

Narrator: It is true. A thief not only hurts others, but also him- or herself. Stealing always includes selfishness and deceit. God does not want us to act in that way. He can help us not to steal and to take pride in working for the things we have.





**CARVED IN STONE ARTWORK, LESSION TEN - WHAT'S YOURS IS NOT MINE, WEB OF DECEIT WORKSHEET**



CARVED IN STONE ARTWORK, LESSION TEN - WHAT'S YOURS IS NOT MINE, WEB OF DECEIT BUGS

# Children's Lesson Eleven

## I Will Tell the Truth

### PURPOSE

The purpose of this lesson is to teach the children that saying things against their neighbors or friends is wrong. God wants all of us to live our lives speaking honestly and truthfully. It is only when we build our lives on honesty and truthfulness that we have a solid foundation on which to base our actions and our very lives. We focus on behavior that deliberately tells things about others in order to hurt them or to get ahead. This intentional dishonesty has many consequences. Children must be aware that honesty and truthfulness is what God requires of all who call themselves Christians.



### OBJECTIVES

The children will:

- Understand the ninth commandment
- Understand that to build our lives on dishonesty is like building a house of cards. It can come crashing down any minute.
- Realize that our lives are to be built on bricks of truth.

### SCRIPTURE

- Exodus 20: 16

### WHAT YOU NEED

- Commandment Crest and ninth badge
- Glue
- Several decks of cards (any type of cards will do)
- Bricks of Truth worksheet
- Unlined 3"x5" index cards
- Colored tissue paper, several colors
- Black construction paper 11"x14"
- A copy of the story for each child
- Scissors
- Scotch tape
- Markers
- Copy of ninth commandment to place on bulletin board

## SETTING THE SCENE

1. **Commandment Badge.** The children need to locate their Commandment Crests and glue the next commandment badge on.

2. **Commandment Fish Memory Review.** This memory review game is built on the principles of the game Go Fish. Using a deck of cards you will make the children try to get books (four cards with the same number on them). Once they get a book, they must say the commandment that corresponds to the number on the cards they have in the book. For example, a child has four cards with the number "1" on them. He lays them down in front of him and he must say the first commandment. If he cannot say it, his partner to the right has a chance to say it. If she can recite the commandment, then she gets the book. If she cannot, the next person on the right gets a chance. If no one can say the commandment the cards need to be reshuffled back into the deck. Play until all the books have been used and all the commandments have been said.

To make and use the cards ...

A. Use index cards or make your own cards by cutting construction paper to 3"x5". You need four cards per commandment being reviewed, so for this lesson you would need 36 cards (four cards times nine commandments).

B. Write the numbers corresponding to the commandments on four cards. (Four cards have "1" written on them, four cards that have "2" written on them, four cards that have "3" written on them and so on.)

C. This game works best with three students in a group, but you can play with as many as four or five. You will need to make as many decks as you need for the number of groups you have.

D. Give each group a deck of Commandment Cards. Shuffle the deck and hand out six cards per child in the group.

E. Review the rules of Commandment Cards. One person will start by asking another person if they have a particular number on any of his or her cards. If he or she does then he or she must give those cards to the asker. If he or she doesn't have the asked for cards he or she says "Go Fish" and the asker must pick a card from the deck. Once a child has a book, he or she must lay the cards in front of him or her and say the corresponding commandment. For example, if the player lays a book of number "1" cards down, he or she must recite the first commandment. If that person cannot say the commandment, the player on the right has a chance to steal the book of cards by saying the commandment correctly. If that player can say the commandment correctly, he or she moves the book of cards in front of him or her. If the person to the right cannot say it correctly, the next person to the right gets a chance and so on. If no one can say the commandment correctly, then the cards need to be reshuffled into the deck of cards. At the end of the game, the person with the most books wins.

