

Adventure Number 46

2 Kings 17 and 25

Story Line: God punished Israel and Judah for their disobedience.



1) Study the Lesson (before class)

- The Assyrian empire was very powerful in the middle of the 8th century. While Hosea the prophet was serving in Israel, the northern nation, Assyria invaded Israel in 725 B.C. and conquered the Israelites. Most of the Israelites were sent to northern Mesopotamia (northern Iraq and northern Iran).
- Amos had prophesied that the Israelites were more accountable to God since they were in covenant with Him; see Amos 3:2. Since the time of Jeroboam, Israel had abandoned their faith in Yahweh for about 200 years. Hence, God removed them from the land by using the Assyrian empire.
- While Israel was being exiled to Mesopotamia, the southern nation of Judah was responsive to the message of Micah and Isaiah under the leadership of King Hezekiah. Therefore, God let them remain in the land that He had promised to them.
- During the middle of the 7th century, Nahum (in the southern nation) prophesied against Nineveh because of their violence and idolatry.
- Also in the southern nation of Judah, Habakkuk foretold of the Babylonians coming to punish Judah. In 588 B.C., that is exactly what happened. After a 2-year battle, Jerusalem and Judah lost to the Babylonian empire. Most of the people of Judah were deported to Babylon. Only the poorest were allowed to remain in the land.
- The covenant that God had promised to David was never at risk.

The teacher's guide is divided into five key segments. Each part of the teaching process is important and all five should be followed for effective teaching. Chronological Bible teaching is a great way to evangelize and disciple children. As children come to know the stories of the Bible, they will understand the God of the Bible and how to respond to Him by faith.

Each of the five steps to teaching these lessons is a vital part of the lesson. Preparation before the lesson is extremely important and takes place in the days leading up to class. Then when class time starts, introduce the lesson with ideas or methods that will encourage students to become involved in the learning process. Teaching the story will take on several forms: through telling, through singing, through Scripture memory, and through activity. Be sure to review the lesson as well as previous lessons. Last, and probably most important, give your class something to apply or live out as a result of the lesson.

*Timeline:
Taken from Home*



2) Begin the Lesson

Let's think back over all of our lessons that we have studied and see if we can put the lessons in order. Here are the themes for some of the lessons:

- | | |
|--|---|
| 1) God is very strong. | 24) God called Moses in a special way. Moses obeyed God. |
| 4) God made man and woman to be His special friends. | 27) God is mighty to save. God parted the Red Sea. God drowned His enemies. |
| 7) Satan tempted Adam and Eve. Adam and Eve disobeyed God. | 30) God told the Israelites to build a tent where they could meet Him and offer sacrifices. |
| 12) God hates sin. God expelled Adam and Eve from the garden because of sin. | 33) God's people chose to believe that God could not give them the land. |
| 15) The people were evil. God sent a flood. Noah trusted and obeyed God. | 36) With God's help, the people entered the Promised Land. |
| 18) God destroyed Sodom because the people were very wicked. | 39) The Israelites asked for a king and God gave them Saul. |
| 21) Jacob won a new name in a wrestling match with an angel. | 42) Solomon built the temple for the Lord. |
| | 45) Prophets told about Jesus 700 years before He came to earth. |



3) Teach the Lesson

Is God fair? Is God just? Is God holy? Is God merciful? Is God patient? Is God loving? Is God kind?

The answer to all those questions is "yes." However, it may not seem like it at times. Today's lesson is about God's discipline of both nations (Israel and Judah) because of their desire to abandon Him.

Teacher Helps

Begin the Lesson Activity: Story Line Review

The teacher should write these statements on pieces of paper and then mix them up. Do not put the number of the lesson on the piece of paper. Divide the children into 2 or 3 teams, depending on the size of the class. Time how long it takes each team to put the statements in the correct order.



