

God Is So Good

Décor: Fun on the Farm

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EDITORIAL STAFF

Editor in Chief: Robin Johnston
Associate Editor, Curriculum:
 Lee Ann Alexander
Children’s Editor: Chris Anderson
Toddler Editor: Shannon Wilpitz
Design: Colleen Clabaugh,
 Tim Cummings, Dennis Fiorini,
 Elizabeth Loyd
Artist: Ron Wheeler

WRITERS

Sharon Kravek, Melinda Poitras,
 Marlene Richards, Hannah Schmidt,
 Jennifer Trevino, Barbara Westberg,
 Shannon Wilpitz

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, “Word Aflame Toddler Curriculum Teachers.”



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All Scripture quotations are taken from the King James Version unless otherwise noted.



God Is So Good

According to the *Merriam-Webster* thesaurus, 314 synonyms exist for the word *good*, plus an additional 628 related words. The *Merriam-Webster* dictionary offers numerous definitions for *good*, depending on the context in which the word is used.

- When *good* is defined as “conforming to a high standard of morality or virtue,” synonyms include *honorable, just, righteous, true, virtuous, high-minded, noble, worthy, blameless, immaculate, incorruptible, irreproachable, unobjectionable, unerring, and spotless*.
- When *good* is defined as “being firm in one’s allegiance to someone or something,” synonyms include *constant, devout, faithful, loyal, steadfast, steady, dependable, solid, tried, trustworthy, unfaltering, unwavering, fervent, and impassioned*.
- When *good* is defined as “having or showing exceptional knowledge, experience, or skill,” synonyms include *accomplished, complete, consummate, great, expert, skilled, clever, effectual, able, knowledgeable, and masterful*.
- When *good* is defined as “something that provides happiness or does good for a person or thing,” synonyms include *blessing, godsend, manna, grace, mercy, favor, kindness, aid, assistance, gift, help, relief, support, comfort, consolation, solace, delight, joy, and pleasure*.

It does not take a list of 942 ways to say *good* to know God is the very definition of good. Neither can such an extensive list fully encapsulate just how good God is. If we were to use toddler-speak, we would say God is the goodest of good. Suffice it to say, God is so good.

This quarter your students will learn lessons from Daniel, I and II Timothy, Ezra, and Nehemiah—think how these Bible stories illustrate God’s goodness. God’s goodness prompts us to trust Him, thank Him, listen to Him, praise Him, and love Him. God’s goodness prompts Him to help us, strengthen us, speak to us, save us, and love us.

God is so good. Do not underestimate the power of teaching this concept to the littlest of students. The concept is simple, yet profound, and it takes a lifetime’s endeavor to understand it. Is there a better time to start learning about God’s goodness than during your students’ formative years?

Thank you for the good work you do to share the good news of our good God.

ACCESSING THE DIGITAL CURRICULUM

If you purchased your curriculum through the PPH website, the purchaser should have been prompted during check-out with instructions on how to easily download the digital material. In addition, both the teacher’s manual and the teacher’s resource packet (TRP) are available through access codes.

Teacher’s Manual: To digitally access a PDF of the teacher’s manual and Microsoft Word DOC files of each lesson:

1. Visit <https://pentecostalpublishing.com/downloads> and follow the instructions to access downloadable resources.
2. Use the download code: . This code will be valid for one year from the date of the first lesson.

Teacher’s Resource Packet: To digitally access the reproducible items for the resource packet (TRP), see the resource packet instruction sheet.

Reproduction of these resources is granted for local church use only, and only to those who have purchased the appropriate Word Aflame materials.


CLASSROOM DÉCOR

FUN ON THE FARM

Imagine a big red barn, animals grazing behind a wooden fence, a scarecrow peeking over tall cornstalks, and a line of mature trees just right for climbing, with leaves changing from green to gold and orange to red. This fall will be breezy and busy as students enjoy fun on the farm.

Follow seasoned ranch hands such as Daniel, Paul, Ezra, and Nehemiah as they share important lessons learned through years of serving God. Students will gain a better understanding of God’s unsurpassed goodness and the perfection of His plans. This quarter will show how God can create beauty from the changing of our lives and situations, just as easily as He creates beauty from the changing of the seasons and leaves.