3. **The Gossip Game.** This is a game that all of the children have probably played. The focus for this game and this lesson is to show how things told to each other can be distorted over

time. Rumors often start with a small grain of truth, but as it goes from one person to the next the rumor grows and grows until it is not anything like the original idea. That is why we don't want to gossip about our friends. If we begin to say bad things about them and tell a couple of friends, the rumor turns even worse. God wants us to see other people like He does. They may have their problems and hang-ups, but each one has been created in the image of God. We need to seek to find the good in people instead of passing along bad information about them.

A. Line all the children in a semi-circle.

B. Begin by telling the first person in line a sentence. It could be a Bible verse or a silly statement like "Billy Bob likes to go swimming." Almost any type of sentence will do.

C. The first person in line whispers the sentence in the ear of the second person in line. The second person in line tells the third person and so on until everyone has heard the sentence.

D. Ask the last person in line to tell the class what he or she heard. More than likely it will not be anything like the sentence you told the first person. Tell the class what you told the first person. You may want to do this several times. The point of this game is to focus on the uses of language and how the words we say to others can change from one person to the next. We do not want to deliberately say anything to anyone that would hurt our neighbor, not even one person.

4. **House of Cards.** Lying is like building a house of cards. With several decks of cards on a table, let the children try to build houses made out of cards. The teacher may want to show them how to do it. After some time of trying to build the houses, ask **Was that hard to do? Why? Lying is like trying to build a house of cards. Why do you think so? When we build our lives on falsehoods and lies our lives can crumble at any minute.**

## TRANSITION

Say **God wants us to build our lives on truth and honesty, especially when dealing with other people. Let's see what The Commandment Kids have to say about this commandment, "You shall not give false testimony against your neighbor."**

## STORY

Distribute the story, then read it let the students read the parts of the story.

## QUESTIONS

1. **Have you heard rumors before?**

2. **Why do you think people start telling false stories about other people?** (They are hurt or angry; they want others to feel bad like themselves.) **Why is it wrong to start rumors?**

3. **Do you think Kassy should have handled the situation differently?**

4. **What would you do if someone was spreading false testimony about you?**

## ACTIVITIES

1. **Stained Glass.** The children need to know that not only are they to refrain from spreading lies about a friend, to fully keep this commandment they need to start looking for the good in people. If they are looking for the good things in people, then they won't have time to search for the bad. It is kind of like a stained glass window. In the dark the window looks normal, but when the sun shines we see beauty in the window. God is like the sun and we are like stained glass windows. If we can begin to see people in the light of God's love, then we can concentrate on the good things of life. The children will create a stained glass picture to hang in their windows at home to remind them to see people in God's light.

A. Hand each child a black piece of construction paper 11"x14".

B. They need to fold it in half so the result is a 5 ½"x14" folded piece of paper.

C. Using scissors, the children need to cut through both layers of the construction paper, creating holes in different shapes all over the paper. The children need to make sure the paper stays together when they cut it, so the shapes will be uniform for both pieces of paper. For the younger children, the teacher may want to tape the corners to help keep the papers together. Shapes could include squares, circles, diamonds, clover-shapes, etc.

D. When enough holes have been cut to make a design, the children need to open the paper back up and begin to glue colored tissue paper over the openings on the inner side of the bottom sheet. Have them put the glue on the surrounding black part of the hole so the glue won't show through on the colored paper. The children need to use as many colors as they can, to make it look like a stained glass design. To facilitate this the teacher may want to precut the tissue paper in various sizes before class.

E. Once they have glued colored tissue paper on the hole designs, then fold the top black sheet over and glue along the sides. They now have a stained glass design to take home and tape on their windows.

2. **Bricks of Truth.** If the children tried to build a house made of cards, they know that cards are not that easy to work with. The analogy was that everyday the children are building the foundation for their lives and if they build it with lies, rumors and bad feelings for others, their world can come crashing down at any minute. Lies are not what we want them to be building their futures on. We want them to be building their futures on the truth and practicing telling the truth and looking for the good in people. For this lesson, the children will use Bible verses to discover the promises of what happens when they tell the truth and develop a honest and truthful life.

