

Kindergarten, Quarter B

Amazing Old Testament Heroes 2

Additional Activities

1. Give Us a King

Waiting (10 minutes)

This snack demonstrates how Saul had to wait for Samuel to come. **Supplies:** instant pudding mix, mixing bowl, whisk, milk, serving spoon, small paper cups, plastic spoons

Sit the children around you as you make instant pudding according to the package's directions. Have them wait patiently for the pudding to become firm as you whisk it. When you dish out the pudding into small cups, have each child wait until everyone is served before eating it. Explain that waiting was part of the instructions for making the pudding. Remind them that Saul did have to wait a long time before Samuel came. Explain that waiting is hard, but sometimes that's what God wants us to do.

Obedient Hands (15 minutes)

This cut and paste activity illustrates how prayer leads to obedience.

Supplies: construction paper, scissors, glue, old magazines

Give each child a sheet of construction paper. Fold the papers in half and help children trace their closed hand, with the pinkie finger aligned against the fold. While you cut out the hands, have them look through the magazines to pick and cut out pictures that show how they can obey their parents and God's Word. They can glue the magazine pictures to the outside of their folded hands. Show the children how fold the paper to make praying hands and remind them that the more they talk to God, the easier it will be to follow His rules.

Kings and Queens (10 minutes)

This class discussion helps children understand what kings expect.

Supplies: pictures of kings and queens and their things like crowns, castles, etc.

Bring in books that have pictures of kings and queens from many countries and time periods. If you do not have access to this type of book, check the Internet for interesting pictures and facts. When you share them with your children, have students imagine what Saul's crown, home, and clothing might have looked like.

A King in Context (20 minutes)

This question-answer activity reviews how Israel longs not only for a superhero redeemer but a king.

Adam and Eve messed up, so God promised that He would send a Hero to redeem the world from its sin. Have children say, "We need a hero."

Enoch was a righteous man. Have children say, "We need a righteous hero."

Noah was a faithful man. Have children say, "We need a faithful, righteous hero."

Abraham and Sarah trusted God. Have children say, "We need a trustworthy, faithful, righteous hero."

Isaac and Rebekah showed generosity. Have children say, "We need a generous, trustworthy, faithful, righteous hero."

Jacob and Rachel modeled humility. Have children say, "We need a humble, generous, trustworthy, faithful, righteous hero."

Joseph forgave his brothers. Have children say, "We need a forgiving, humble, generous, trustworthy, faithful, righteous hero."

Moses persevered with Pharaoh. Have children say, "We need a persevering, forgiving, humble, generous, trustworthy, faithful, righteous hero."

Joshua obeyed God. Have children say, "We need an obedient, persevering, forgiving, humble, generous, trustworthy, faithful, righteous hero."

Deborah boldly told Israel to fight. Have children say, "We need a bold, obedient, persevering, forgiving, humble, generous, trustworthy, faithful, righteous hero."

Ruth stayed loyal to Naomi. Have children say, "We need a loyal, bold, obedient, persevering, forgiving, humble, generous, trustworthy, faithful, righteous hero."

Gideon became a Godly warrior. Have children say, "We need a loyal, bold, obedient, persevering, forgiving, humble, generous, trustworthy, faithful, righteous hero warrior."

Now Israel longed for someone that they could see right now. Have children say, "We need a loyal, bold, obedient, persevering, forgiving, humble, generous, trustworthy, faithful, righteous hero, warrior king."

At first, God's people wanted only the superhero that God promised to Adam and Eve. Then in Gideon's day, they began to think that the person God would send might be better if He was a warrior. By Samuel and Saul's day, they thought a worldly king would be the answer to their needs.

Repeat the exercise if there's time to reinforce the change of Israel's attitude.



2. A Warrior of Praise

Church Music (15 minutes)

This listening activity emphasizes the music already used to praise God at your church. **Supplies:** member from your worship band or a church service

Make arrangements with your church's worship band, a youth band, or single musician to visit your classroom and play some familiar songs for your children. As an alternative, take your children to the main worship area to listen to some of the worship music. Once you are back in the classroom, talk with them about the songs they liked and why they like them. Discuss how and why music helps us worship God.

Tools of Praise (10 minutes)

This demonstration helps children relate worship to music like David did. **Supplies:** all sorts of adult musical instruments

Bring in instruments for the children to see and touch. As an added treat, invite musicians to come in to play the instruments for your children. (A harpist would be a truly memorable guest!) If you are able, allow the children to carefully touch the instruments. Discuss what instruments the children in your class are learning to play. Explain how these instruments can be used to worship God like David used a harp during Bible times.

