

### Additional Activities

#### 1. Listen to God's Law

##### **INSPIRE ACTION—Rules in Stone** (10 minutes)

*This matching activity helps children understand what the Ten Commandments are.* **Supplies:** butcher paper, markers, paper, tape, thumbtacks

Before class, draw ten large tablets that resemble the stone tablets that God gave to Moses on butcher paper. Put a number on each one. Cut them out. Tack them to a wall.

During class, have kids draw a picture of any one commandment. When everyone is finished, read the commandments in order. Have those children who drew a picture of that commandment tape their picture to that butcher paper tablet. They can explain how their picture relates to the commandment.

**Those are some great pictures of the Ten Commandments! These are God's rules and we should obey them. We'll be learning more about each commandment as we go along.**

##### **Ten Commandments** (5 minutes)

*This snack demonstrates how God carved the commandments into stone.* **Supplies:** cheese, saltine crackers, napkins, cup of water

Give children cups of water and saltine crackers on napkins. Then give them each a piece of cheese. Have them use the corner of their saltine cracker to cut the cheese into a stone tablet. As children eat, discuss how God was able to cut into stone as easily as they cut into that cheese.

##### **Commandment Role-Plays** (25 minutes)

*This role-play activity illustrates each commandment.* **Supplies:** Bible, paper, markers

Before class, write each commandment down on a separate slip of paper.

- Know that God is the one and only true God.
- You should not worship anything or anyone but God.
- You should not use God's name in vain (use God's name the wrong way).
- You should keep the Sabbath day holy.
- You should respect your parents.
- You should not murder.

- You should keep the marriage vow (promise) holy.
- You should not steal.
- You should not lie.
- You should not covet (not want what is not yours).

Fold each slip, and put the slips into different places in your Bible, with the ends sticking out. During class, divide your students into ten groups. Have each group randomly choose a slip from your Bible. That group needs to act out that commandment so that the rest of the class can guess which commandment they have. As children prepare, help the groups who do not know what to do.

##### **False Commandments** (10 minutes)

*This large group activity reinforces which commandments came from God.* **Supplies:** construction paper, markers, tape

Before class, write the Ten Commandments on separate sheets of construction paper. Then on other sheets of construction paper, write the following false commandments: You should not blow your nose on Monday; You should not do schoolwork on school days; You should eat your vegetables; you should send birthday cards to people on their birthdays; you should wear a coat when it's cold outside.

Mix and hang up the true and false commandments at the front of the classroom. Let the class choose which rules are the real Ten Commandments. They can tear the false commandments off of the walls. Discuss that some of the false rules are silly and others are good. Just because a rule is good does not mean that it is one of God's Ten Commandments.

#### 2. #1—Follow the LORD Only

##### **Cupcake Decorations** (15 minutes)

*This snack helps children celebrate the uniqueness of what one and only one means.* **Supplies:** cupcakes, icing, gumdrops, licorice, and other candy, birthday candle

Have one cupcake already decorated with a candle on top of it. Celebrate that you have one and only one God. Pass out one cupcake with icing on it to each child. Let them decorate the cupcake with one of each candy. They can only use one of each item to celebrate that God is the one and only true God.

**God First** (10 minutes)

*This demonstration illustrates how quickly we put things before God.* **Supplies:** three cups, candy, picture of Jesus

Line up three cups. Under two of them, put a piece of candy. Under one, put a picture of Jesus. Move the cups around. Then choose a volunteer to choose a cup. If they choose the candy, which most will, give them the candy. If they choose Jesus, say: **You have chosen best. If you always choose Jesus over the things of the world, you will live a good life.**

Continue replacing the candy and letting children choose until every child who wants to play gets to play. When the whole activity is over, give the children who chose Jesus two pieces of candy. **You always come out a winner if you choose God over the things of the world.**

**Leap for God** (15 minutes)

*This game encourages children to say that there is one and only one God.*

Have the class form a line. All the children in the group should put their hands and then duck their heads down to be lily pads. The last person in line should say, "There is only one, true God!" Then that person can play leap frog all the way up the line of students. At the front, he or she should become another lily pad like the others. When you point to the next student in line, she or he can say, "There is only one, true God!" and play leap frog all the way to the front of the group. If children have dresses on or do not want to leap over others, they can say the line and weave in between the other children until they reach the front. Continue until every child has had a turn.

**Button, Button** (10 minutes)

*This game challenges children to seek one and only one object.* **Supplies:** one large button

Have students sit in a circle on the floor. Choose one volunteer to go to the center of the circle and close their eyes. Let children pass around a large button until you say: **Stop.** Then the person with the button should put it in his or her hands and put his or her hands behind his or her back. All the other children should put their hands behind their backs. Then the whole class should say, "Button. Button. Who's got the button?" The person in the middle should open his or her eyes and guess who has the button. If a person is guessed, that person should bring his or her hands to the front and set them in his or her lap. The person in the center guesses again. The

game continues until the person in the center guesses who has the button. Repeat by choosing new volunteers to be in the center. At the end of each round, explain that there was one and only one button for the volunteer to choose.