In pairs, have the children look up the Bible verses found on each brick on the Bricks of Truth worksheet. Then each child needs to write in the bricks the promise of what happens to those who are truthful and honest. When the children are finished, discuss together the promises found in Proverbs concerning those who are truthful and honest.

Remind the children that there is one more commandment to study. Encourage them to continue memorizing all Ten Commandments.

End with a prayer.

## STORY

- Narrator: The Commandment Kids were on the playground one day when Charlotte heard something that didn't make her very happy.
- Charlotte: Kassy, I don't know if you know it, but someone is spreading rumors about you. I just heard someone say that you don't play fair when you play soccer and volleyball and that you are mean to your teammates. Now, I know that is not true, but I thought you might want to know what's going on.
- Kassy: (too shocked to really speak) Oh, Okay.
- Charlotte: Kassy, are you all right? You look kind of funny.
- Kassy: No, I'm okay, but who would say those things about me? Everyone knows I'm a Christian and I play fair.
- Charlotte: I don't know who started the rumor, but those girls over there (pointing to a group of girls by the swings) were talking about it.
- Kassy: I don't know what to do. Should I go talk to them? Oh, there's the bell to go in.
- Narrator: Kassy noticed the stares and the pointing fingers as she made her way into the classroom. This hurt her because she knew that what people were saying was wrong. Later that day The Commandment Kids tried to help Kassy figure out what to do.
- Frankie: We know and lots of other people know that those are just lies someone is spreading. Don't think anything about it.
- Kassy: It's hard not to do anything. I feel like I need to say something to someone, shout it off the school roof, but I don't know who started the rumor. If I did maybe I could talk to them.
- T.J.: How about if we ask around and talk to some people to see if we can find out who started the rumor. It's probably best to talk to that person first.
- Kassy: Okay.
- Narrator: The Commandment Kids for the next couple of days did some snooping around, asking questions quietly here and there and found out that Natalie was the one who had started the rumors about Kassy. Natalie was in a different grade and Kassy didn't know her very well which surprised all of

The Commandment Kids.

Kassy: I hardly know her. Why would she say those things about me?

Chelsea: I don't know, but maybe you could talk to her and see what's going on.

Narrator: Kassy talked to her parents that night and they said they would do something about it, but Kassy decided she wanted to try and handle it herself. The Commandment Kids managed somehow to get Natalie to the oak tree that very next afternoon. Kassy never found out how they did that, she only knew that she stood face to face with the girl spreading false stories about her. She was now wishing that she had let her parents handle this.

Kassy: Hi, Natalie.

Natalie: Yeah, Hi.

Kassy: I don't know what to say, Natalie. I'm not sure what's going on. Why would you want to spread lies about me?

Natalie: Oh yeah, like you don't know?

Kassy: No, why?

Natalie: You really don't know do you? What soccer team are you on?

Kassy: The Bombers.

Natalie: And you tried out a couple weeks ago, right? Well, my parents found out that you and me were the contenders for the last spot on the team. Well, we know who made the team don't we?

Kassy: Natalie, I was not aware of that. I didn't know how they picked the team or who was even in the running for the team until they posted the team member chart. I'm sorry you feel like I have wronged you, but we both tried out and we knew before we tried out that we might not make it. You'll have other chances, won't you?

Natalie: No, that's it for me. Remember I'm a year older than you. All I ever wanted was to be part of that team and you ruined it for me.

Narrator: At that time The Commandment Kids who were listening to what was being said had to jump in to defend Kassy.

Charlotte: Natalie, you know Kassy plays fair and if she made the team it was because she earned it fair and square. It's not fair to her for you to be saying those

things about her.

Natalie: I don't care. I'm mad at Kassy. (As she said this she stalked off leaving The Commandment Kids astonished by her actions.)

Kassy: Now what am I to do?

Geoffrey: Kassy, Natalie is just mad at you and she knows you won that spot on the team fair and square, she just wants to take her anger out on someone.

Kassy: Yeah, I just wish it wasn't me.

