

Kindergarten—Unit 3

We Change and Grow

Kindergarten children often marvel at the tasks they can now accomplish. “And to think that last year I couldn’t zip my coat!” Students will celebrate the ways they have changed and grown through collecting stories and photographs of themselves when they were younger. They will observe a baby and reflect on their growth. Students will look at the ways they may change as they grow older through thinking about jobs they might have as they grow up.

LESSONS

1. Samuel’s Birth, Hannah’s Joy
2. Samuel Grows
3. Josiah, The Boy King

Unit 3: We Change and Grow

Unit Information

SUMMARY

Throughout our lives, we learn ways to serve God. As we grow older, God continues to use us in real and significant ways. Students will receive a visit from a baby and mother. They will also celebrate life's stages with a Decades Party.

KEY BIBLE TEXTS

- Psalm 8:2; 92:14; 139:13-14
- Joel 2:28
- Matthew 11:25-26
- Luke 2:40
- 1 Corinthians 12:4-6
- 1 Samuel 1; 2:18-28, 3:1-21
- 2 Kings 22; 23

BIBLICAL BACKGROUND

Samuel's Birth, Hannah's Joy

Hannah longed and prayed for a child. Her joy in the birth of Samuel lets children know how much babies are wanted and loved.

There's something special about babies. They are helpless creatures to cherish. In them, we see the promise of the unknown that will be fulfilled in an individual and unique way. The psalmist rejoiced in the miracle of birth: "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made," Psalm 139:13-14a.

Each baby comes into a family unit and forever changes that family's pattern. They contribute to the family unit just by being. A gurgle, giggle, or coo brings delight to us all. Babies bring joy into even the most mundane days. "From the lips of children and infants you have ordained praise," Psalm 8:2.

Samuel Grows

Children will learn that Samuel grew from a baby, loved and cared for by his mother, into an adult who became a prophet. They can identify with Samuel's stages of growth and see that it is important to listen to God's call.

In Luke's story of Jesus' childhood is the verse, "And the child grew and became strong; he was filled with wisdom and the grace of God was upon him," Luke 2:40. As Jesus explored his environment, he learned new things and his thought patterns changed as he learned about the world. Growth and change is good! Jesus did not remain an infant, but grew and became strong.

Scripture affirms childhood as a stage in life's journey that is pleasing to God. It is not just a stepping stone to adulthood. Jesus said that it is necessary to be like a child to believe in him (Mark 10:15). Children think in their own way, have individual understandings of the world, and a certain level of accountability. Proverbs 20:11 reads, "Even a child is known by his actions, by whether his conduct is pure and right." And Jesus said children can understand some things that are hidden from those considered wise (Matthew 11:25).

Josiah, the Boy King

Josiah became king of Judah when he was only eight years old. As he grew older, workmen who were rebuilding the temple found the book of God’s law. When the book was read, Josiah realized that the people had turned from God and were living in sin. He led them to worship the true God and stripped the country of its idols. In all the stages of Josiah’s life, God cared for him, and Josiah remained faithful to God.

As we grow older, our responsibilities might change, but God’s love and care for us does not. And our primary charge to love God first does not change. As we look at all the choices we will make in our lives, loving God remains top priority.

Just as children have a special role to play, so do older adults. The prophet Joel said, “Your old men will dream dreams, your young men will see visions,” Joel 2:28c.

The Bible refers to growing old as a desired position in life. “[The righteous] will still bear fruit in old age, they will stay fresh and green,” Psalm 92:14. The old are seen as people with experience and teaching worthy to be passed on to those who are younger (Isaiah 65:20; Proverbs 1:8; 23:22). Older adults have a great deal to tell us about life.

ESSENTIAL UNDERSTANDINGS

- Each of us came into the world as a baby.
- God loves each of us and wants us to serve him.
- We can serve God regardless of our age, appearance, or abilities.
- God is always with us, ready to help when things are difficult.
- God sends a variety of people to teach us.
- God is pleased when we help others celebrate their gifts.