Tell the Story

The nation of Israel had now lived in disobedience to God for almost 200 years. God was patient with them and He gave them plenty of time to turn from their idolatry and pagan worship. Some people look at these stories and think that God is not merciful and loving. Actually, the exact opposite is true.

God sent prophets to warn the nation. The prophets told the people not to abandon the Lord their God. Prophets like Micah and Isaiah in the south around 700 B.C. told the people of God's coming judgment. Amos, in the northern kingdom, told the people of Israel that they were more responsible to Yahweh since they were in a covenant with Him.

Because the northern nation of Israel did not listen to their prophets from God, God used the Assyrian nation to defeat Israel. Most of the people of Israel had to leave the land and live in a foreign land. They were exiled to a place called Mesopotamia (northern Iraq and northern Iran).

On the other hand, many of the people of Judah listened to the prophecies of Micah and Isaiah. God called Judah and eight of her kings "good." Two of those kings became king of Judah when they were kids. Josiah became king when he was only eight-years-old and Joash became king when he was only seven years old. Both of these were good kings in the eyes of the Lord Almighty.

However, Judah's commitment to Yahweh began to slip and God determined to punish them also. In the south, Habakkuk warned Judah that God was going to send the Babylonians to punish them for abandoning their commitment and faith in Yahweh. By this time, Babylon had conquered Assyria or Mesopotamia. Babylon was now a very powerful country. Babylon went to war with Judah and after a two year battle, Judah lost. Judah was now subject to whatever the leadership of the Babylonian empire wanted. So, about 136 years after Israel's exile to Mesopotamia, most of the people of Judah were sent to Babylon. They did not want to go but they had to go. Only the poorest were allowed to remain in Judah. They should have watched what happened to their northern neighbors, Israel, but they did not do that.

God had promised many good things to the people of Judah and Israel. But, because of the disobedience to Him, God had to punish them. Was He still loving? Yes. Was He still kind? Yes. Does He judge and punish sin? Yes.

Teacher Helps

Tell the Story Activity: Teaching with a Timeline

The teacher may want to develop a timeline of their own that shows the history of the one nation (Israel) which became two nations (Israel and Judah). These dates are estimates.

United Kingdom of Israel:

- Saul (1050 B.C.)
- David (1000 B.C.)
- Solomon (930 B.C.)

Divided Kingdom:

- Israel (northern) led by Jeroboam (930 B.C.). Exiled to Mesopotamia in 722 B.C.
- Judah (southern) led by Rehoboam (930 B.C.). Exiled to Babylon in 586 B.C.

When a prophet is mentioned, the teacher may want to place the prophet's name on the timeline. Was he in the north or south? In what time frame did he live and prophesy?



Memory Verse

2 Kings 17:19 (ESV) - Judah also did not keep the commandments of the Lord their God, but walked in the customs that Israel had introduced.



Praise and Worship

Praise and Worship styles vary greatly around the world. It is the intent of this curriculum that praise and worship songs be selected that best fit the content of this lesson. Recommendations for praise and worship are given and this music can generally be located at www.itunes.com. However, the teacher can feel free to select a similar praise and worship song.

“Salvation Belongs to Our God” by Eric Quiram is recommended for this lesson.



Bible Activity

Step 1: “Consider the choices” (hold out your hands on each side of your body, and move them up and down as if you are weighing 2 things on a scale, and instruct the children to do the same motion). Plain and simple, what are the 2 choices you have? (example: you could tell a lie and maybe not get in trouble for what you did wrong or you could tell the truth and be honest)

Step 2: “Compare it to God” (clasp both hands together in front of your chest and point up to heaven, kids do the same). What do you know about God that can help you decide what is the right thing to do? (God is truth, He cannot ever lie)

Step 3: “Commit to God’s way” (give a “thumbs up” sign, or something similar). Decide right now that when you are faced with a choice, you will always do your best to obey God, and do what pleases Him, not put anyone else above Him.