**3. #2—Worship the LORD God**

**Yummy!** (15 minutes)

*This snack reminds children to worship the Creator and not what He created.* **Supplies:** brownies, apple slices, napkins

**I have some yummy food today. Who likes apples? Why do you like apples?** Let children respond. **Who created apples? God. Should we worship the apple or the Creator of the apple, God? God.**

**Who likes brownies? Why do you like them?** Let children respond. **Who created all the ingredients so that we could make these brownies? God. Should we worship the brownie, or the Creator of the ingredients for the brownie, God? God.**

Pass out the snack. **Let's enjoy our food, but give the praise to God.** Have everyone say together, "Thank you, God!" Then let children enjoy their snack.

**Flee** (10 minutes)

*This object lesson shows children how to treat idols in their lives.* **Supplies:** small bowls, water pitcher, black pepper, dish soap

Divide the class into groups of twos. Pass out one small bowl to each group. Fill each bowl halfway with water. Instruct the first child from each group to sprinkle black pepper into the water. Encourage them to make one concentrated circle of black pepper in the middle of it. **Look at how the individual pieces of pepper stay together in the water. Let's pretend that this pepper is us, and we are serving God. What we should do if something becomes more important than God to us.** Have the second child in each group place one drop of dish soap in the middle of the pepper. **What happened?** Let the children respond. **The black pepper fled away from the dish soap. Like the pepper, we need to keep our eyes on God and only God. If something starts to become more important to us than God, we need to flee from it like the pepper moved away from the dish soap.** If there is time, the children may empty their bowls, switch roles, and do the activity again. If you repeat the activity, make sure that all of the dish soap has been washed out of the bowls. Remind students to flee from idols and toward God.

## My Favorite Things (10 minutes)

*This drawing activity reminds children of what they can create and what God can create. **Supplies:** paper, watercolors, paintbrushes, small cups of water, tape*

Hand out a watercolor set, paint brush, small cup of water, and a piece of paper to each child. I want you to paint something that is your favorite. It could be a toy or a type of food or anything that you really like. As children are creating, walk around and ask them about their paintings. Affirm them no matter the level of their painting abilities. As they finish, ask them to tape their paintings to the front wall so others can see them as they dry. Encourage students to walk around, without touching, and see what their classmates have created. **You have created some amazing paintings today, but who created you and gave you the ability to paint?** Let children answer. **Right, God did. Is there anything that we can create that is better than what God created?** Let children respond. **You're right. Our creations are nothing compared to what God can do.**

## Real God (10 minutes)

*This object lesson provides children with a visual that there is only one God. **Supplies:** large plastic bowl, paper, marker*

Before class, cut the paper into slips equal to the number of students in your class. On each slip, write, "False God." On one slip, write, "Real God." Fold up the slips, and put them in a large bowl.

During class, have children sit in a circle. Place the bowl in the center. Everyone should choose one slip of paper, but they should not look at it until everyone has a slip of paper. Then one-by-one, go around the circle and have children read their slips. If they have "False God" on their slip, they should say something that people today treat as if it were a God (i.e., money, clothes, cars, famous people, toys, etc.). When the person who has "Real God" on his or her paper reads it, everyone should shout: **There is only one real God.** No one else in the circle should read his or her slip. Everyone should refold their slips and place them back in the bowl. The activity can be repeated until everyone has had a turn to say at least one thing. In the end, explain that this game is based on chance but in real life we get to choose to follow God and that everyone who chooses Him gets the greatest prize. They will one day get to go to heaven to live with God. **If you want to follow the one, true God, stand up.** Let the children stand up.

## Let's Yell! (10 minutes)

*This discussion will show the children what they get excited about.*

**Supplies:** CD player, Christian music

**Show me how you feel when your favorite sports team wins.** Let children yell and scream. **How would you feel if tomorrow was your birthday?** Let children react. **How would you feel if your favorite relative was coming for a visit and bringing you a surprise?** Let children react. **How would you feel if someone gave you a lot of money that you could use to buy whatever you wanted?** Let children react. **How would you feel if I told you that you get to spend a whole hour talking (praying) to God?** Let children react.

**What were the differences in your reactions?** Let children respond. **Sometimes we don't get as excited about talking with God as we do about getting things. Our God wants to talk to us and wants us to really know Him. Let's try to remember to gladly give our time to Him this week. The more we know Him, the more we will be excited about talking to Him.**

**Let's take a few minutes to worship God with excitement.**

Play a Christian music recording. Let children sing or clap to it if they want. Every thirty seconds or so, stop the music. Have the kids yell praise to God, like, "Praise God," every time the music stops. Repeat quite a few times. When you ask children to return to their seats, remind them that they should not worship any god but the one, true God.

## Drop Everything (10 minutes)

*This game highlights the importance of putting God first.*

**Supplies:** various pictures or objects

Have a collection of pictures or objects representing good things that God has given us to enjoy. Form a circle and begin to pass these things around the circle. When the teacher calls out "Drop Everything!" students will immediately drop what is in their hands onto the floor and turn around once. Repeat this game several times. Explain what this game represents: God should be number one in our lives. When God calls us, we need to drop everything and put Him first.