T.J.: That she is doing is wrong. It breaks the ninth commandment. Charlotte, do you have your Bible?

Charlotte: Yes, sir, right here. The ninth commandment says, "You shall not give false testimony against your neighbor." That is exactly what Natalie is doing. She is spreading rumors, false ideas about Kassy.

Frankie: You know, you can't do anything about her. All you can do is keep your head held up high and go on with your daily routine. Anyone who knows you knows those rumors are false.

Kassy: I know, but there is one thing I can do. I can pray for Natalie. I can pray that she will see I mean no harm to her and that I want to be friends.

Chelsa: Well, if you can do that after everything she has done, the least the rest of us can do is pray with you. How about it Commandment Kids?

Narrator: All The Commandment Kids agreed to pray for Natalie and that Kassy would not let the false stories affect her. Rumors affect not only the people the stories are about, but everyone else, especially those who start the rumors because they want to be mean.



# BRICKS OF TRUTH

Proverbs 14:3

Proverbs 24:26

Proverbs 21:23

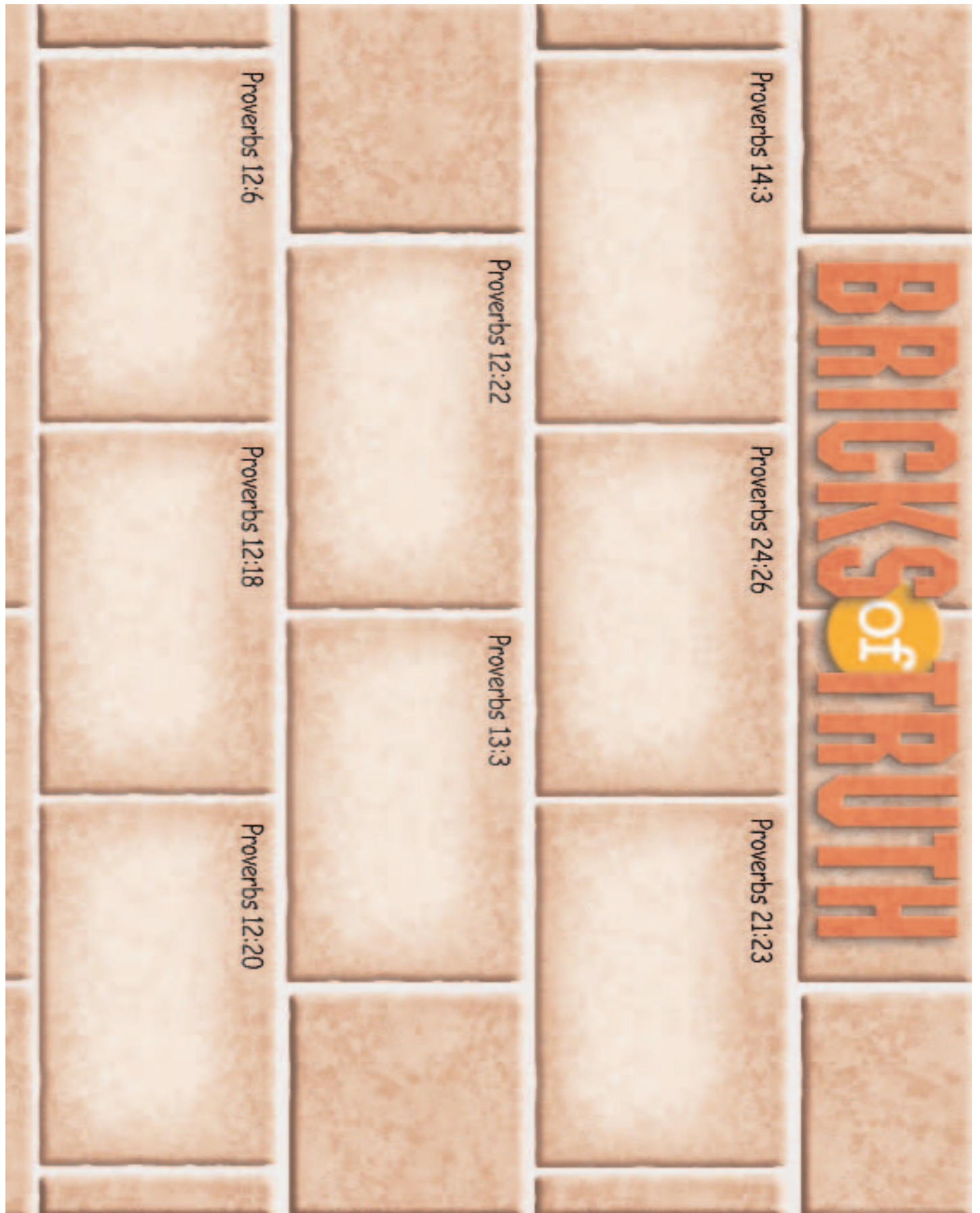
Proverbs 12:22

Proverbs 13:3

Proverbs 12:6

Proverbs 12:18

Proverbs 12:20



## CARVED IN STONE ARTWORK, LESSON ELEVEN - I WILL TELL THE TRUTH, BRICKS OF TRUTH WORKSHEET

# Children's Lesson Twelve

## What's Mine is not Yours

### PURPOSE

The media, T.V., magazines, movies, video games all play to children's desire to have things and to be popular. Sometimes if a child doesn't have fashionable clothes or the latest video games, they are seen as losers and not cool. Advertisers rely on these feelings of inadequacy to get children to buy their products. The children's market is now one of the fastest growing markets, with companies appealing to the whims and desires of children as young as five through the teen years. Desires and wants are okay, it is when the children begin to want what others have that troubles begin. The children need to be aware that to want only what someone else has is to covet and to covet is wrong.



### OBJECTIVE

The children will:

- Be introduced to the tenth commandment.
- Review all of the commandments they have learned so far.
- Be introduced to the difference between wanting an object and coveting an object.