WORSHIP / BIBLE MEMORY

Each day before beginning the lesson, light a candle (or use a battery-powered light) and call the children to worship with these activities:

1. Bring in fall flowers in different stages of growth—buds, full blossoms, dying blossoms. Talk about changes in plants as they grow.

Fall is a wonderful time to talk about other changes that happen because of growth—leaves that grew in the spring turn color and fall to the ground, animals begin hibernating, etc.

Read Ecclesiastes 3 and talk about the time for everything.

2. Introduce the memory verse by talking about the book of Proverbs. Show children the book in the Bible and explain that this book has many wise sayings.

Read the Bible memory text:

Even a child is known by his actions,
by whether his conduct is pure and right.
Proverbs 20:11

This verse confirms what the lessons in this unit teach, that the children are growing into what they will be as an adult. Their actions as a child already tell something about the kind of person they will become.

Repeat the verse, dividing it into two phrases and echoing back and forth between two groups. Then switch parts. Review previous Bible memory verses.

3. Sing one or more of the following songs in *Jubilee Songbook*:

- Jesus Loves the Little Children, page 23
- God’s Family, page 26
- I Am Special, page 33
- There Was a Little Baby, page 40

4. Repeat this prayer before each lesson in the unit:

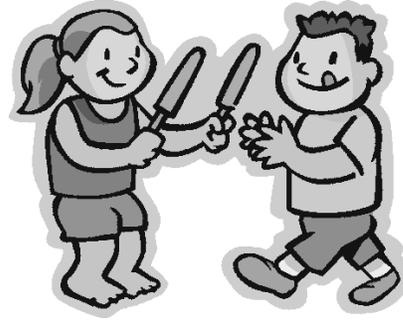
God, we know that everything must grow and change. We learn how you want us to be, as we grow older. Help us to grow into people who show you our love and serve you. Amen.

ASSESSING TEACHING / LEARNING

Kindergarten children have difficulty with the concept of time. While observing students at work during this unit, it is important to note if they have a sense of growing and change in both a past sense and a future sense. Do they know they have already grown and learned new things? Do they know that they will continue to grow and change as part of God’s plan?

MEMORY PASSAGES

This unit offers the following verses for students to memorize: Proverbs 20:11 and the bonus verse, 2 Timothy 2:15a. You will find them in large format on pages 109-110, to copy as take-home sheets for students.



Even a child
is known by his actions,
by whether his conduct
is pure and right.

Proverbs 20:11





Do your best
to present yourself
to God as one approved,
a workman who does not
need to be ashamed.

2 Timothy 2:15a

We Change and Grow

LESSON 1: SAMUEL'S BIRTH, HANNAH'S JOY

Objective

Children will be able to say how they have changed since they were babies. They will define a baby's "job."

Key Concepts

- I have changed a lot since I was a baby.
- Babies can do special things. I can do much more now that I am older.
- A baby spends most of its time learning about the world around it.

Text: 1 Samuel 1

Estimated Lesson Time: 30-40 minutes

Materials

- Bible, *Jubilee Songbook*
- Props for Bible story: story cloth, story figures, cloth or paper "road," small box
- Baby pictures from students or staff
- Guests: parent and baby (not yet crawling)
- Tape measure, blanket or child seat, strips of paper long enough to measure baby and child, tape
- For making class book: white construction paper (12" x 18"), markers, stapler, magazines with pictures of babies (*Parents, American Baby*, etc.), scissors, glue
- For Extend the Lesson, option one: dolls and accessories, cardboard boxes, masking tape, paper, markers
- For Extend the Lesson, option two: Parent Survey (p. 115)
- For Extend the Lesson, option three: photos of students, zip-close plastic bags, stapler, cards printed with students' names
- For Extend the Lesson, option four: item weighing 7-8 lbs., small blanket or towel
- For Extend the Lesson, option five: picture books about babies
- For Extend the Lesson, option six: shoes of different sizes (baby to adult)

Teacher Preparation

- Ahead of time, send a note home to parents requesting a baby picture and current picture of their child.
- Practice telling the Bible story with props.
- Invite the parent of a newborn to 6-month-old baby to bring the baby to your class.
- For class book (lesson step 4), cut strips of white construction paper, 3" x 18." Write the words "A baby can" in large letters on each strip, leaving enough space after the sentence to write something a baby does. *OR* write the sentence several times on one sheet of paper and cut into strips after doing the exercise.
- Ask coworkers or friends for baby magazines, so you have a good supply.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 107-108.