BASIC TODDLER DÉCOR GUIDELINES

Use the following ideas and the provided classroom décor art  as starting points for creative inspiration and general guides for decorating. Visit Pinterest and other websites for additional décor ideas.



Need more inspiration? Visit the “Word Aflame Toddler Curriculum Teachers” Facebook group, as well as the Facebook groups for the other children’s levels to see other interpretations of the décor.

- Keep the décor toddler-friendly. If you do not want it touched—and possibly destroyed—then laminate it or do not use it.
- Avoid using sharp objects (e.g., pins, tacks, staples) or anything small that could be harmful in tiny hands and mouths.
- Are there any choking hazards in your classroom? If it can fit through a paper-towel tube, it can fit in a toddler’s throat.
- Mount things at toddlers’ eye level. Anything higher than the writing board should simply be for show, not for interaction or teaching. No one likes looking up all the time, so let your toddlers experience the decorations, as well as the MW posters (TRP) and Bible art pictures (TRP), on their level.


FUN ON THE FARM DÉCOR


This quarter, transform your classroom into a farm, complete with a big red barn, stalks of corn, and bales of hay. Students will enjoy spending the fall season surrounded by all sorts of farm animals.

Wall 1: Teaching Time

This wall includes the writing board, Letters of the Day poster (TRP), Animal of the Day poster (TRP), attendance charts (AP) , and memory charts (AP) . This should be the least decorated wall so you can keep students’ attention on your teaching visuals when you present them during Bible story time.

Explaining Our Acronyms and Symbols

TRP = Teacher’s Resource Packet
TM = Teacher’s Manual
AP = Activity Paper
 = Downloadable digital resource using code on TRP instruction sheet


MW = Memory Work
HC = Home Connection
BP = Bible Point
LA = Life Application
 = Higher-thinking directives

TEACHER TIP

In addition to the Bible art provided in the TRP, they are also available as a digital resource. We recommend laminating and mounting the TRP version to a designated Bible-art area on the teaching wall, while printing additional copies for students to interact with during the lesson. Please note that each Bible art now contains a line art coloring page on the back of the TRP piece, which is also available as a digital resource.

Laminate the Letters of the Day (TRP) and Animal of the Day posters (TRP) prior to mounting them to the wall.

Purchase a pack of poster letters (available at most dollar stores) and attach adhesive Velcro dots to the back of each letter. Attach matching Velcro dots to the Letters poster for easy swapping of letters each class period.

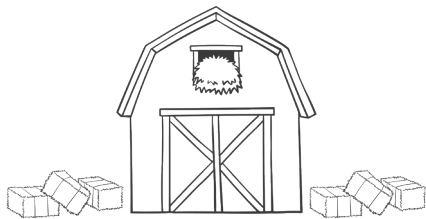
For the Animal of the Day poster, cut out the Poster Animals (TRP)  and attach Velcro dots to the back of each animal and the Animal poster as instructed above for the Letters poster.

● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Item” folder that contains the following:

- Attendance Chart Farm
- Attendance Farm Animal Cutouts
- Bible Art (Line Art and Color)
- Child Information Form
- Classroom Décor
- Digital Postcards
- Farm Animal Videos
- Home Connection Calendars
- Home Connection Devotionals
- Memory Chart Sheep
- Open House Kit
- Spiritual IEP
- Teacher Training: “Children with Limited Verbal Skills”
- Unit Memory Work Handouts

Lessons 1, 9, and 10 also have sound effects and videos available to assist you in the lesson. To download your digital resources, look for the code on the back of the TRP cover sheet.



Allergy Alert

Hopefully you are using the Child Information Form 📄, asking all parents or guardians to fill one out before they leave a child in your care. Be especially aware of any food and hay (décor) allergies. This quarter calls for many different types of snacks, so be prepared to provide alternatives for those students who may have allergies to any of them.

Wall 2: Corn Fields

Title this wall: CREAM OF THE CROP. Purchase a decorative scarecrow and mount it in the middle of the wall. Then use the provided décor art to create corn stalks 🌽 around it.

Personalization Opportunity: Print students’ pictures and glue them to the ears of corn 🌽.

Interaction Opportunity: Trace students’ hands onto different shades of brown construction paper. Cut out the handprints and add them along the bottom of the wall for rows of dirt.