Step 4: “Count on God’s protection and provision.” (Make an arc with both arms above your head, as if it were an umbrella, shielding you from the rain). When you choose to obey God, He has promised many blessings. That doesn’t mean it is easy, but if God is for us, then who can ever stand against us?!? (No one!)

Teacher Helps

Memory Verse Activity: Pray

Encourage children to pray this verse. Pray something like: “Lord, I pray that I would keep your commandments and be faithful to You. Help me to not do things that do not honor You.”

Bible Activity

Did the people of Israel make good or bad choices about their actions? Some made good choices, most made bad choices. How can we decide what is the right thing to do in a situation? This is especially hard when it seems like everyone around us is making bad choices. Today we will learn a 4-step process to help us make the right choice.



4) Review the Lesson

The teacher should have the class think of the main ideas of the lesson that they want to take home. Then the children should number off 1 through 5. Number 1 group should tell the main thing that he or she learned from the lesson. All five groups should get an opportunity to share the main thing they learned from this lesson.

Ideas might include:

- Commitment in daily habits
- Listen to what God says
- Faithful to obey God
- Praise God for His faithful lovingkindness



5) Apply the Lesson

- Make an assignment for the children. Have them review all their memory verses from the first 46 lessons.
- Any child who can recite half of the memory verses should win a prize.
- Any child who can recite two thirds of the memory verses should get a better prize.
- Any child who can recite all the memory verses should be the teacher's helper.

Story Line: God punished Israel and Judah for their disobedience.

Teacher Helps

Review the Lesson Activity: Repetition

The teacher should allow about 5 minutes for children to share the main thing that they learned. If more than 5 children are in the class, allow for each of the groups to share with each other.

Apply the Lesson Activity: Assignment

The teacher could ask the children to come early to recite their verses. Or, if parents will cooperate, the teacher can ask kids to bring in a signed note that the children have recited all memory verses.

Adventure Number 47

Jeremiah 23, 25, 29 and 31

Story Line: God punished Judah for their disobedience.



1) Study the Lesson (before class)

- Jeremiah lived about 3 miles from Jerusalem in the city of Anathoth. He prophesied for about 40 years in Judah. He warned Judah to submit to the coming Babylonian invasion. If Judah submitted, they had a chance to survive.
- When the Babylonians invaded Judah and conquered Jerusalem in 586 B.C., King Nebuchadnezzar allowed Jeremiah to remain in Judah. However, most of the people of Judah were forced to leave their homes and move eastward to Babylon where they would become forced labor.
- Earlier, God used Moses (around 1406 B.C.) to warn Israel not to continue in their rebellion or else they would be exiled. Yahweh repeated the warning to Solomon (906 B.C.). In 597 B.C., Yahweh revealed that the exile would last 70 years (Jeremiah 29:10 and 25:12).
- The exile was because of their sin and rebellion, not because the Lord did not love them anymore.
- The prophet Habakkuk, a contemporary of Jeremiah, complained to the Lord that the Babylonians were in rebellion against Yahweh also. However, Yahweh explained to Habakkuk that the Babylonians would experience the discipline of Yahweh also, only after the exile ended. Yahweh also punished other nations, not just Babylon (Jeremiah 46-51). Isaiah also wrote of God punishing other nations (Isaiah 13-23).
- Jeremiah wrote of a new covenant that Yahweh would establish (Jeremiah 31). Instead of Yahweh's laws being written on stone, they would be written on hearts. This covenant would not replace the Abrahamic or Davidic covenants, but it would replace the Mosaic covenant.

Teacher Helps

The teacher's guide is divided into five key segments. Each part of the teaching process is important and all five should be followed for effective teaching. Chronological Bible teaching is a great way to evangelize and disciple children. As children come to know the stories of the Bible, they will understand the God of the Bible and how to respond to Him by faith.