#### 4. #3—Revere God's Name

##### Animal Names (5 minutes)

*This snack motivates children to explore the reason behind names.*

**Supplies:** animal crackers, napkins, cups of water

Give each child a handful of animal crackers on a napkin and a cup of water. **When God created the world, He asked Adam to name the animals.** Challenge them to give each animal a different name. Let them explore the characteristics that would help them rename each of the animals. Suggest that God's name is holy and should be treated with respect.

##### Bag in a Bag (10 minutes)

*This object lesson demonstrates how to use and misuse the properties of an item.* **Supplies:** four large and four small paper bags

Divide the class into four groups. Open a large and small brown paper bag for each group. The object of this activity is to be the first group to put the bigger bag inside the smaller bag without folding it or changing its shape. Let the groups try to complete the task. If children put the smaller bag inside the bigger bag, explain that the bigger bag has to go inside of the smaller bag. If they try to fold it, stop them.

When every group has given up, agree that it is impossible to fit a large bag into a small bag. Have students sit down. Discuss ways they could have changed the large bag to fit into the smaller bag (i.e., folding, cutting, tearing, etc.).

**If we had done any of those things, it would have changed the nature of the bag. The bag was meant to hold things. If it's folded, it can't hold things. If it's cut or torn, it can't hold things. To cut the bag is one way to misuse it. When you misuse something, it means that you don't use it for the purpose it was intended. Let's read our Bible passage to learn about something that God does not want us to misuse.**

##### Name Scramble (10 minutes)

*This game stimulates children to think of all the names for God.*

**Supplies:** paper, pencils, timer, board, marker or chalk, eraser

Tell children that God has many names. Divide the class into groups of three to five students. Give each group pencils and papers. When you say, "Go," have each group try to write down as many names of God as they know. Time them for three minutes. The group that has the most names for God is the winner. Have each group write all their names for God on the chalkboard. You can erase all the repeat words. Then have the whole class say all the names of God that are on the board.

#### 5. #4—Rest One Day

##### Grain Snack (10 minutes)

*This snack connects students to the grain the disciples ate on the Sabbath.* **Supplies:** loose granola

Serve a handful of loose granola to kids and challenge them to eat it one "grain" at a time. Discuss how the Pharisees tried to define what the disciples were doing as "work" in order to make Jesus admit He was disobeying God's Law. Jesus showed that He was only ignoring a man-made tradition that was different from God's commandment.

##### Praise Chorus (10 minutes)

*This imaginative activity shows children something that pleases God on the Sabbath.* **Supplies:** paper, pencils

Have students write their own praise chorus that will help them remember the fourth commandment. Encourage them to define "holy" and put it into everyday activities. They can make up a tune or use a familiar one like "Jesus Loves Me."

##### Fast Forward/Slow Motion (10 minutes)

*This role-playing activity identifies worship as one way to keep the Sabbath holy.* **Supplies:** Bible, hymnal, choir robe, microphone, offering plate, and other items your church uses during a typical service

**One way to rest on the Sabbath is to worship God.** Have each student pick one item from the worship supplies you gathered. Explain that they will need to decide how to rearrange a church service. Once they have put the service into the order they want it to be, explain that you will say, "Fast Forward," or "Slow Motion," and students will have to do their part of the service either quickly or slowly. Then have the service begin. Soon after it has started, say: Fast Forward. Only say, "Slow Motion," a few times, and only with students who can do it well. When the service is over and after the supplies have been returned to a pile, say: **Worshiping God is one way to keep the Sabbath day holy.**

**Secret Service** (15 minutes)

*This drama illustrates how people keep the Sabbath holy no matter where they live. **Supplies:** blankets, flashlights, Bibles*

Divide the children into groups of seven. Give each group one blanket, flashlight, and Bible. Explain that they are in a country where it is illegal to have church, a Bible, or sing to God. Have each group go under their blankets and turn on their flashlights. Be sensitive to children who do not want to do this. They can make up a group without a blanket. In each blanket group, have one child read today's memory verse from the Bible, the whole group softly sing a song and then pray. When each group has finished, let them come out of their blankets. Read a Bible passage loudly and let everyone sing as loud as they want. Then when you pray, shout your thanks to God for being in a country where you can freely keep the Sabbath day holy.

**6. #5—Honor Your Parents**

**Cookies and Milk** (5 minutes)

*This snack reminds children of their parents' love for them.*

**Supplies:** homemade cookies, milk, napkins, cups

At this time, pass out the napkins, cookies, and cups of milk. Let children dunk their cookies or eat them separately. **I made these cookies before you came to class. I was thinking about you long before you were thinking of me. Your parents do the same thing. They set up rules and do things with you in mind to keep you safe and give you the best life they know how to give you.** Let children tell you some of the coolest things about their parents.