Wall 3: Big Red Barn

Using décor art, create a big red barn 🏠 in the middle of the wall with bales of hay 🌾 stacked on either side. Add tufts of hay coming from the hayloft opening.

Interaction Opportunity: Use real bales of hay to create a special book nook. Cover the hay with blankets to make soft seating. Put books in metal pails and wooden buckets or crates.

Wall 4: Farm Animals

Hang blue butcher paper over the top one-third of the wall and green butcher paper over the bottom two-thirds. In one corner, create a small pond with blue butcher paper. In the other corner, create a small mud pit with brown butcher paper. Each week, students will add animals to the wall and watch their farm grow all quarter long.

Offering

Let students feed their offering to the animals. Print and cut out the animal faces 🐾. Then glue them on top of empty cans to create a hungry animal offering container.

Teacher’s Manual

This curriculum is Bible-based and written on a developmentally appropriate level for students ranging from two to three years of age. All activities and questions are written with the five areas of child development in mind: physical, social, emotional, cognitive, and spiritual. Each lesson presents a variety of interactions and experiences from which you can choose to create a teaching strategy based on the ages and stages of your students. Opportunities for higher thinking directives or discussion are designated with a ★ symbol.

Look for the following opportunities within each lesson:

Curiosity Opportunities: Young children are curious about their world. We have the privilege of not only stimulating their curiosity about the world around them, but also about their God who made the world.

Sensory Opportunities: Even in church settings, toddlers learn through all their senses. Bible stories and lessons come alive through sensations of touch, sound, smell, taste, and sight.

Literacy Opportunities: Story time is a foundational area of learning. Fostering a love for picture books now will only help foster a love for the Good Book later.

Music Opportunities: Music is a necessary part of an enjoyable classroom experience and emerging worship experience. Use music to accomplish specific tasks, such as identifying transitions, working out the wiggles, and changing the atmosphere.

Pretend Opportunities: Toddlers love to play with dolls, stuffed animals, oversized clothing, real-life cookware, and anything else associated with “big people.” Role play is a great tool for assessing students’ interpretation of the lesson and growing student interactions.

Construction Opportunities: When toddlers build, tear down, and then build again, they make connections which lead to an understanding of how parts fit together to form a whole. These discoveries facilitate future perceptions of themselves as part of a whole, including their part in the body of Christ.

Art Opportunities: For toddlers, art is more about experience than end product. Allow students to enjoy moments of artistic expression as they learn about God, His story, and His creations through creations of their own.

Movement Opportunities: When it comes to gross and fine motor skills, young children are constantly learning, growing, and re-mastering. This upward spiral of development pertains to both their physical and spiritual development.

Family Participation Opportunities: Each lesson ends with a few suggested methods to connect the lesson to the home. The Home Connection take-home piece (TRP) ⬇️ provides a unit overview, laying out each lesson’s biblical text, Bible Point, and Life Application, as well as suggesting a fun family activity to further stimulate discussion. Please note that all children’s levels are included on one sheet, making it easy for parents of children across multiple age or grade levels to discuss the day’s lesson. In addition, we have provided a great weekly devotional ⬇️ to give to parents, or they can download it by going to the URL address at the top of each activity paper <http://pentecostalpublishing.com/homeconnection>.

In the lessons, look for **bold type** to show words, dialogue, and questions you may want to use. Please let us know how the updated lesson format and the developmentally enhanced activities work for you. Our goal is to help you help your students.

Digital Curriculum: See page 2 for instructions on how to digitally download the teacher’s manual as PDF and Word documents. Study each lesson on the go using your favorite handheld device (like an iPad) by opening the PDF using a reader like Adobe Acrobat. Personally craft the material to suit your particular interests and needs by editing the DOC files using a word processor like Microsoft Word.

Activity Paper

Order one activity paper per student, with a few extras for growth and potential guests. The activity paper offers two activities to be used as an integral part of each week’s lesson.

Memory Work Feature: Unit memory posters are printed on the back of the activity paper cover. Send this cover page home with parents the first week.