Each of the five steps to teaching these lessons is a vital part of the lesson. Preparation before the lesson is extremely important and takes place in the days leading up to class. Then when class time starts, introduce the lesson with ideas or methods that will encourage students to become involved in the learning process. Teaching the story will take on several forms: through telling, through singing, through Scripture memory, and through activity. Be sure to review the lesson as well as previous lessons. Last, and probably most important, give your class something to apply or live out as a result of the lesson.



2) Begin the Lesson

Let's name the time periods that we have learned and some of the special people and events that happened in each era.

1. Beginnings of the World. God created the heavens and the earth. He made Adam and Eve to be His special friends.
2. Beginnings of the World. Lucifer decided he wanted to be like the Most High God and led a rebellion of angels against God. He was expelled from heaven. After that, he tempted Adam and Eve to disobey God and they sinned.
3. Beginnings of the World. Because there was so much violence on the earth, God decided to flood the entire earth. But Noah found grace in God's sight.
4. Beginnings of the World. The people wanted to build a tower to God so that they could have a gateway to the gods. Because of this, God confused their
- languages and the building of this tower stopped.
5. Beginnings of a Nation. Great promises were made to Abraham by Yahweh.
6. Beginnings of a Nation. Moses received a special call from God to do a special work. He also received the Ten Commandments on Mount Sinai.
7. Possessing the Land. Joshua led the people of Israel into the Promised Land.
8. Possessing the Land. Israel failed to be loyal to God and He punished them for this.
9. United Kingdom. God gave the Israelites a king. David was the greatest of those kings.
10. Divided Kingdom. Because Solomon failed to be loyal to Yahweh like his father had been, Yahweh divided the kingdom.



3) Teach the Lesson

Troubling messages from friends always tend to bother us. What are some troubling messages that some of your friends have told you?

In the lesson today, we will learn of a troubling message caused by their own disobedience.

Teacher Helps

Begin the Lesson Activity: Mix and Match Time Line Review

The teacher should write each time period on a separate piece of paper.

Then the teacher should put names on other pieces of paper for each time period. For example, Adam and Eve could be listed twice: once for creation and once for the fall.

Then, on separate sheets of paper, the teacher should put events that happened in each time period.

Mix up all the sheets of paper and have teams of students (3-4 on each team) match the era with the people and events of that time period.



Tell the Story

Warnings came to the people of Judah over and over again. They were warned that if they continued in their rebellion, they would be sent away. They would not live in the land that God had promised them, at least for a period of time. Moses had warned them hundreds of years before. The Lord warned Solomon and now Micah warned them. Yet, they kept pushing Yahweh out of their lives.

Since God always honors what He said He would do, He punished them by sending the Babylonians to conquer Judah and exile them to the east. The northern kingdom of Israel had already experienced deportation, perhaps about 136 years earlier. Judah should have learned from that, but they did not. They kept trying to rebel against God. Habakkuk and Jeremiah were contemporaries of each other; that is, they lived at about the same time. When Habakkuk learned of the coming Babylonian exile, he complained to God that the Babylonians were in rebellion against Yahweh also. Yahweh would punish the Babylonians too, but only after the punishment of Judah.

The Babylonians came to conquer Judah. It took them two years to do it, but they eventually defeated Judah. It was a very sad day when most of the people of Judah were forced to leave their homes and live in a different country. A few people were allowed to stay behind in Judah, but not many. One of those who was allowed to stay in Judah was the prophet Jeremiah. Jeremiah was quite sad and even wept over the rebellion of Judah and their exile to Babylon. He warned Judah not to continue in their rebellion, but they did not heed his advice.

But good news was coming from Yahweh. The exile would only last 70 years. Although their rebellion had lasted hundreds of years, their captivity would not be that long. More good news was coming: Yahweh would send a coming Descendant of David that would bring justice and righteousness. Earlier, Isaiah had referred to this Descendant of David as the suffering servant.