2. Guess the baby. If you were able to collect baby/toddler pictures of your students, hold each photo up individually and see if the children can guess the baby. You might also collect baby pictures from teachers or staff the children would know and ask them to match names with pictures. Ask children how these people have changed since they were babies.

LESSON STEPS

1. Tell the story about Hannah and Samuel. You will need story figures for Hannah, the child Samuel, Elkanah, and Eli. You should also have a small bundle to represent baby Samuel, to tape to the Hannah figure. A small, overturned box can represent the temple. Cut a cloth or paper road to extend from one side of the story cloth (Elkanah's home) to the other side (the temple).

Long ago, before Jesus was born, there was a woman named Hannah. She was married to Elkanah. Hannah had no children. *(Show figures for Elkanah and Hannah. Place on one side of story cloth.)*

Every year, Hannah and Elkanah traveled to Shiloh, to the temple. They went there to make sacrifices to God. *(Move story figures along road to temple on other side of story cloth.)*

Now Hannah was sad. In those long ago days, people thought it was very important to have babies. But Hannah had no baby. She had no children at all. Hannah was very sad when she went to the temple to pray. She prayed loudly and cried out to God, "O Lord, if only you will give me a son, I will give him back to you."

Outside the temple sat Eli the priest. *(Move Hannah to temple and set Eli's figure outside temple.)* When he saw Hannah praying, he wondered what was wrong. When Hannah told Eli about her problem and how she had prayed to God, Eli said to her, "Go in peace, and may God give you what you asked for."

After that, Hannah felt much better. She traveled back to her home. *(Move story figures back to other side of cloth.)* Soon Hannah gave birth to a little boy. Hannah named him Samuel. *(Tape small bundle to Hannah figure.)*

When Samuel was old enough, Hannah traveled back to the temple to dedicate Samuel to the Lord. *(Move Hannah and small Samuel figure back to temple.)* She remembered the promise she had made to God. God had given her a son and she was giving Samuel back to God. At the temple, she met Eli the priest. She told him, "I am the woman who prayed for a son. God gave me this child and I have given him back to the Lord, for as long as he lives." And she left Samuel at the temple, to serve God.

2. Wonder about the story, using the following statements:

- I wonder how Hannah celebrated when she found out she was going to have a baby.
- I wonder how hard it was for Hannah to take her little boy to the temple to stay.
- I wonder if Hannah saw Samuel every year when she went to the temple.

Pray, "God, thank you for babies. This story of Hannah and Samuel reminds us that babies are wonderful gifts. Thank you for answering Hannah's prayer. And thank you that Hannah kept her promise to you. Amen."

3. Welcome the parent and baby you have invited to your classroom. Lay the baby on a blanket or in a child seat on the floor, so children can observe him/her.

Spend time just watching the baby. Invite students to say what they notice about the baby. Then invite them to reflect on these questions:

- What can the baby do? What is a baby's job? (*Breathe, coo, look, listen, eat, sleep, roll, kick, cry, etc.*)
- What will the baby soon learn to do?
- What can you do now that you couldn't do when you were a baby?

Ask the parent:

- What do you do for the baby now that the baby will sometime be able to do by him/herself? (*Dress, change diaper, feed, move, get things, etc.*)

Measure the baby with a tape measure. Cut a piece of paper the length of the baby, then one the length of a student. Compare the lengths by taping the strips of paper vertically on the wall.

If the parent brought a bottle, ask if she/he can feed the baby as the children watch.

4. Make a class book. Thank the parent for coming and say good-bye to parent and baby. On sentence strips (or one large sheet) record with the children things a baby can do. Encourage them to hear the sounds in the words they suggest and record any sounds they hear. You fill in the rest. For example:

- A baby can eat.
- A baby can sleep.
- A baby can cry.