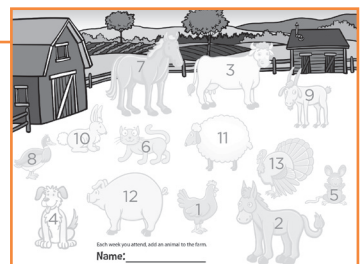
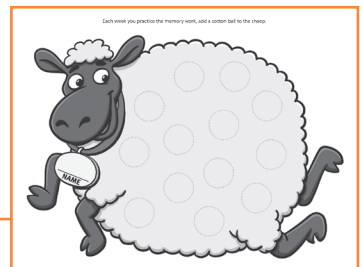
Memory Charts: A memory chart for each student is near the back of the activity paper. Each week after memory work, whether you teach the Bible Verse or Bible Words, students glue a cotton ball to their memory-chart sheep.

Attendance Charts: Near the back of the activity paper is also an attendance tracking page. Prior to each class, cut out an attendance farm animal cutout (TRP) ⬇️ for each student. For each class students attend, they add a farm animal cutout to their attendance chart farm scene.

Home Connection: If you do not have time or resources to print copies of the Home Connection HC calendar (TRP) ⬇️ and devotional ⬇️ to send home with students, direct parents to the URL address on each activity paper (<http://pentecostalpublishing.com/homeconnection>).

Note that children cannot filter out background noise as easily as adults, so avoid constant background music.

Maintain a prop box with a variety of dolls, stuffed animals, dress-up clothes, real-life cookware, table settings, and so on. Rotate items periodically to keep them fresh and exciting; remember to clean them regularly to maintain a healthy environment.





Unit 1

Lessons from Daniel

Unit Bible Verse

“Blessed be the name of God for ever” (Daniel 2:20).

Unit Bible Words

Praise Jesus forever.

Scripture Text

Daniel 1

Bible Point

God wants me to be holy.

Life Application

I do what God likes.

Looking Ahead

In lesson 2, option 4 (page 17), you will need printed pictures of your students. Take pictures this week so you have time to print them.

DANIEL REFUSES THE KING’S MEAT

Daniel Does What God Likes

CORE SUPPLIES

Excite and Engage

Welcome: Cover the table(s) with newspaper or plastic tablecloth. From the classroom décor art [📎](#), print and cut out a few chickens. Students will also need craft feathers and glue.

Offering container, attendance chart farms [\(AP\)](#) [📎](#), chicken from attendance farm animal cutouts [\(TRP\)](#) [📎](#), farm animal sounds [📎](#)

Activity Paper: Mount the Letters of the Day poster [\(TRP\)](#) and Animal of the Day poster [\(TRP\)](#). (See page 3 for a tip for preserving the posters and presenting the letters and numbers.) Add letters *A* and *F* to the Letter poster. From the Poster Animals [\(TRP\)](#), cut out the chicken and add it to the Animal poster. (Letter *A* words are army, asparagus, apple, and ant. Letter *F* words are football, feather, fork, and fruit.) Prepare to play the chicken video [📎](#). Students will need activity papers (page 1) and crayons.

Opening Activity: No supplies needed

Relate and Receive

Access Prior Experience: Prepare items to set up a home scene, such as a tent, a bed (sheets, pillows, stuffed animals), a table (tablecloth, plates, cups, and utensils), and a kitchen (pots, fake food or food boxes).

Bible Lesson: Bible, home area from Access Prior Experience, Daniel Refused the King’s Meat visual [\(TRP\)](#)

Apply and Act

Life Application: Activity papers (page 2), Letter poster [\(TRP\)](#), crayons

Prayer: No supplies needed

Snack Break: Variety of prewashed and presliced fruits and veggies, napkins, water, cups, damp cleaning cloths

Home Connection: Prepare to send each student home with the unit 1 [HC](#) calendar [\(TRP\)](#) [📎](#) and the lesson 1 [HC](#) devotion [📎](#). Separate the activity paper covers [\(AP\)](#) to send home. Prepare child information forms [📎](#) for parents to fill out as they drop off or pick up their children.

EXPANDED SUPPLIES

Worship and the Word

Worship: Provide various children’s instruments for the song “What a Mighty God We Serve.” Sing “God Is So Good” with the lyrics and motions indicated on page 10.