- Examine their own lives and decide what things and people for which they are thankful.

### SCRIPTURE

- Exodus 19: 17
- I Kings 21: 1-28

### WHAT YOU NEED

- Commandment Crest and tenth badge
- Glue
- Unlined 3"x5" note cards
- Markers or crayons
- Construction paper, 11"x14"
- Colored tissue paper cut in strips of 2"x10" or rolled crepe paper
- Brown grocery sack for each child
- Copy of tenth commandment to place on bulletin board
- A copy of the story for each child
- Stapler
- String or yarn
- Crepe paper or colored tissue paper

## SETTING THE SCENE

1. **Commandment Crest.** The students need to locate their Commandment Crests and glue the final commandment on their crests.

2. **Memory game.** The children can review the previous commandments by playing a memory game. On unlined index cards write the different numbers and then on other unlined index cards write the corresponding commandment. For example, on one card you would write the number "1" and on another card you would write the corresponding commandment, "You shall have no other gods before me." On one card write the number "2" and on another card write the corresponding commandment, "You shall not make for yourself an idol." Do this until all of the commandments to be reviewed have been written out. Shuffle the cards and then lay them down with the blank side up. The children will take turns turning one card over and then trying to match it with the corresponding number or commandment. If the child did not make a match the cards need to be turned back over and the next child will try to make a match. Play the game until all the matches have been made. The ideal number for this game would be two or three children per game. Several packs of index cards can be made so several groups can review the commandments at the same time.

## TRANSITION

Place a copy of the ninth commandment on the bulletin board and have the students repeat it after you. Ask **What does covet mean?** ("Covet" means to want or desire something that belongs to someone else; not just something like what someone has, but the actual object that the other person has.)

**Let's see what The Commandment Kids have to say about this last commandment.**

## STORY

Read the story or distribute copies and let the children read the story.