**Obedient Hands** (15 minutes)

*This craft introduces how children can use their hands to obey their parents. **Supplies:** finger paint, finger painting paper, painting smocks, water and cloth to clean up hands, paper, pencils, glue*

Let children each make a set of handprints on large sheets of finger painting paper. Let them put their hands at all different angles and in different ways. As children make their handprints, suggest that they have busy hands. **This sheet of paper shows how active your hands can be. You can choose to do good and obey your parents with your hands, or you can choose to disobey your parents with your hands.** When students have finished making many handprints on a single sheet of paper, let them clean up their hands.

Give a quarter sheet of paper and pencil to each student. Let students make a list of five ways that they can obey and/or show their parents respect. When they have finished their list,

help them glue that list to their handprint papers. Tell children to hang this poster up in their bedrooms to remind them to obey their parents all week.

**Mother/Father, May I?** (10 minutes)

*This game reinforces the idea that children should obey their parents.*

Have children line up at one end of the room. You should stand at the other end of the room. One at a time, give the children a specific way to move and a specific number of times to move. For example, say, "Karen, you may jump forward seven times." Then Karen must ask permission before she moves. She must say, "Mother/Father, may I?" You then give permission, and the child moves forward. If the child forgets to ask permission the second time, he or she must go back to the beginning. Remind children that it is important to ask permission from their parents.

**Life Guesses** (15 minutes)

*This movement based activity reminds children how they don't have to guess their way through life. **Supplies:** paper, markers*

Before class, write the following items on separate sheets of paper: shake hands with others in your class; hop up and down ten times; say, "Hi," to other students in your class; run around the room; and read the Bible. During class, read each of the sheets to the children. Then mix up the sheets and place them flat on the floor. Choose four volunteers to pick sheets, leaving only one sheet on the ground. Those volunteers should read their papers, give them to you, and then do what the sheet told them to do. All the other children should guess which activity was not chosen. This can be repeated so that everyone has a turn to do the various activities. After everyone has had a turn, ask your students to sit down. Remind them that because they have parents, they don't have to guess their way through life. Their parents will help to guide them. All the students have to do is obey and respect their parents.

## 7. #6—Do Not Murder

### Choices (5 minutes)

This snack asks children to make a choice. **Supplies:** lemon slices, lemon cookies

Pass out the lemon slices and the lemon cookies. Have students lick or take a bite of the lemon slice and offer their opinions about the taste. Then let them try the lemon cookies. Explain that, like the lemon slices, our words can come out sour if we speak in anger. Like the lemon cookies, they can choose to use kind words when speaking to other people. **Words should be sweet on the tongue or they shouldn't come out of our mouths.**

### Not What You Say but How You Say It (15 minutes)

This listening activity reminds children that there are many ways to say the same words.

**The sixth commandment tells us not to murder. Jesus said that if you get angry, you get the same punishment as a murderer, unless you ask Him for forgiveness. Let's practice how we can say the same words in a kind tone of voice.**

Give the class the word, "No." First have individuals say that word as if they are angry. Then have individuals say it kindly. Have the class as a whole say it kindly. Remind them that they can say the word "no" as long as they say it kindly. Also explain that sometimes another person may have to kindly say "no" to them too. Just because you say something nicely doesn't always mean that you will get your way.

Repeat the exercise with the following words/phrases: yes, stop it, I don't like that, I don't want to go, and okay. Have the children repeat it putting the emphasis on each word a little differently. Remind children that most words are okay to say as long as their hearts are right before God and they are trying to be kind.

### Choose Your Tongue (10 minutes)

This paper and glue activity introduces that students may choose the words they speak. **Supplies:** red and gray construction paper, paper plates, markers, glue, board, chalk or marker

Before class, cut out one large red tongue from construction paper for each child. Cut out one gray tongue as an example. Make up the faces for Sally and Harry on paper plates. Roll up the gray tongue and paste it to Sally's paper plate mouth. Roll up the red tongue and paste it to Harry's mouth.

**Everyone wants a nice healthy red tongue, but sometimes we choose words that are unkind. When that happens, it's like our tongues are unhealthy.** Show your model of Sassy Sally, read the poem, while they color their circle to look like themselves.

Sally was a pretty girl,  
Who sassed and screamed all day.  
The good tongue God had given her  
Was ugly, dark, and grey.

**A gray tongue would mean that you used your words to hurt other people. It is not good to have a gray tongue.** Show your model of Happy Harry, while reading the poem.

Harry was a skinny boy,  
Happy words are all he ever said,  
The good tongue God had given him  
Was healthy, bright and red.

Pass out red tongues for each child to glue to their paper plate drawings of their own faces. Write the following words on the board for children to copy onto their red tongues: Happy, Kind, Loving, Good, Friendly, Smart, Lovely, Nice, Intelligent, and Wonderful. (They do not have to write all of them, but they can choose three or four.) Show them how to roll up the tongues and glue them on their faces. Explain that they need to choose the right words when they speak.

### Understanding (10 minutes)

This word association activity demonstrates how words affect people.