When you have recorded 8-10 things a baby can do, divide the class into groups of 2 or 3. Give each group one of the sentence strips, a 12" x 18" piece of white construction paper, and several magazines with pictures of babies. Instruct them to find pictures of babies that illustrate the sentence. If they can only find a few, they may use markers and make their own pictures. Help to glue the sentence strips and pictures to the pages.

If some students finish early, they may retell the Bible story using the story figures. When all groups have finished illustrating their sentences, staple the pages together to make a class book. Read the book together, letting the illustrations prompt the reading.

5. Close the lesson with these words: "Babies have important jobs. They need to eat and stretch and grow bigger. They need to watch, listen, and touch the world around them, so they learn how things work. Hannah loved her baby, Samuel, just like your parents loved you. Let's pray: Thank you God for babies. They are precious gifts to us. Give us patience and love, so we can help them grow to be strong, healthy children like us."

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30-40 minutes.)

- **Doll play.** Bring dolls and accessories to the classroom and let the children play house. If some don't want to play with dolls, give them cardboard boxes, masking tape, paper, and markers to create doll furniture.
- **Parent survey.** Ahead of time, invite parents to fill out the parent survey (p. 115). Collect the surveys and share some of the stories/information with the class.

- **Display children's baby pictures** in zip-close plastic bags, stapled to a bulletin board. Invite children to match the pictures with cards printed with each one's name.
- **Hold the "baby."** Wrap an item weighing approximately 7-8 pounds (most babies' birth weight) in a small blanket or towel. Let children hold the bundle to see how they must have felt in their parents' arms.
- **Read a picture book** about babies and talk about it.
- **Look at shoes.** Bring shoes of different sizes, from baby shoes to adult and anything in between. Ask co-workers for contributions or ask children to bring in siblings' shoes. Arrange the shoes in order, from smallest to largest. Put them in a pile and have a "Find a pair" contest, to see who can find matching shoes first. Talk about who might wear each pair of shoes. How big would the person be?



Parent Survey



Dear Mom and Dad,

In school we are talking about growing: what we were like as babies and how we have changed since last year. We will also talk about what we might be like when we grow up. Please tell me some things about what I was like, so I can tell my classmates.

What time of the day was I born? Where was I born?

How old was I when I learned to crawl?

How old was I when I got my first tooth?

How did I act when I learned to walk?

What were my first words?

What are some funny things I said when I was little?

What new things have I learned to do since my last birthday?

Thank you for helping me see the ways I have grown and changed. It will be fun to share these things with my classmates and hear what they have to say, too.

Love,

We Change and Grow

LESSON 2: SAMUEL GROWS

Objective

Children will value what they can do now. They will name ways they can serve God at their age.

Key Concepts

- God loves each of us and wants us to serve God.
- We can serve God regardless of our age, appearance, or abilities.

Text: 1 Samuel 1:24-28; 2:18-28; 3:1-21

Estimated Lesson Time: 30-40 minutes

Materials

- *Jubilee Songbook*
- Clothing children have outgrown, in a variety of sizes (including baby and toddler clothes)
- Props for Bible story: doll, card with printed words “Here I am”
- Gift coupons (p. 120)
- Markers or crayons
- For Extend the Lesson, option one: *Children Do, Grownups Don’t* by Norma Simon (Albert Whitman & Co., 1987), blank paper, magazines, scissors, glue
- For Extend the Lesson, option two: magazine pictures of people at different ages

Teacher Preparation

- Ask parents to send in clothing the children have outgrown.
- Practice telling the Bible story.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 107-108.

2. How have your grown? Show the outgrown clothing to the students and ask the following questions:

- What could you do when you wore this clothing?
- How have you changed since you started school? (*Encourage students to think about emotional, mental, and physical changes.*)
- How has your body changed?
- What can you do now that you couldn’t do when you were a baby?
- How did you let people know you were sad or mad when you were a baby? A toddler? Now?
- Why wouldn’t a toddler be ready to come to school?
- What did you have to learn to be ready to come to school?
- What do you need to learn to be ready to graduate from (*finish*) school?