## QUESTIONS

1. **Have you ever wanted something that belonged to someone else?**
2. **Why is coveting wrong? What does it do to you on the inside?** (Coveting makes you think you can't be happy with what you have. It makes you feel unhappy, and coveting something or someone consumes all your thoughts and feelings, so you no longer have time for anything or anyone else.)
3. **What can you do when you realize you may be coveting something?** (Begin to think about your blessings and the things you have. To be thankful for what you have.)

## ACTIVITIES

1. **Contentment Carpet.** For the younger children, this activity will help them see the things they have to be thankful for. Give each child a brown paper grocery sack. It needs to be slit open on one side creating a piece of paper roughly 36"x16". Also cut the bottom out of the sack. Fringe the ends of the sack a couple of inches, so it looks like a small rug. With

markers, crayons, etc., the children need to write about or draw pictures of things they are thankful for. For example, a picture of their family, their bicycle, a pet, their TV, etc. After the children are finished, let them share the things they are thankful for. Then tell them to sit on their piece of paper. Explain to them that they are now sitting on their contentment carpet. To be content is to be satisfied with what you have and with who you are. Whenever you start thinking about what others have and how you would like what they have, sit on your contentment carpet and think about everything and everyone you are thankful for. This helps you to keep your eyes focused on the most important things. When you begin to covet you usually become unthankful for what you have. You diminish the temptation to covet when you are thankful for what you have.

2. **Thankfulness kite.** Give each child a piece of construction paper 11"x14". With markers, crayons, etc., have the student write down names of things or people they are thankful for, or they may want to draw pictures of the things for which they are thankful. They may want to decorate the edges of the paper also. When they are finished with their words or pictures, have them roll their papers to create an 11" tube. Staple the ends together to form this tube. Staple a piece of string to the two ends of the tube so the children can hang their thankfulness kite. Add streamers made of yarn, crepe paper or strips of colored tissue paper to the bottom of the tube. Explain **You need to hang this in your room so you can see it. When you begin thinking about what others have, this kite can help you remember to be thankful for what you have. You are less likely to covet when you are thankful for what you have.**



3. Make sure all of the children have the Ten Commandment Worksheet from lesson two so the children can continue to memorize the Ten Commandments. Reinforce the idea that anyone who can say all Ten Commandments will get a special prize next week, the last week in this unit.

**It is all right to want and desire things, but when wanting the object becomes all powerful and you only think about that thing, then you are coveting that object. When you realize you are doing that, a good way to stop it is to begin thinking about what you have to be thankful for. Thankfulness drives away the thoughts of covetousness.**

End in with a prayer.

**I**t is all right to want and desire things, but when wanting the object becomes all powerful and you only think about that thing, then you are coveting that object. When you realize you are doing that, a good way to stop it is to begin thinking about what you have to be thankful for.

# STORY

- Teacher: Class, I want to show you something--a new addition to our science lab--a new super 2X4G telescopic microscope. It belongs to a friend of mine. She is letting us borrow it for our next science unit.
- Narrator: Charlotte, the "Science Queen" looked longingly at the microscope. She knew the microscope was very special and one of a kind. She had seen one like it advertised in one of her science magazines and knew it was very, very expensive and the top of the line for microscopes. She stared intently at the microscope. Her thoughts were a muddle of longing and desire, wanting to take the microscope for herself but knowing she couldn't have it. After school, she talked to The Commandment Kids about the microscope.
- Charlotte: I can't believe that new microscope we get to use. It is so awesome. I saw in my Science Lab magazine that there are only five of those microscopes made so far. That tells you the microscope is very special.
- Frankie: What's the big deal about the microscope?
- Charlotte: What's the big deal? I can't believe you asked that. It is only the best microscope to see the intricate blood vessels of any insect in the world.
- Chelsea: Big deal! I don't really care to see insects on the ground or under a microscope. You can have the insects and the microscope.
- Charlotte: (under her breath) Yeah, I wish I could have that microscope.
- Narrator: The next day Charlotte stayed in during recess and after school to do experiments on the new microscope.
- Teacher: (after school a few days later) Charlotte, you probably need to head home now. I need to lock up the classroom and head home myself.
- Charlotte: Okay. Oh how I wish I had this microscope. What I couldn't do for the Science Fair with this microscope.
- Narrator: For the next week Charlotte talked about and worked with the microscope and only the microscope. It was like her thoughts and actions became consumed by the microscope. Everything else, even her friends, were forgotten. A few days later...
- Geoffrey: Hey, Charlotte, can you come to the oak tree today after school. We're going to have a Bible study.