**Supplies:** card stock, markers, yarn, scissors, thumbtacks

Before class, fold sheets of card stock in half and cut on the folds. Fold them in half again to make tent cards. On the front of each card, write positive words: Happy, Pretty, Handsome, Good, Friendly, Smart, Lovely, Intelligent, Wonderful, etc. On the back, write negative words: Grumpy, Ugly, Horrible, Bad, Mean, Foolish, Awful, Silly, and Dreadful, etc. String a piece of yarn across one wall of your classroom, and tie it to thumbtacks in the wall. Hang the cards on this piece of yarn, so that the negative words face your students.

Point to the first card, and then have the class read the positive word out loud with you. **I would like you to act how you would feel if someone called you this word. You should not say anything, but act out how you would feel, like a pantomime.** Let the class stand up and act it out. Then turn the card over, showing the positive word, and have the class read it out loud with you. **Now act out how you would feel if someone called you this word. Remember not to say a word.** Repeat for each word hanging on your string of yarn. Don't forget to act them out yourself. When you have finished the activity, discuss how the words that we say to each other can make us feel happy or sad.

**Right and Wrong Words** (15 minutes)

This story-telling activity reminds children to watch the words they choose. **Supplies:** two small bowls, paper, marker

Before class, write the following adjectives on small slips of paper and place them in the first bowl: nice, great, great, good, fine, best, best, healthy, healthy, great, wonderful, beautiful, fabulous, amazing, amazing, fabulous, and wonderful. Then write the following nouns on small slips of paper and place them in the second bowl: sky, cloud stove, napkin, book, table, chair, head, foot, arm, nose, bologna, meat, salt, grumpy, wire, and fence. Place both bowls on opposite sides of the classroom.

Tell students to walk back and forth between the two bowls as you read a story. When you come to a blank in the story, call on one child near a bowl to choose a word. Have the child read the word, put the word back into the bowl, and then sit next to you as you continue reading. A “\_\_a\_\_” in the line means that you need to have children choose from the adjective bowl. A “\_\_n\_\_” means that children should choose from the noun bowl.

**A long time ago there lived a \_\_a\_\_ \_\_n\_\_. He loved to work in his \_\_a\_\_ \_\_n\_\_. One day a \_\_a\_\_ \_\_n\_\_ decided to live in the \_\_a\_\_ \_\_n\_\_. The \_\_n\_\_ was happy because \_\_n\_\_s help \_\_n\_\_s get \_\_a\_\_ air and water. With \_\_a\_\_ air and \_\_a\_\_ water, \_\_n\_\_ grow \_\_a\_\_. As the \_\_n\_\_ thought about this, he realized that he could be the \_\_a\_\_ \_\_n\_\_ in the \_\_a\_\_ city. That night, the \_\_a\_\_ \_\_n\_\_ went to sleep and dreamed about \_\_a\_\_ \_\_n\_\_. During the night, though, the \_\_n\_\_ stopped digging \_\_n\_\_(s). The \_\_n\_\_ was too \_\_a\_\_. The \_\_a\_\_ \_\_n\_\_ left, which made the \_\_n\_\_ sad.**

Explain that when we do not use the right words, our lives become as confusing as that story. Then you should re-read the story using all the right words and putting them in the right places.

**A long time ago there lived a good man. He loved to work in his beautiful garden. One day a small worm decided to live in the man’s garden. The man was happy because worms help plants get more air and water. With more air and more water, plants grow bigger. As the man thought about this, he realized that he could be the best gardener in the whole city. That night, the happy gardener went to sleep and dreamed about wonderful things. During the night, though, the worm stopped digging tunnels. The ground was too hard. The helpful worm left, which made the gardener sad.**

Tell your students that using words to be mean are always the wrong words. Using words to be kind are always the right words.

**8. #7—Keep Marriage Holy**

**Wedding Celebration** (10 minutes)

This snack encourages children to talk about weddings and promises. **Supplies:** cake, juice or water, cups, napkins

Tell children that weddings were huge parties in Bible times. Many people were invited, and they celebrated for three days with feasting, music, and dance. Pour water or juice into cups, and tell children to wait to drink because you are going to make a toast. Pass out the cups and toast: **To a long and faithful relationship with God!** As the children drink, cut the cake, and pass it out to everyone. Talk about how a faithful marriage is like our relationship with God and emphasize the qualities that are shown in faithfulness (trust, truth, compassion, love, honor, etc.).

**Treasure Chest** (15 minutes)

This paper-pencil activity will remind children of the qualities that show faithfulness. **Supplies:** fancy box, paper, markers

**What are some of the characteristics of faithfulness that husbands and wives give each other?** Let children respond with traits like grace, mercy, love, keeping promises, etc. **God used marriage to represent our relationship with Him. The gifts we give Him should be the same gifts.** Set your fancy box, which is your treasure chest, in front of the class. **I want to fill this treasure chest with faithfulness, one of the greatest gifts that we can give God.** Ask for suggestions. When children give the same suggestions as those found within a marriage, help them write the words down on slips of paper. Then children can put those slips in the treasure chest. Let the box overflow with paper.