LESSON STEPS

1. Tell the story, “Samuel Grows.” You will tell this story with a little help from one student. You will need a doll and a card that says “Here I am.”

Do you remember the story I told you about Hannah and her baby, Samuel? What happened in that story? (*Let children retell story.*) In the first part of today’s story, I will pretend to be Hannah. Later, I will be Eli. (*Hold doll in your arms.*)

My name is Hannah. God gave me this child. I prayed and prayed, and waited and waited, until finally I had a baby. I named him Samuel. Before Samuel was born, I made a promise to God. I promised that if God gave me a child I would give him back to God to do his work. I loved Samuel very much. He was precious to me. I didn’t really want to send him away, but I made a promise to God. I knew that God and Eli would take good care of Samuel in the temple.

I kept Samuel until he was old enough to live away from me. Then I took him to the temple at Shiloah. There he would live with Eli the priest and learn to do God’s work. (*Carry doll to another place in room and leave it there. Invite a student to represent Samuel. Ask student to sit with you in front as you tell rest of story.*)

Eli took care of Samuel, and Samuel grew and grew. He grew so much that his robe didn’t fit him anymore. So every year when I came to the temple to make a sacrifice to God, I brought Samuel a new robe. (*Pretend to put robe on Samuel.*) Samuel learned to love God. He learned to be a good worker for Eli, the priest. Eli was growing old. His eyes were weak, and he could hardly see. Samuel was a big help to him. Now I’m going to pretend to be Eli.

One night, Eli and Samuel were both fast asleep in the temple. (*Invite student playing Samuel to lie down.*) Suddenly, Samuel heard a voice that said . . . (*Instruct other students to say, “Samuel, Samuel.” Student sits up and runs to Eli. Hold up card that says “Here I am.”*)

(*Samuel says*) “Here I am.”

(*Eli says*) “I didn’t call you. Go back to bed.” (*Samuel goes back and lies down.*)

“Samuel, Samuel.” (*Students call. Samuel sits up, runs to Eli and says...*)

“Here I am.”

“My son, I did not call. Go back and lie down.” (*Samuel goes back and lies-down.*)

“Samuel, Samuel.” (*Students call. Samuel sits up, runs to Eli and says...*)

“Here I am.”

Finally, I realized that God was calling Samuel. This time I told Samuel, “Go and lie down. God is calling you. If the voice calls again, answer, “Speak, Lord, for your servant is listening.”

(*Samuel lies down. Students call.*) “Samuel, Samuel.”

(*Samuel answers*) “Speak Lord, for your servant is listening.” (*Samuel rejoins rest of class.*)

From then on, Samuel often talked with God. Sometimes God had a message for him to give to Eli. When Samuel was older, he spoke God’s words to the people. When he grew to be a man, Samuel did God’s work and became a prophet for the people of Israel.

2. Wonder about the story, using the following statements:

- I wonder how Hannah felt when she took Samuel to the temple to live.
- I wonder what Eli taught Samuel in the temple.

- I wonder what God’s voice sounded like to Samuel.
- I wonder what job God is asking me to do.

Pray, “God, you have many things to teach us as we grow and change. Help us to be ready to say ‘Here I am’ when you have a message for us. Amen.”

3. Sing the following words to the tune of “Frere Jacques.” Invite children to do motions to match the words. This would be a great song to print on poster board. It contains a lot of high-frequency words for reading.

I am growing. I am growing.
 Look at me. Look at me.
 I can...* I can...*
 Look at me. Look at me.

*...tie my shoe
 ...make my bed
 ...sing at church
 ...read a book
 ...talk to God
 ...wash the dishes
 ...sweep the floor
 ...feed my cat
 ...write my name
 ...zip my zipper

4. Job movement activity. Ask children to act out each of the following jobs. After they have acted out the job, invite them to tell you whether it is a baby’s job, a child’s job, or an adult’s job.