If you have enough volunteers, play a game with your children. Have them close their eyes or face away, and play a simple melody on one of the instruments. Have students guess which instrument they heard. Then play the same melody on a different instrument and have students guess. Continue in this manner until all the instruments are played.

3. A Man Who Knows It All

Gold and Silver (5 minutes)

This snack helps children visualize the preciousness of wisdom. **Supplies:** candy or round crackers wrapped in gold or silver foil

Hand out the candy or crackers and discuss how God said that His wisdom is more precious than gold and silver. Explain how gold and silver are the most precious metals on earth, that they are very rare, and that people think that the more they have of them, the more important and the richer they are. Compare those characteristics of silver and gold to the value of wisdom.

Working With Others (15 minutes)

This small group activity helps children work while thinking of others like Solomon did. **Supplies:** paper, markers, clock

Have children sit in groups of four. Explain to them that they will be working together on pictures and that everyone in their group will have a chance to draw something on everyone else's paper. Give each child a piece of paper and ask each one to start drawing a picture of something in today's story. After about one minute, ask the children in the group to pass their pictures to the person next to them. Tell the children to add something to the picture they just received. After another minute, ask the children to pass the picture once again to the child next to them. Again tell them to add something to the picture. Repeat this again and then after one minute ask the children to pass the papers again. Each child now will be holding his or her original picture. Remind them that Solomon asked for wisdom so that he could help the people in his kingdom. They drew to help each other finish their pictures.

A Wise Choice (10 minutes)

This drama retells one story of Solomon's wisdom. **Supplies:** Bible costumes like robes, towels, and belts

Retell the second half of the Bible story about Solomon judging the two women, but this time, have volunteers act it out. Whenever a character speaks, you should say the words and have the character say the lines after you. Be sure your children understand that Solomon was never going to hurt the baby in the story—he was just pretending. Have the class clap for your performers when the drama is completed.



4. He Who Has Ears

Food From Birds (5 minutes)

This snack portrays the type of food that the birds gave to Elijah.

Supplies: lunchmeat, crackers, muffins, napkins

Serve children lunchmeat, crackers, and muffins on a napkin. Discuss how the birds brought Elijah food to eat while he was hiding from King Ahab and how the widow shared her bread with him. Reinforce the idea that God takes care of His children.

Listening Without Words (20 minutes)

This movement-based activity shows children how to listen by being attentive. **Supplies:** butcher paper, markers, tape

Hang up a large sheet of butcher paper at the front of the classroom. On half of it, draw a simple map of your classroom. Things you could put on the map would be the door, window, tables, play area, bookshelves, and coat racks. On the other half, draw a simple map of your church. Choose three volunteers. Draw a dotted line from one thing to another in your classroom, showing the route the volunteer should take. You should stress that they should listen and obey without saying a word. When those volunteers have completed their routes, repeat the process with other volunteers and other routes. Finally, draw a route the class should take around the church. Then quietly lead them through that route. Once back in the classroom, discuss how listening to God is not only hearing but also doing what He has told you to do. Discuss things that God has already told them to do (i.e., obey their parents, which means they should clean their rooms, etc.).

Ear Bookmarks (10 minutes)

This craft is a reminder that children should listen to God like Elijah did. **Supplies:** construction paper, markers, stickers, ear pattern

Before class, copy and cut out one ear pattern for each child (Found at DiscipleLand.com/downloads. Enter the keyword “crown.” Do not cut out the tab.) During class, have students decorate their bookmarks. They can use them as a reminder that they should listen to God just like Elijah did.

5. A Double Portion

D-E-V-O-T-I-O-N (15 minutes)

This coloring activity illustrates how people devote their lives to things. **Supplies:** paper, markers, tape

Before class, write the word, “Devotion,” on paper so that there is one letter on each page. Divide your class into eight groups. Give each group one page with a letter on it. **Instead of coloring in these letters, I want you to think about what people spend their lives doing. Your group should decide on one thing and decorate your paper with examples.** If children do not understand, suggest that people spend their lives eating, playing sports, cleaning, going to school, going to work, having fun, taking care of others, playing musical instruments, etc. Stress that each group should only choose one area and then decorate their paper with examples of that activity.