**Faithfulness** (20 minutes)

*This small group activity reveals what God brings to the relationship with His people.* **Supplies:** index cards, markers, 5 large sheets of paper, dictionary

Before class write the following words on separate index cards: righteousness, justice, loving kindness, compassion, and faithfulness. Place a dictionary where children can reach it.

During class, divide the class into five groups. Give each group a large sheet of paper and one index card with a word on it. Have each group write the word and draw one scene that shows what that word means. If they do not know what their word means, help them look it up in the dictionary and brainstorm for a way to show that word in a drawing. After about ten minutes, call the class back together. Explain that God gave five words to describe what He would bring to a relationship with them. Have each group hold up their picture and explain their word. When everyone has finished, explain that God really knows how to be faithful to His people and always is.

**What's Going On?** (15 minutes)

*This game introduce how one thing can represent another.*

**Supplies:** paper, markers, bowl

Before class, cut the paper into slips. Write the name of either an animal (i.e., cat, dog, pig, etc.) or an activity (i.e., pick up toys, climb a tree, eat ice cream, etc.) on each slip. Then fold the slip and put it in a bowl. During class, tell children they are to pretend that everyone in the room speaks a different language, so they must communicate with each other without talking. You will choose one person at a time to be "it." The first volunteer will come to the front of the class and choose a piece of paper. Then that volunteer will act out the activity or the animal. As other children understand what is being acted out, they can begin to act it out as well or help (for instance, if a child is acting out mowing the lawn, someone could come up and help rake, or if the child is a cat, they could also be a cat and play together). When three or four children have joined in, you can end the round and call on a new child to choose a piece of paper for a new activity. Let each child take a turn. At the end of the game, explain to the children that even though they could not speak, they could understand what was happening from the pantomimes. Tell them that sometimes God helps people understand Him by using examples from other things.

**9. #8—Do Not Steal**

**Take the Snack** (15 minutes)

*This snack explores how people are hurt when things are stolen.*

**Supplies:** pretzels, small cups, cups of water

Place three pretzels in each of the five cups. Ask children to line up for their snacks. Give out the first five cups to the first five children and cups of water to everyone else. **We're out of snacks. Those of you with cups of pretzels will need to share with those without pretzels.** Divide the children into groups of five and tell them to share the cup of pretzels. **We did have a lot of pretzels, but I came in early, and I was so hungry. I ate the rest of the snack. I know you don't mind because I am big and need a lot of food.** Let children eat their meager snack. **Wow! Wasn't that a great snack?** Let children respond. **Some of you look like you are still hungry. Why do you look hungry when you just had a snack?** Let the children respond. **You mean that when someone takes something, others have to go without?** Let children respond. **How does going without a snack make you feel?** Let children respond. Give every child a full snack of pretzels. **When we take only what God provides, then everyone is happy. When we take what is not ours to take, we hurt others.**

**Law of God—Laws of Nature** (5 minutes)

*This demonstration enables children to see that breaking God's laws has consequences.* **Supplies:** small items to drop: feathers, rocks, marbles, stuffed toys, etc.

Have children stand in a circle, and let each hold a small toy. **When I count to three, drop your toys. Ready? 1-2-3.** Let children drop their toys and recover them. **What happened?** Wait for a response. **Let's try it again.** This time everyone should give the person on their left their item. Wait for children to exchange toys. **Now when I say three, let's drop our new toys. Ready? 1-2-3.** Let children drop their toys and recover them. Interesting. **Every time we dropped our toys, they fell to the ground. It didn't matter who dropped what toy, they still fell to the ground. Why do you think that happened?** Discuss how one of the laws of nature is gravity. **God gave us laws, too. When we disobey God's laws, we are like the items you dropped. We fall away from God. Today we are going to learn what God said about taking things that don't belong to you.**

**Time Thief** (15 minutes)

*This game allows children to consider time as something that can be stolen.* **Supplies:** Timers, one old watch

Have children sit in a circle. For a large group, make three smaller circles so that all the children get a chance to steal time. **When we become upset and throw fits, we steal our mom and dad's time.** Pass the watch as quickly as you can without throwing it. When the timer goes off whoever is touching the watch must go to the middle of the circle and stay there until the end of the game. When there is no one left to play the game, the game is over. Let children play. Set the timer. **We all lose when we steal time.**

**Gummy Worm Scatter** (15 minutes)

*This movement based activity shows children the importance of waiting their turn.* **Supplies:** gummy worms

Have students scatter throughout the room. You should move to a different spot in the room, too. **When I say "gummy worms," form a line in front of me. Only the first five in line will get a gummy worm. Once you get a worm, go sit down, and watch the rest of the class while you eat your delicious snack. Some of you will be first. Some of you will be last. If you cut in line, that is stealing someone's place. If I see you cutting, I will send you to the back of the line.** Keep playing until every child has a gummy worm and is sitting down. **Taking turns is an important part of not stealing.**

**10. #9—Do Not Lie**

**Cookie Truths** (10 minutes)

*This snack allows students to speak the truth.* **Supplies:** small cookies

Sit in a circle. Pass out cookies, allowing each student to take as few as one or a many as three. Instruct the children that they will practice using truthful, kind words. They are to say one kind and truthful thing about the person on their right for each candy that they took. After they say their words of truth they may eat their snack. The truth is very sweet indeed!