- Drive to the store to buy milk
- Play hopscotch or jump rope
- Shake a rattle
- Drink a bottle
- Chop up an onion with a sharp knife
- Play in the sand

5. Different jobs for different ages. Say, “Hannah and Eli didn’t expect Samuel to be a priest when he was a little boy. They knew Samuel needed to do children’s jobs. Some jobs are made just for a baby. Some are just right for a child, and some jobs are only for an adult. God wants you to do the jobs that are just right for children. But God also wants you to do jobs that will help you grow and change into someone who can do God’s work.” Read the following actions and have children decide whether or not they will help them grow into people who can help others and serve God.

- Make an adult tie my shoes all the time because I don’t want to learn how
- Listen carefully to Bible stories in Sunday school so I can tell them to someone else
- Color on my paper at church instead of singing songs with the congregation
- Lay my dirty clothes on my floor, so my mom or dad can find them there
- Talk to God when I am scared or happy

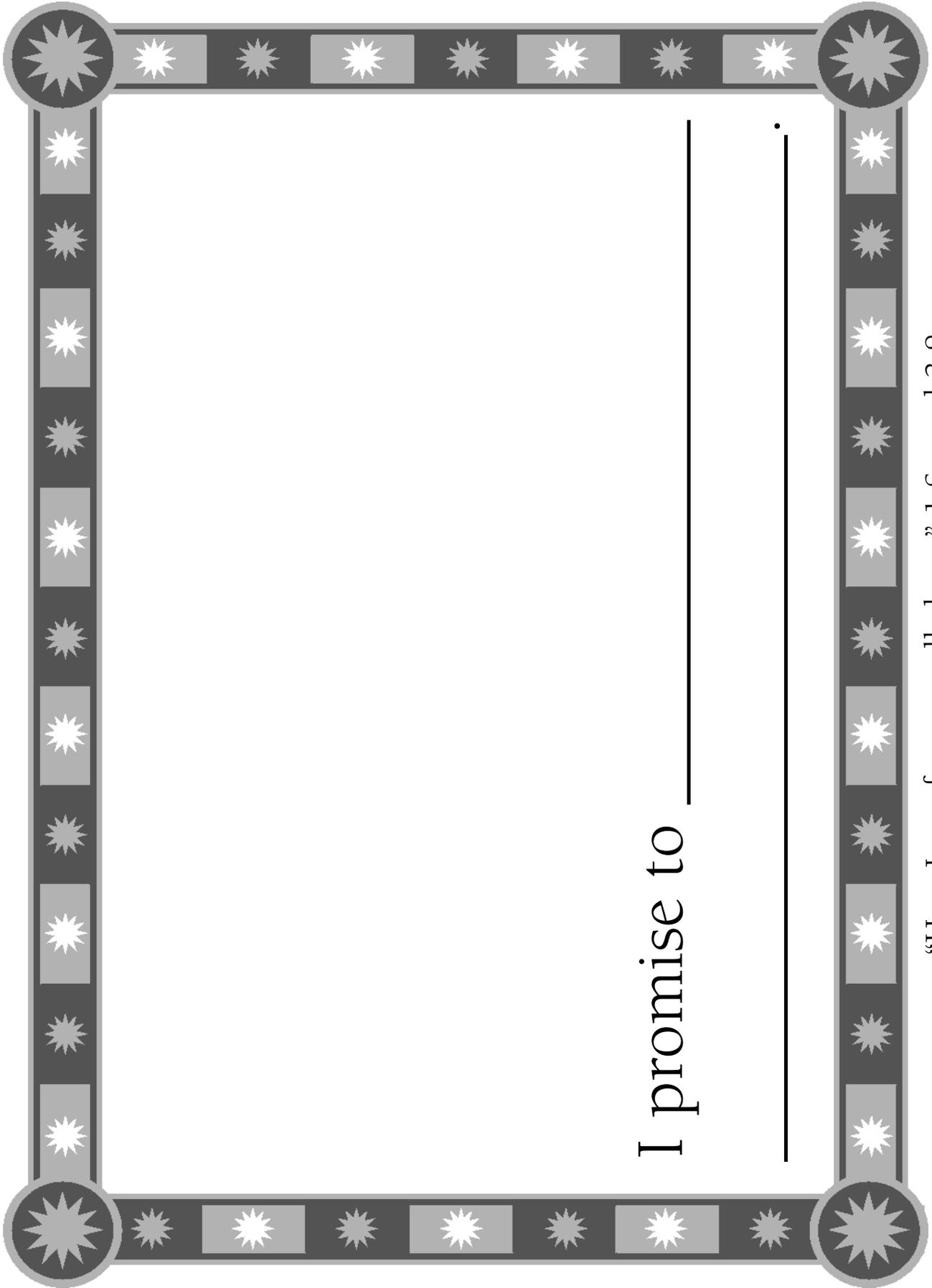
- Look at many books and tell the stories, so I can be ready to learn how to read.
- Play with my baby sister or brother, so I learn what makes babies happy
- Play with my game boy, so I get really good at the games
- Watch cartoons every day after school
- Practice writing, so I can write letters to my grandma