Charlotte: Well, I was going to work on a science experiment, but I guess I can come. See you there.

Narrator: Later that day the other Commandment Kids met together to talk about Charlotte's obsession with the microscope.

Geoffrey: Have you see Charlotte lately?

Frankie: I don't think any of us have seen her. All she does anymore is talk about that microscope and stay after school to use the microscope.

T.J.: Something about this whole thing doesn't seem right. I know it's okay to want things and enjoy working or playing with our things, but Charlotte has taken this obsession with the microscope a little too far. Don't you think so guys?

Chelsea: I think so. She never talks about anything other than that microscope. And sometimes I catch her just starring at it, like it is alive or something. It's kind of creepy if you ask me.

Geoffrey: I asked her to come after school today and I thought we could talk to her about it. Last week at Sunday School we talked about King Ahab and Naboth's vineyard. Does anyone know that story?

Frankie: I don't. Tell us about it.

Geoffrey: Well, King Ahab was a bad king and was very mean. One day he saw a vineyard that was very nice. He decided he wanted that vineyard. The only trouble with wanting the vineyard is that it belonged to someone else. Even though it belonged to someone else, he still wanted it. He called the owner, Naboth, saying he wanted to buy the vineyard from him, but Naboth refused. Then King Ahab said he would give Naboth another vineyard instead of the one King Ahab wanted and again Naboth said no. King Ahab sat around and thought only about that vineyard until he became very angry. He wanted that vineyard! To get it he paid some people to lie about Naboth which caused Naboth's death and then he took the vineyard for his very own. This was terrible because he wanted something so badly, it made him do evil.

Kassy: You know, that kind of sounds like the idea behind the last commandment. All right Commandment Kids, what does the last commandment say? Remember it says, "You shall not covet your neighbor's house, or anything belonging to your neighbor." Exodus 20:17.

Chelsea: What does covet have to do with anything? And what does covet mean exactly?

Kassy: Covet means you want something that belongs to someone else. And coveting also means because you want something so bad, you might just do something you aren't supposed to be able to get it. Do you think Charlotte is coveting that microscope? I hope she doesn't do anything bad to get it.

T.J: I don't think Charlotte has done anything bad yet, but she needs to understand about coveting objects, especially a certain microscope. Oh, here she comes now. Geoffrey, why don't you tell her about King Ahab and Naboth and the rest of us will talk to her about the last commandment.

Narrator: All of the kids agreed and Geoffrey told Charlotte about the Bible story. Charlotte is very smart and she understood early on what The Commandment Kids were trying to tell her.

Charlotte: Okay guys, why are you telling me about this Bible story and the last commandment?

Kassy: We are concerned about you Charlotte. We hope you are not coveting that microscope we have in the classroom. We don't want you to do anything bad to get that microscope.

Charlotte: I must admit, I have thought about how to get that microscope and now I am ashamed to have to admit that. I now know it is wrong to want something that belongs to someone else so badly that you would do anything to get it. I sure don't want to be like King Ahab. I want to be a Commandment Kid! And to do so I think I need to think a little more about that last commandment. Thanks for setting me straight. I still like that microscope, but I guess the one I have at home is okay too. Hey, you guys want to play soccer tomorrow for recess. I've been paying so much attention to that microscope, I haven't had recess all week. I'm ready to play with something else now.