Memory Work: Bible, unit 1 MW poster [\(TRP\)](#), memory charts [\(AP\)](#) [📎](#), cotton balls, glue

Reinforce and Review

Option 1: Daniel’s home and props from Access Prior Experience

Option 2: Farm animals (plastic or stuffed)

Book suggestions: Age-appropriate children’s Bible; *You’re a Brave Man, Daniel!: Daniel 1–6* by Kay Arthur and Janna Arndt; *Daniel, God’s Faithful Follower* by Dennis Jones

Option 3: Blocks

Option 4: Print and cut out a set of fruits and veggies [\(TRP\)](#) [📎](#) for each student. Cover the table with newspaper or plastic tablecloth. Students will also need paper plates, crayons, and glue.

Option 5: Box of tissues, trash can

Teacher Devotional

Read Daniel 1. Prayerfully consider what this passage says:

About God

In responding to God's desire for us to be holy, we must seek His presence as we consider our presentation. Daniel did not want to *look* holy; he wanted to *be* holy. Holiness begins when God's Spirit flows through us to shape our actions and bring about His purposes.

To You as a Teacher

Holiness does not begin with knowing what to do; it begins with knowing whose you are. Whether dining in the den with kings or lions, Daniel knew he was a child of God and all sustenance begins with God. We must first learn to engage with God to understand how to be separated for His purpose.

To Your Students

Toddlers cannot yet grasp the concept of holiness. They can, however, grasp the concept of doing something someone else likes. If we say we like hugs, toddlers are likely to give us a hug. If we say we like their drawings, toddlers are likely to make us a drawing. Toddlers aim to please those whom they love. Help your students realize how much God loves them and that they can make Him happy. Let Daniel's story serve as an example. Wherever they are and whatever they go through, God loves them and is with them.

CORE (designed for a teaching period around 45 minutes)

EXCITE AND ENGAGE

Welcome: F Is for Feathers

As students arrive, play farm animal sounds 🗣️. Invite students into the newly decorated room and point out the décor changes.

Collect the offering and let students add the chicken from the attendance farm animal cutouts (TRP) 🗣️ to their attendance charts (AP) 🗣️.

Tell students the farm needs some chickens. Show the décor-art chickens 🗣️ and work in teams to glue craft feathers on them. Then mount the chickens to the farm animals wall.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God wants	Point up
me to be	Point to self
holy.	Jump up and down

Activity Paper: Letters and Animal of the Day

Play the chicken video 🗣️ as you introduce the animal of the day. **God made chickens.**

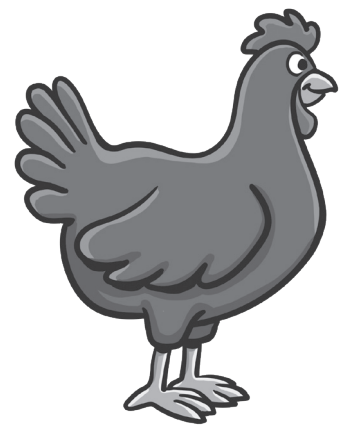
- **What sound do chickens make?**
- **What do chickens look like when they walk around?** Let students demonstrate flapping their wings.

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day: *A* and *F*.

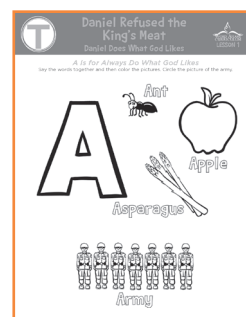
Distribute activity papers. On the front page, show the first letter of the day: *A*. **The letter *A* is for army, asparagus, apple, and ant.** Ask students to point to the pictures and say the words. **In today's Bible story, one of these things surrounded the city.**

- **Do you think the city was surrounded by an army, asparagus, apples, or ants? . . . An army.**

Help students circle the army at the bottom of the page and then color the other pictures.



In addition to presenting biblical characters and connections to the Bible story, the activity paper presents something familiar to toddlers: letters and animals. Students are greeted right away with a song they have heard before and will likely be able to sing. Even if they are in a new environment, visiting students can quickly feel at ease. For students who attend each week, this repetitive activity creates a sense of security and stability that toddlers need.



The opening activity presents an opportunity for toddlers to interact with their environment and each other. It helps visiting students become more at ease with new surroundings and new friends. This activity keeps learning fun and exciting, just the way toddlers like it, and it prepares students for the Bible Lesson and Life Application to come.

Opening Activity: A Is for Action Song

Let's get out the wiggles with a happy, hoppy song about what God likes. Shake your wiggles. Now freeze your wiggles. Today is all about doing what God likes.