Have each child share an idea of something they could do to help themselves grow up (*as Samuel went to the temple to prepare to serve God*). To prompt them, remind them of the “good” jobs listed above (*or the opposite of the “bad” jobs*). Then give each child a coupon. Ask them to make a coupon gift for their parents that promises they will do a child’s job that helps them grow into someone who serves God. Have them draw a picture of the action and write words to describe the job, if they can.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30-40 minutes.)

- **Make a class collage** of things children do that grownups don’t, using pictures from magazines. Read the book *Children Do, Grownups Don’t* by Norma Simon, if possible. Talk about the advantages of being just the age they are.
- **Collect magazine pictures** of photographs of people at different ages. Ask students to put them in order from youngest to oldest.



I promise to _____
_____.

“Here I am, for you called me,” 1 Samuel 3:8

We Change and Grow

LESSON 3: JOSIAH, THE BOY KING

Objective

Children will think about how they might change when they grow up. They will tell ideas about what they want to be.

Key Concepts

- God loves people of all ages.
- We can learn from older people.
- Older people can give us ideas of what we want to be.

Text: 2 Kings 22, 23

Estimated Lesson Time: 30-40 minutes

Materials

- *Jubilee Songbook*
- Hats (or pictures of hats) to represent different professions
- Gold blanket or fabric
- Crown, made from gold foil
- Bible
- For Extend the Lesson, option two: paper, markers, refreshments, books

Teacher Preparation

- Practice telling the Bible story.
- Hide the Bible somewhere in the classroom.
- If using Extend the Lesson, option one, invite parents and/or community members to come and tell about their professions.
- If using Extend the Lesson, option two, invite guests from different age groups for a “decades party.”
- If using Extend the Lesson, option three, arrange to visit someone’s place of employment.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 107-108.

2. Grownup jobs. Show the hats (*or pictures of hats*) people from different professions might wear: firefighter’s hat, chef’s hat, farmer’s hat, baseball player’s hat, etc. Let children try them on, then talk about what they would need to learn, to do the job each hat represents. Remind them of the last lesson, when you talked about what their jobs are now. Are they ready to do grownup jobs now? No! But someday they will grow into someone who can do a grownup’s job.

LESSON STEPS

1. Tell the story, “Josiah, the Boy King.” This is a wonderful story to act out with the children. The idea of someone not much older than they are becoming a king will grab their attention. Create a throne by throwing a gold blanket or fabric

over a chair. Choose someone to be Josiah. *(Don't hesitate to choose girls for boys' roles in these Bible stories. They need equal time!)* You can be the narrator. You will be the only one who speaks.

Long ago, before Jesus lived, God's people were doing bad things. Instead of worshipping only the one true God, the people in Judah worshipped false gods. They even brought idols, statues created to honor these false gods, into God's temple in Jerusalem. The people had forgotten God. They did not follow his law. They did not remember how God had brought them out of Egypt and given them the land of Israel.

The kings who ruled during this time were evil also. They did things that God didn't like. One of those kings was named Amon. Amon served the false gods. He did not walk in the way of the Lord. Amon died while he was king, but he had a son whose name was Josiah. And that is where our story begins.

When Amon died, Josiah was only eight years old. Because his father was king, it was now his job to take over as king of Judah. Can you imagine becoming a king when you turn eight years old?