**Packing for a Trip** (10 minutes)

*This imagination activity stimulates children to think about trips that people take.*

**I am going on a trip. I have to decide what to pack. I want you to help me. I am going to pack a sweater.** Choose an object that begins with the same letter as the name children call you by. For instance, if you are Mrs. Smith, then you would choose the word "sweater." Ask each child to name something that he or she wants to pack. If the initial of the object the child wants to pack matches the initial of his or her first name, then agree that the child can pack that item. If not, tell the child he or she can't take that item. Let children guess why they can or can't take an item. After everyone has had a chance to guess, explain that whatever they pack has to begin with the same letter as their name. Then go around the room a second time and let each student pack something for the trip. **In today's Bible passage, we will learn about a trip that Abram and Sarai packed for and then took.**

**To Tell the Truth** (20 minutes)

*This game show activity identifies the fact that students should always tell the truth.* **Supplies:** paper, pencils

Give each child a paper and pencil. Tell them that you will ask them questions, and they should write down the answers. Ask them the following questions:

1. What is your name?
2. What color are your eyes?
3. How many brothers and sisters do you have?

Have them pass their papers forward. Read each paper and let students try to guess who wrote the paper. **It was easy to tell the truth about those questions. God wants you to tell the truth even when others tell you that it's okay to lie.**

**The Trust Factor** (10 minutes)

*This puppet activity highlights how known lies affect the way people regard us.* **Supplies:** two DiscipleLand puppets

Introduce the two puppets as Lucy/Larry Liar and Truthful Tim/Tammy. (Make sure there is no one with these names in the class.) Let the puppets interact with the children briefly. Then give a series of situations and ask the students, “Who would you trust?” Allow the puppets to chime in and “ham up” their requests to be picked. The lying puppet should make outrageous claims. The truthful puppet should be enthusiastic but humble.

- 1) You need to ask someone to watch your puppy while you are gone.
- 2) The teacher needs someone to take the attendance record to the school office.
- 3) You need to give your overdue library book and some money to pay the late charge to someone who is going to the library today.
- 4) You got sick and can't go to a birthday party and need someone to give your gift to your friend.

Discuss the possible risks or consequences that could occur if someone trusted a liar. Ask students if they want to be known as a liar or a truth teller. Point out that if they are known as a truthful person, they will be given more privileges and responsibilities because they can be trusted.

**Bonfire** (10 minutes)

*This role-playing activity helps children commit to always telling the truth.* **Supplies:** red, yellow, and brown construction paper, scissor, markers

Before class, make brown rocks out of construction paper. Then cut the red and yellow construction paper into 2” strips. During class, place the brown paper rocks in a circle as if they are on the edges of a fire. Place the red and yellow slips inside of the fire circle. Give children a few minutes to think about the times they have lied. Advise them to choose one strip of red or yellow paper for each time they remember lying. After everyone has chosen a few strips, explain that God wants everyone to tell the truth. When we sin, God wants us to ask for forgiveness. Once we do that, He will remove our sins from us. Lead the children in a silent prayer. When the prayer is complete, invite them to tear up the strips of paper and to throw the “ashes” on the fire. Remind them that God has forgiven them. When they ask for forgiveness, it makes God happy. Encourage them to do their best not to lie to anyone this week.

**11. #10—Be Happy Now**

**Crackers and Water** (10 minutes)

*This snack reminds children to be grateful for what they have.*

**Supplies:** round crackers, cups of water

Give each child some crackers and water. Explain that today's snack has nothing else to go with it—no cheese, no frosting, and so on. Ask students which they would rather have, a plain snack or no snack at all? Tell them that in some countries, people would be very blessed to have tasty crackers to eat and fresh water to drink. As they eat, encourage them to say a silent prayer to God, thanking Him for what they have.

**I Want** (10 minutes)

*This object lesson illustrates the danger of wanting things that don't belong to you.* **Supplies:** balloons

Hold up one balloon with a small amount of air in it. **Today, you can keep this balloon like this or have me blow it up until it pops.** Explain that when they want things that don't belong to them, they are filled with desires that eventually hurt them. Let students form one long line. The first person in line can tell you something he or she wants, or something that he or she is grateful for. If children tell you something they want, you blow into the balloon. If they tell you something they are grateful for, you let a little air out of the balloon. Continue until the balloon gets so large that it pops or completely deflates. Remind students that their lives may also explode with bad consequences when they want things that don't belong to them. Repeat with other balloons if time allows.

**How Much is Enough?** (10 minutes)

*This drama activity emphasizes how comparing yourself to others changes your perspective.*

**Often we are content until we start comparing ourselves to others.** Read the story of the vineyard workers from Matthew 20:1-16 and act out a skit using a modern day example of the same situation (for example agreeing to rake leaves for a neighbor). Discuss feelings of comparison and what people think is fair.