- **Do you like God? . . . Say, "Yes, I like God."**
- **Do you want to do what God likes? . . . Say, "Yes, I do what God likes."**

Sing the following to the tune of "The Wheels on the Bus," doing the motions as the song indicates.

**My God likes when I clap my hands, clap my hands, clap my hands.
My God likes when I clap my hands, when I sing my song.**

**My God likes when I raise my hands, raise my hands, raise my hands.
My God likes when I raise my hands, when I sing my song.**

**My God likes when I jump for joy, jump for joy, jump for joy.
My God likes when I jump for joy, when I sing my song.**

**My God likes when I march around, march around, march around.
My God likes when I march around, when I sing my song.**

**My God likes when I shout real loud, shout real loud, shout real loud.
My God likes when I shout real loud, when I sing my song.**

**My God likes when I sit real still, sit real still, sit real still.
My God likes when I sit real still, when I sing my song.**

You did such a good job of singing your song and doing what God likes. Today's Bible story is about a boy named Daniel who did things God liked, but our story is also about King Nebuchadnezzar who did things God did not like. Daniel wanted to be holy like God, so he did what God liked. Say, "I do what God likes."

RELATE AND RECEIVE

Access Prior Experience: Home

★ **What are some things you have in your home?**

Today's Bible story is about a boy named Daniel. I need your help to set up a nice home that will be Daniel's home in our story. Using the supplies on hand, assist students in setting up a home. Perhaps place a tent in one area, make a bed, set a table, provide a kitchen area, and so on.

Bible Lesson: Daniel Does What God Likes (Daniel 1)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E."

Show where the story is in the Bible. **Our story comes from the Bible. It is about a boy named Daniel. Let's sit in Daniel's home.** Take students to the home area they just prepared.

There once was a mean king named King Nebuchadnezzar. King Nebuchadnezzar did not like God; the king did things God did not like.

One day mean King Nebuchadnezzar sent his big bad army to surround Daniel's home. The army broke into Daniel's home. Say, "Oh no!" The big bad army captured Daniel and took him back to the mean king's palace.

The big bad army also broke into the church. Say, "Oh no!" They took things out of the church that did not belong to them, like the special cups. The big bad army took the things back to mean King Nebuchadnezzar.

The king made Daniel go to school with lots of kids who did not know who God was. They did not do things God liked. The king told Daniel he could not talk about God. The king wanted Daniel to do things God did not like. Say, "Oh no!"

But Daniel loved God. Daniel only wanted to do things God liked. Say, "Yay!"

Daniel listened to his parents and teachers. Daniel learned about God and the Bible. Daniel knew how to pray. Say, “Yay!”

Daniel wanted to do what God liked when he was at home, when he was at church, when he was at school, and even when he was in the mean king’s palace. Say, “Yay!”

So Daniel did not eat the king’s meat because he knew God did not want him to. Daniel only ate fruits and vegetables because that made God happy. Daniel obeyed God and grew bigger and stronger than all the other boys. Say, “Yay!”

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students’ minds.

APPLY AND ACT

Life Application: I do what God likes.

On the back page of the activity paper, show the second letter of the day: **F**. The letter **F** is for football, feather, fork, and fruit. God wanted Daniel to eat veggies and fruit. Do you see fruit on your papers? Circle all the food Daniel can eat by circling all the fruit.

God made Daniel strong because he did what God liked. Do you do what God likes? . . . Yes. Say, “I do what God likes.”

Prayer: God, Help Me Do What You Like

It makes God happy when we live holy. Let’s ask Jesus to help us do what He likes. Have students repeat your prayer.

Thank You, Jesus . . . for being holy.
You are always . . . good to me.
Please help me . . . do what You like.
In Jesus’ name, . . . amen.

Snack Break: F Is for Food God Likes






Have students prepare for and pray over snack. The king’s meat was not good for Daniel to eat. God wanted Daniel to eat fruits and veggies. Daniel did and he grew stronger.

- Do you want to grow big and strong?
- Do you want to do what God likes?

Say, “I do what God likes.” Distribute snack.

★ As students eat, talk about how healthy foods help us grow strong.