When all the groups have finished, tape letters to the front of the classroom so they spell out, “Devotion.” Explain to the students that devotion is spending your time trying to do your best for someone or something. Explain that people devote themselves to many things, because they like those things or because they want to become really good in an area. Have the group talk about the things that people devote themselves to that are drawn on their papers.

After each group has talked about their paper, have the whole class say, “Devotion: It’s what you do.”

Musical Instrument (10 minutes)

This demonstration helps children relate devotion to their every day lives. **Supplies:** musical instrument, performer

Ask a junior high, high school student, or adult who plays an instrument well to put on a two-minute concert for your students. When that performer is done, explain that she had to be devoted to that instrument to play so well. Have students ask the performer questions about how often and how long the performer had to practice to become as good as she is. Ask the performer for insights into what “devotion” means to her. After the performer has left, discuss how sports players have to be devoted to their sport, teachers to teaching, etc. Conclude the discussion with how important it is to be devoted to God like Elisha.



Devotion Bookmarks (15 minutes)

This craft portrays ways that children can devote themselves to God. **Supplies:** construction paper, paper, clear contact paper or a laminating machine, markers, glue

Before class, cut a bookmarker sized square of construction paper for each child. Then cut another of plain paper, but make it ½” less long and less wide.

Give each child the plain paper bookmark. Have them draw hands praying at the top, the Bible in the middle, and them doing something kind for someone else at the bottom. Have them put their names on one side of the construction paper bookmark.

Give each child one construction paper bookmark. Children can glue the back side of the white bookmark to the construction paper bookmark. When dry, you can laminate the bookmarks or cover them with clear contact paper. Tell students to use these bookmarks to help them remember to devote themselves to God this week.

6. A Student of the Law

Keep Going (5 minutes)

This snack offers food that helps those who need energy to keep obeying. **Supplies:** trail mix (raisins, pretzels, chocolates, banana chips, etc.), napkins

Give students a handful of trail mix on a napkin. As they eat, discuss how these foods give them energy. Explain that they need this type of energy to keep doing what God has called them to do. Tell how God gives them spiritual energy when they pray, read the Bible, and worship Him. Let children talk about what they think God wants them to do.

Holding Up (10 minutes)

This object lesson demonstrates one way to apply diligence.

Have children hold their arms straight out. Explain that you are going to try to have the whole class hold their arms out straight for three minutes. This will be an extremely difficult thing for most of them to do. Be their cheerleader, and keep encouraging them to keep their arms up no matter how hard it gets. Ask them to be diligent in this one activity.

After three minutes, congratulate your class for trying. Have the whole class cheer them on. After that time, congratulate your volunteers.

Then discuss how diligence sometimes requires a person to do something even after it becomes hard to do. It often requires the strength of a person’s will to complete.

Listen Up (15 minutes)

This listening activity emphasizes the importance of paying attention like Ezra did. **Supplies:** tape or CD with many different sounds on it, tape or CD player

Remind children how important it is to listen carefully. People who copied and studied God’s Word during Bible times had to pay attention to what they were doing. Tell children that you are going to see how closely they can pay attention. Play one sound on your CD. Ask a volunteer to tell what that sound was or where it came from. Then play another sound and choose another volunteer. Continue until every child has had a chance to guess a sound.

If time allows, you can record the voices of your students. Then you can play them back and let the class guess which student said each sentence. Explain that the better they know each other, the easier it is to recognize their voices. **When we study God’s Word, it becomes easier to recognize God’s voice. Today’s Bible passage is about a man who diligently studied God’s Word. Diligent means you work hard and are very careful as you work.**

7. Getting the Job Done

Cracker City (5 minutes)

This snack shows children how to build their own wall of bricks. **Supplies:** rectangular crackers, napkin

Give each child a handful of rectangular crackers on a napkin. Ask them to build a cracker wall that covers the whole napkin. When the task is done, they may eat their crackers. Discuss how the cracker wall might protect the napkin. Compare that to how the wall around Jerusalem would protect the people inside of it.

Building a Wall (10 minutes)

This cut & paste activity introduces children to the art of building a wall. **Supplies:** construction paper, butcher paper, glue, duct tape, thumbtacks

Before class, duct tape 3-4 large sheets of butcher paper together to form an enormous square. Thumbtack this large sheet to the front of the classroom (make sure the duct tape is on the back side). Cut a large stack of construction paper in half.