When God punished Adam and Eve, He also gave them hope when He gave them new clothes. When God punished the people of Noah's day, He also gave them hope when He promised the rainbow and that He would never flood the earth again. Now, just like then, God was punishing Judah for their rebellion, but He was also giving them hope. The people of Judah would be allowed to go back to the land; that gave them hope. God would send a deliverer; that gave them hope.

Teacher Helps

Tell the Story Activity: Messages from God

As the teacher is telling this story, have the children indicate which part of the messages from God are troubling and which part of the messages bring hope. Perhaps they could hold up a craft stick with a happy face on one side and a sad face on the other side.



Memory Verse

Jeremiah 31:33 (ESV) - For this is the covenant that I will make with the house of Israel after those days, declares the Lord: I will put my law within them, and I will write it on their hearts. And I will be their God, and they shall be my people.



Praise and Worship

Praise and Worship styles vary greatly around the world. It is the intent of this curriculum that praise and worship songs be selected that best fit the content of this lesson. Recommendations for praise and worship are given and this music can generally be located at www.itunes.com. However, the teacher can feel free to select a similar praise and worship song.

“Salvation Belongs to Our God” by Eric Quiram is recommended for this lesson.



Bible Activity

“Good News, Bad News” – Divide your class in half. Choose one person to be the leader of each group. This should be an older, responsible child. Give one leader a sign that says “Good News,” and the other leader a sign that says “Bad News.” Tell the story again, but this time, every time you make a statement that is good news, the “Good News” group will cheer. Every time you make a statement that is bad news, the “Bad News” group will boo. The leader should listen especially closely, and hold up the sign to cue the rest of the group that it is their turn. The teacher may need to give a little help also, depending on the ages of the children.

Teacher Helps

Memory Verse Activity: Scripture Card Battle

Divide your class up into groups of 2 or 3. Give each group a set of cards. On each card is one word from the memory verse. Groups should try to put the words of the memory verse in the right order.



4) Review the Lesson

“Who” Questions:

1. Who was Jeremiah?
2. Who was a contemporary of Jeremiah?

“What” Questions:

1. What did Jeremiah say would happen to Judah?
2. What warnings came to Judah?

“When” Questions:

1. When did Babylon invade Judah?

2. How long did the exile last?

“Where” Questions:

1. Where is Babylon?
2. Where is Judah?

“Why” Questions:

1. Why did God send His people to exile in Babylon?
2. Why did Judah ignore the warnings from the prophets?

Teacher Helps

Review Activity: The Investigative Cube

Divide the class up into two teams. Make a cube with these labels on each side of the cube: who, what, when, where, why. When the cube is rolled to one team, they will answer the type of question that is face up on the cube. For instance, if the “why” is face up on the cube, then that team will answer a “why” question. Teachers can make up their own questions from the lesson, only they must pertain to this lesson.



5) Apply the Lesson

God’s words belong in our hearts. From the past Bible stories or memory verses, recall which stories from God have most affected the way you live.

Children should recall how their lives have changed from hearing the stories of God. Try to be specific.

Story Line: God punished Judah for their disobedience.

Adventure Number 48

Ezekiel 34-36 and Daniel 2

Story Line: Daniel and Ezekiel spoke faithfully for God in Babylon.



1) Study the Lesson (before class)