(At this point, invite child chosen to be Josiah to come sit on "throne." Wrap blanket around his shoulders and put crown on his head. This child serves mainly as a focal point for the children. If he becomes distracting, have him sit with other children.)

Josiah was a good boy. He didn't do bad things like his father. Maybe that was because he was so young. One day, when Josiah was a little older, workers were doing some repairs in the temple. While they hammered and sawed, one of the workers found some books. *(Have class pretend to be workers and spread out around classroom. Tell them a special book is lost somewhere in the temple. Have child who finds Bible bring it to Josiah.)*

Josiah read the book the workers found in the temple. *(Josiah pretends to read Bible.)* He was amazed! In this book were the words God had spoken to the children of Israel many years ago. It told them how to live together. It told them how God wanted them to worship. It told them that GOD was the one true God. Josiah believed the words in the book. He was sad that the people had disobeyed the Lord. He was so sad that he tore his clothes.

Josiah gathered all the people of Jerusalem in the temple. *(Have children stand and move close to Josiah.)* King Josiah read the book that was hidden in the temple to all the people gathered there. Then he made a promise to God. He promised that he would believe only in the one true God, and he promised that he would follow God's laws. King Josiah told the people they should celebrate a special meal called the Passover. *(Have children and Josiah sit down.)*

The Bible says there was no king before him and no king after him who turned to the Lord with all his heart and soul and might like Josiah did.

2. Wonder about the story, using the following statements:

- I wonder if Josiah was scared to become king at age eight.
- I wonder why the people worshipped other gods.
- I wonder how God felt when Josiah promised to worship only the true God.

Pray, "God, we want to worship only you and follow your rules, like King Josiah did. Amen."

3. Job charades. Have individual children act out the tasks required in a specific job. Let the other children guess the job. *(If the child acting can't think of a job, whisper one in his/her ear and give ideas of how to act it out.)*

4. Sing new words to the song, “Here We Go ‘Round the Mulberry Bush.” Insert a specific task required to do a job. *For example:*

This is the way we carry the mail, carry the mail, carry the mail.

This is the way we carry the mail.

If we’re mail carriers.

This is the way we stir the soup, stir the soup, stir the soup.

This is the way we stir the soup.

If we’re restaurant cooks.

5. Parents’ jobs. Invite children to share about their parents’ jobs. Encourage them to tell what parts of their jobs they think are fun for their moms or dads. Is there anything hard about their moms’ or dads’ jobs?

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30-40 minutes.)

- **Invite parents or community members** to visit your class to talk about specific professions. Try to include ones the children may actually have when they grow up.
- **Have a “decades party.”** Invite a representative from each of the following groups: a teenager (*possibly an older sibling of one of the students*), someone in the 20s (*maybe someone who just completed college or is beginning a job*), someone in the 30s (*maybe a parent*), and any other decades you want to include. Be sure to invite at least one older person, possibly a grandparent. Invite your guests to bring photographs that represent different stages of their lives.

Interview each guest briefly about his or her life now: What do you enjoy about being ___ years old? How have you changed over the last ten years? What are some things you can’t do yet, but would like to learn? What jobs have you had? What jobs would you like to have? How do you serve God in your job? Close with prayer, thanking God for work and the jobs we can do at each age.

Divide children into small groups and invite one adult to sit with each group. Have them discuss what jobs the children would like when they grow up. Tell the adults to ask why the children think that job would be fun. When each child has an idea, pass out paper and markers and have them draw pictures of themselves in the future, doing the jobs they chose. When they finish, have the adult write (*or help the child write*) “I am a (name of job) . If sets of children and adults finish early, invite the adults to read to the children.

When everyone is finished, put the pictures together to make a class book. Gather together to read the book, letting each child read the page they created.

Enjoy refreshments, furnished by you or a parent.

- **Do shared writing** to create a large list on chart paper, listing the jobs:

The children would like to have.

Their parents have.

They think are important.

- **Go on a field trip** to visit someone at his or her place of employment.

- **“If I were king.”** Have children write or draw about “If I were king (of my school, of my country, etc.)”