During class, have children work together to build a construction paper wall on the butcher paper. Show them how to start at the bottom and glue a half sheet of construction paper to the butcher paper. After the blocks are glued in a row with ½” gaps between them, start gluing the second row of bricks to the paper. Remember to offset each row from the last row. Discuss how much easier it is to build a wall with other people than to build it by yourself. **Nehemiah was able to build Jerusalem’s wall in 52 days because all the people worked together.**

God’s Leaders (10 minutes)

This large group activity identifies the steadfast leaders in the children’s lives. **Supplies:** butcher paper, thumbtacks, markers, crayons, glue, scissors

Before class, write “Steadfast Leaders” at the top of the butcher paper. Then tack it to the front of the classroom where students can easily reach it.

During class, ask students to draw pictures of leaders who are steadfast in their lives. They can draw moms, dads, doctors, teachers, police officers, firefighters, and other leaders. The children glue their drawings to the butcher paper at the front. Continue until the whole paper is filled with steadfast leaders. Discuss how steadfast means that someone sticks to what they need to do no matter what it takes.

8. The One Who Risked It All

Edible Crowns (10 minutes)

This snack keeps children focused on the king and queen of Persia. **Supplies:** doughnuts, frosting, colorful candy pieces, plastic knives

Give each child an unfrosted doughnut, a plastic knife full of frosting, and small colorful candies. Then children can make their doughnuts into crowns. Explain that Esther would have worn a crown because she was a queen.

Catch the Hand (10 minutes)

This small group activity teaches children how even small tasks need courage. **Supplies:** large beads

Have children divide into groups of two. Give each pair one large bead. The children with the bead should close their eyes and hold both hands out, palms up, in front of them. The bead should be in one of their hands. Their partner should try to take the bead out of their friend’s hand. When the children holding the bead feel like their partner is trying to take the

bead, they should slap their other hand over the bead and open their eyes. If they catch their partner’s hand, the two children change places. If they don’t, they shut their eyes again and start over. If a child steals the bead, they switch roles, too.

Let children play this game for a while. Consider moving children around so that the pairs are evenly matched. After everyone has played and been both the holder of the bead and the stealer of the bead, gather up the beads and have the children sit down. Discuss how it takes a small measure of courage to try to get the bead when they know that their partner might catch their hand.

Courage Tag (15 minutes)

This game helps children practice being brave. **Supplies:** chalk or masking tape

If you have access to an outside play area, you might try playing a game of Courage Tag. Make two lines about twenty feet away from each other with chalk or masking tape. Have all the children line up on one line. When you say, “Courage,” they will need to run from the one line to the other line. You will need to tag as many children as you can. Those you tag become your helpers. The next round, you and your helpers say, “Courage.” As children run from the line they are on to the line on the other side of you, you and your helpers should tag them. Those children also become helpers. Continue in this way until only one person is left. That person becomes the winner. All the children get to stand on the line, and the winner now gets to tag people to become helpers. Repeat a few times. When the game is done, discuss how hard it became to run those twenty feet when you knew that someone would probably tag you. Compare the courage they used to Queen Esther’s courage entering the throne room.

9. Nothing But Trust

Job’s Things (5 minutes)

This snack shows children the things that Job owned. **Supplies:** animal crackers, gold coin chocolates, napkins

Give each child a handful of animal crackers and a few gold coin chocolates. As children eat, discuss how Job was a very wealthy desert prince. He had a lot of coins and animals. When children have finished their snack, explain that Job’s worldly riches disappeared almost as fast as your students’ snacks, but his riches in trusting God never left him.



Encouragement (15 minutes)

This craft encourages children to reach out to those who are suffering. **Supplies:** colored paper, markers

Before class, write the memory verse in large letters on one side of a sheet of paper. Make one copy for each child in your class. Fold each paper in half like a card.

During class, have students draw a picture on the front of the card and then trace the letters on the inside of the card. Discuss people that your children know that are suffering. After children have signed their names (or you have helped them sign their names), they can give these cards to the people you have discussed in class. Make sure they know that when people know that others care for them, sometimes it helps them through hard times like Job had.

Suffering (10 minutes)

This prayer time teaches them how to support friends when bad things happen to them. **Supplies:** board, marker or chalk

Discuss how Job's friends made Job feel worse. Instead of helping him, they told him that all his troubles were his own fault because he had sinned. **That is not the way to help someone who is sick, has lost his loved ones, or has lost his things.** Ask the class for some ways that are good to help a person who is hurting. Suggest that the best thing you can do for people like Job is pray for them.