Home Connection

- For each student, send home a copy of the unit 1  calendar (TRP)  and the lesson 1  devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- Send home the cover of the activity paper, showing parents that the back contains the memory work posters for the entire quarter. Encourage them to post it in a visible location, such as on the refrigerator.
- Use the Child Information Forms  to get contact information from parents. This will be used to establish a home connection throughout the quarter.

- What boy got captured by King Nebuchadnezzar’s army? *Daniel*
- Who was Daniel not allowed to talk about in his new school? *God*
- Did Daniel get weak or strong from eating only fruits and vegetables? *Strong*
- Did Daniel do what God liked? *Yes*
- Do you want to do what God likes? *Yes*



EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Sing “God Is So Good.” All verses stay with the same style as verse one (ending with “He’s so good to me”), but change the lyrics as noted, doing the motions as indicated.

God is so good. God is so good. God is so good. He’s so good to me.

Verse 1: God is so good. (Stand and wave arms in the air while singing.)

Verse 2: I do what God likes. (Jump up and down while singing.)

Verse 3: I will trust God. (Crouch down while singing.)

Next, distribute instruments and allow students to worship to your favorite rendition of “What a Mighty God We Serve.”

As you collect the instruments, ask each student, **Will you do what God likes?**

Memory Work

Unit 1 Bible Verse: “Blessed be the name of God for ever” (Daniel 2:20).

Show students the Bible verse on the unit 1 MW poster (TRP). Point at each word, including the reference, as students repeat after you.

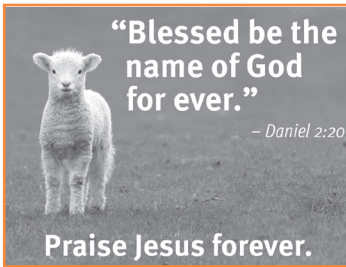
God is holy and He wants us to do what He likes. Do what I do and repeat after me.

Blessed be	Clap hands
the name of God	Point toward sky
for ever.	Flap arms like wings

Unit 1 Bible Words: Praise Jesus forever.

Show students the Bible words on the unit 1 MW poster (TRP). Point at each word as you read it and have students repeat after you. **God is holy and He wants us to do what He likes. Do what I do and repeat after me.**

Praise	Clap hands
Jesus	Point toward sky
forever.	Flap arms like wings



At the completion of either method, allow participating students to glue a cotton ball on their memory charts (AP) 📌.

REINFORCE AND REVIEW

Option 1: Act It Out

Let students play with the home items in Daniel’s home. Help them reenact the Bible story. Interrupt their play periodically to ask, **Are you doing what God likes?**

- ★ Encourage students to take turns pretending to be Daniel, King Nebuchadnezzar, and the army.

Option 2: Friends Read Together

Have students gather the animals for story time. Show the book(s) you will read. Remind students of the letters of the day and point out key words in the book(s) that begin with those letters.

From an age-appropriate Bible, read the story of Daniel and the king’s meat. Other suggested books include:

- *You’re a Brave Man, Daniel!: Daniel 1–6* by Kay Arthur and Janna Arndt
- *Daniel, God’s Faithful Follower* by Dennis Jones

Option 3: Careful Construction

Bring out the blocks. Before students begin building, have a little talk about how God likes us to treat our toys, our classroom, and our friends. **We treat our toys gently, we clean up our toys when we are finished, and we share our toys with our friends. That is what God likes. Do you do what God likes? . . . Say, “I do what God likes.”**

Let students build with the blocks. Make suggestions of things to build that pertain to the Bible story.

Option 4: Food on My Plate

Distribute the fruits and veggies cutouts 🍎. Let students color them. Then distribute paper plates. Help students glue their food to their plates. Have students hold up their plates and say, **“I do what God likes.”**

Option 5: Always Do What God Likes

Have students stand in a circle. Give each student a tissue and help each student tear it into three pieces. Then tell students to toss the pieces high into the air and watch pieces float down to the floor.

What would God like us to do when we see trash on the floor? . . . God would like us to pick it up. Ask students to help you clean up. When finished, everyone shouts, **“I do what God likes.”**

Play additional rounds as long as students are still willing to help clean it all up.

LOOKING AHEAD

In lesson 2, option 4 (page 17), you will need printed pictures of your students. Take pictures this week so you have time to print them.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