## Carved in Stone

*Embracing God's Value System*

### Children's Lesson Thirteen

# The Commandment Kids Party

#### PURPOSE

The purpose for this lesson is to celebrate all the hard work of the children for the last 12 weeks. This week should be fun and games as the children realize the achievement of memorizing the Ten Commandments and seeing how they can be used as moral guidelines for their own lives.



#### OBJECTIVES

The children will:

- Celebrate their success in memorizing the Ten Commandments.
- Have fun reviewing the Ten Commandments.

#### SCRIPTURE

- Exodus 20: 1-17

#### WHAT YOU NEED

- Small prizes for the winners of the games: pencils, candy, knick knacks from a Christian bookstore do well.
- Plastic visors from a hobby store or posterboard
- Yarn ball
- Set of jacks
- Masking tape
- White paper, 8½"x11"
- Markers
- Beads, glitter, stickers, etc.
- Elastic string
- Hole punch
- Ten Commandments Rap song
- Award certificates
- Completed Commandment Crests
- Treats



## SETTING THE SCENE

For this session the teacher can pick any of the following activities to review the Ten Commandments. The final activity of this lesson should be the awarding of the certificates for memorizing all of the Ten Commandments. (Throughout this lesson you will want to test the individual children to make sure they know the commandments.) So the children need not wait long for a particular game, you may want to create game stations throughout your room and have several games going on at one time with a volunteer at each game station to help. Depending on the number of children in each class, you may want to bring together all of the children, first through sixth grades, for the party.

## ACTIVITIES

1. Jacks or hopscotch games as described in lesson eight.

2. **Commandment Ball.** A ball of yarn or any other soft ball can be used for this game. Have the children sit in a circle. Toss the ball to someone in the circle and say a number from one to ten. The person who catches the ball must say the commandment that corresponds to the number called. If the child cannot say it, the group says the commandment. Then have the child holding the ball say a different number and toss it to someone else in the group. The one who catches the ball must say the corresponding commandment. If he or she cannot, say it as a group. Keep the game going until everyone has had a turn or all of the commandments have been covered a couple of times.

3. **Commandment Walk.** On 8 ½"x11" sheets of paper, write the numbers one through ten, one number per sheet of paper. Tape the papers on the floor in a big circle. Divide children into groups of ten. (Only ten children can play at a time. If you have more children, they can be playing another game elsewhere in the room.) Have each child stand on a number, then have them start walking from one number to the next. After a few moments, the teacher can either draw number from a hat or just state a number. The child standing on that number needs to say the corresponding commandment. If he or she can say it, he or she gets to stay in the game. If he or she cannot say it, he or she needs to sit down. Continue on until there is only one player left. This player gets a prize for being the last one in the game.

4. **Commandment Visor.** Using plastic visors found at a hobby store or homemade visors, the children will make a sun visor to proclaim to all that they are Commandment Kids. If you are using plastic visors, use either colored glue or fabric paint to have the children write "Commandment Kid" across the front of it. They can decorate it with beads, glitter, yarn, stickers, or other craft items you may have on hand. Let the visors dry and the students can wear them home.

If you are using homemade visors use the pattern for the visor included in this lesson. You may want to cut out the visors beforehand or have patterns for the older children to use. Use white poster board for this activity. Using the pattern for the visor, cut a visor out of poster board. Punch a hole on each side of the visor and tie ends of an elastic string the size of the child's head to each hole. Let the children write "Commandment Kid" across the front with colored glue, or fabric paint. They then can decorate the visor with beads, glitter, yarn, etc. The children now have sun visors that proudly display that they are Commandment Kids.

5. **Commandment Song.** Review the Ten Commandment Rap song from lesson nine.

6. **Commandment Party.** Because this is a party, you may want to provide treats at the end of this lesson.

For the final activity, bring the class together to hand out the awards for memorization of the Ten Commandments. By now you should know all those who memorized all of the commandments. Using award certificates found at a school supply, office supply or hobby store, present the certificates to each hardworking and deserving child.

Allow the students to collect their Commandment Crests and Commandment Visors so they can take these items home.

Have a good time celebrating the children's accomplishments.