**A Means to an End** (10 minutes)

*This story activity compares and contrasts coveting versus contentment.*

Describe two scenarios of two boys who want the same thing—a certain brand name bike. One boy achieves his goal in a godly way. He saves his birthday money, he does odd jobs for the neighbors, he still gives some of his money for an offering at church, he is patient to wait until bicycles go on sale, his parents offer to help him pay for part of his bike as an early birthday present and he agrees to buy one that is similar but not exactly the same as the original bike he wanted to buy.

Another boy wants to buy the same brand of bike but he doesn't achieve his goal. He is unhappy that several of his friends have that bike and he doesn't. He impatiently drops big hints that he wants a bike. When his parents offer to buy one they can afford at a garage sale, he refuses because it wasn't exactly the kind he wanted. He feels sorry for himself because he can't have the kind of bike his other friends have. End by reading 1 Timothy 6:6.

**Hidden Sin** (20 minutes)

*This hands-on activity demonstrates how people try to hide their sin.* **Supplies:** butcher paper, pennies

Give each child one penny. Ask kids to pretend that there was a bank robbery and anyone found with those pennies will go to jail. **What do you want to do with those pennies?** Let children answer that they want to hide them. Give them each a piece of butcher paper to crumple around the penny. Have the children help you crumple up numerous empty sheets of paper to disguise their paper with the pennies in them. As you are crumpling paper, discuss with the class how people try to hide their sins. **Achan really wanted the treasures from Jericho. But what did he do with them? Did he put them in front of his tent for everyone to see? Was he able to use them?** Let children discuss how he hid his treasure. When all the pieces of butcher paper have been crumpled, mix up the paper. **Now, you get to find the coins. You can only look until you find one penny. As soon as you find one penny, you will need to sit down. Ready, set, go.** Let the children each try to find one penny in the mound of paper. Once everyone has found a coin and has sat down, remind them that no matter how hard they try to hide sin, it is always found out.

**12. Live to Honor God**

**For My Neighbor** (10 minutes)

*This snack offers children an opportunity to treat their neighbors as themselves.* **Supplies:** string cheese, cups of water

Ask children to line up in a single file line. To the first child, ask: **Would you like to have a snack?** Instruct the child to say: **Yes, but I would like my neighbors to have a snack, too.** Let the child take one snack for him or herself, and then take another and give it to the next person in line. The first person should sit down. The second child should say: **Thank you for my snack. Can my neighbor have a snack, too?** Let the child keep the snack he or she has. You can hand the next person in line a snack. Continue until every person has a snack. Then discuss how important it is to treat others like they want to be treated.

**Three-legged Walk-A-Thon** (15 minutes)

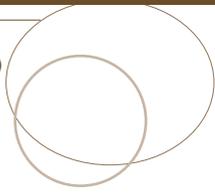
*This small group activity teaches students to get along with a neighbor.* **Supplies:** strips of cloth, chairs, tables

Divide students into groups of two (male/male and female/female partners). Tie their inside legs together with cloth strips. Set up chairs, tables, and other obstacles around the room. Tell the students to try to navigate around the room together using kind words and by being understanding and helpful to one another. Let them know that they are working with a neighbor and they must treat one another the way they want to be treated.

**Rhythm of the Rules** (10 minutes)

*This rhythm activity reinforces the two greatest commandments.*

Get the students clapping in a rhythm together with you. Teach them this sing-song piece. **Who loves you?** God. **Who do you love?** God. **With what?** With our hearts. **And?** With our souls. **And?** With our minds. **Who else do you love?** Our neighbors. **How do you want to treat others?** Like we want to be treated. End by clapping as fast as you can until you can't clap any faster. Remind students that God gave them rules so they could live a good life.



**Searching for Answers** (10 minutes)

*This problem-solving activity invites children to join you in the search for an answer.* **Supplies:** paper, pencil

Before class, write down an answer to the question, “Where did I leave my pencil?” and hide it somewhere in the room. Put your pencil where the answer says it is. Make sure it’s in an odd place so that students don’t find it. Have students sit in a circle. **I don’t know where I put my pencil. I wrote down the answer, but I can’t find it. Will you help me find the answer? I know it is somewhere in this room.** Have children search the room until they find the answer. Then go to where the answer tells you to go and get your pencil. Discuss how Jesus has all the answers. They should go to Him to ask their questions.

**Cut Outs** (20 minutes)

*This drawing activity demonstrates how students should love God.* **Supplies:** construction paper, scissors, markers, tape

Hand out construction paper, markers, and scissors. Instruct students to draw and cut out a picture of their heart, soul, mind, and strength. Since we don’t know what the soul looks like, they can draw a whole body picture. Once they are made and cut out, you can tape them to each child. **How do we need to love God?** Let children point to their hearts, souls, minds, and muscles as they say, “With my heart, soul, mind, and strength” out loud.