10. Clean Before God

Christmas Cookies and Easter Eggs (5 minutes)

This snack stimulates children to think about God's promised Messiah. **Supplies:** Christmas cookies, Easter eggs, or candy eggs

Bring Christmas cookies and Easter eggs for the class to eat. As they snack, discuss how these cookies are usually only made at Christmastime to celebrate Jesus' birth as a tiny baby, just as God had promised. Also discuss how Easter eggs are usually eaten at Easter time to celebrate the fact that Jesus is alive and in heaven as King. Explain that this is Good News to celebrate and that Isaiah told the people good news from God too.

Testimonies (15 minutes)

This listening activity introduces others who have committed their lives to God. **Supplies:** people from the church

Ask 2-3 adults and older teens in your church to tell your class how, when, and why they chose to make Jesus the Savior of their heart. Let each person speak for 3-5 minutes, but remind your speakers that kindergartners do not sit still for very long. After each person, say: **God provided for** (name of person).

11. When A Leader Prays

Hungry Lions (5 minutes)

This snack keeps children focused on the Bible passage. **Supplies:** bottled whip cream, strawberries

Make a lion's mane of whip cream on each strawberry. As children wait for and then eat their snack, discuss how God is in control of all the animals, even the lions in the world. Explain that Daniel did not worry about the lions. His job was to pray and worship God three times a day. Whether Daniel was saved from the lions or eaten by them was up to God. Daniel understood this and put his trust in God.

Praying Like Daniel (10 minutes)

This prayer circle encourages students to talk with God like Daniel.

Have students form a circle, kneel, and hold hands. To do this, you might want to make sure the girls are sitting with the girls, and the boys are sitting with the boys. Choose one child to begin the prayer. Encourage him or her to pray for someone that she or he knows. When that child has finished praying, ask him or her to squeeze the hand of the person next to him or her. When the next child's hand is squeezed, then she or he can say a prayer for someone he or she knows. Continue this type of praying until it goes around the circle and everyone has had a chance to pray. Remind your students that Daniel prayed three times a day, because he had self-control.



The Same Routine (10 minutes)

This object lesson clarifies the term “self-control.” **Supplies:** red licorice, knife, paper plate

Before class, take strands of red licorice and cut them into small round circles, as thin as possible and as many as possible. Put all the circles on a paper plate at the front of the classroom.

During class, ask students if they want some licorice. For those who want it, tell them that they have to go through the following routine. First they must jump up, then touch the floor, then touch the back wall, hop to the front wall and crawl to the table. Anyone who does this receives one small circle of licorice. Explain that students can have as many licorice circles as they want as long as they do the same routine for each licorice circle. Let those who do not want the candy cheer their classmates.

When all the licorice is gone, congratulate those who ate the most. **That took a lot of self-control to do all those things for one tiny piece of licorice.**

Feed the Lion (15 minutes)

This game portrays lions as hungry animals. **Supplies:** trashcan, markers, scissors, paper, tape

Have students each make a large tooth on a piece of scrap paper. Tape each tooth to the top of a trashcan. Have them crumple the paper they used to cut out a tooth into a ball. Have children stand in a single line about seven feet from the mouth trashcan. Let each child toss their trash ball into the trashcan lion’s mouth. Remind them that Daniel’s enemies wanted to feed him to the lions, but because Daniel lived a self-controlled life, they could find nothing wrong with him. Clean up any missed throws or let children throw again until all the balls are in the trashcan.

12. An Unlikely Messenger

Fishy (5 minutes)

This snack keeps the children’s mind on a fish that forced a man to submit to God’s will. **Supplies:** fish crackers, napkins

Pass out a napkin full of fish crackers to each child. Talk about the fish that might have swallowed Jonah. Let them try to describe what it might have looked like. Let them imagine what the fish thought of Jonah. Remind them that God can use anyone and anything, even a fish, to complete His plan, but He wants to use people with willing hearts.

Name Calling (10 minutes)

This listening activity will help children practice answering a call.

Explain how God wants us to obey Him when He tells us to do something. If we obey His will, then we will lead good lives. Tell your students that they are going to practice listening. Since God has made each student unique, they need to listen for God’s call to them. Then call out things like black hair, straight hair, blond hair, curly hair, blue eyes, green eyes, brown eyes, those who have brothers, those who have sisters, those who are five years old, those who are six years old, etc. When you say something, those who match the description should stand and say, “I will do what God wants me to do.” Remind them that if Jonah had done what God wanted when God wanted, he would have saved himself from a scary storm and three days in a fish’s tummy.