- When King Nebuchadnezzar of Babylon conquered Jerusalem in 597 B.C., he deported 10,000 people. One of those was 25-year-old Ezekiel who came from a line of priests. He was from the tribe of Levi. Since he was not yet 30-years-old, he had not served in the temple.
- Ezekiel explained that Yahweh was just in His judgment. The first 24 chapters of the book explain this judgment. Ezekiel also described the judgment of God on Gentile nations (chapters 25-32) and the restoration of Judah and Jerusalem (chapters 33-48).
- Concerning the restoration of Judah and Jerusalem, Ezekiel wrote that God would give them a new heart and a new spirit. The inner change would make their hearts responsive to God, unlike the hard hearts that they currently had. The result is the same as Jeremiah's new covenant (Jeremiah 31:31-34).
- The Babylonians also took youths from their homes to educate them. While the Babylonians took many youths, we only know of four of them: Daniel, Hananiah, Mishael, and Azariah. Near the end of the three year education for the youth, God gave them a promotion when the king had a dream that no one else could interpret, except for Daniel.
- The dream was interpreted to the king: the head of gold symbolized King Nebuchadnezzar. He would be replaced by an inferior kingdom of silver (chest and arms), Persia. The third kingdom was symbolized by bronze (belly and thighs) and probably represented Greece. The fourth empire was symbolized by iron (legs) and clay (feet) and would crush the other kingdom. This was probably the Roman empire. The last empire was symbolized by stone and represented the kingdom of God that would never be smashed.

Teacher Helps

The teacher's guide is divided into five key segments. Each part of the teaching process is important and all five should be followed for effective teaching. Chronological Bible teaching is a great way to evangelize and disciple children. As children come to know the stories of the Bible, they will understand the God of the Bible and how to respond to Him by faith.

Each of the five steps to teaching these lessons is a vital part of the lesson. Preparation before the lesson is extremely important and takes place in the days leading up to class. Then when class time starts, introduce the lesson with ideas or methods that will encourage students to become involved in the learning process. Teaching the story will take on several forms: through telling, through singing, through Scripture memory, and through activity. Be sure to review the lesson as well as previous lessons. Last, and probably most important, give your class something to apply or live out as a result of the lesson.

*Timeline:
Taken from Home*



2) Begin the Lesson

- What was the first time period that our lessons studied? (Beginnings) What were some of the lessons that we learned about the period of time?
- What is the next period of time? (Beginnings of a Nation) What are some of the lessons that we learned from the period of time?
- What is the next period of time? (Possessing the Land) What are some of the lessons that we learned from the period of time?
- What is the next era or period of time? (United Kingdom) What are some of the lessons that we learned from this period of time?
- What is the next period of time? (Divided Kingdom) What are some of the lessons that we learned from this period of time?

Teacher Helps

Begin the Lesson Activity: Cards

The teacher can put on pieces of paper or 3 by 5 cards, the Time Period on one side of the card and the Story Line on the other side of the card or piece of paper.

The students can take a quiz with the teacher's help about matching the Story Lines on the Time Line.



3) Teach the Lesson

Today's lesson is about two young men who honored God in a foreign country. One of them was a teenager (Daniel) and one of them was a young adult (Ezekiel).

What challenges do you face in today's culture if you want to honor God?



Tell the Story

The statesman and the prophet, that is what they were. We are talking about Daniel (the statesman) and Ezekiel (the prophet). Both of them were young men and both of them honored God with what they said, how they lived, and the messages that they brought from God.

When Ezekiel was forced to leave Jerusalem because of the Babylonians conquering Jerusalem, he was a young man. Ezekiel was probably about 25-years-old. He came from a family of priests. So, when Ezekiel and thousands of others left home and traveled east to Babylon, they left everything behind. One thing that Ezekiel did not leave behind was his faith in God. In Jerusalem, he had faith in God. Now, in Babylon, he grew in that faith and in dependence on God alone.

Ezekiel was a writing prophet who told a lot about the nations and the judgment of God on them. He also wrote about the return of the exiles to Jerusalem and how God would write His laws on the hearts of His people. Most of Ezekiel's message dealt with the judgments of Yahweh because of the sins of people. However, Ezekiel provided hope also when he wrote of Yahweh placing His laws inside people. That would be incredible!

A contemporary of Ezekiel in Babylon was Daniel. Daniel was probably a teenager and was educated in the Babylonian school system. He, and his three godly friends, set out to worship and live for Yahweh in Babylon.

One day, the king of Babylon had a dream that no one could interpret. It made the king so mad that he wanted to put all his dream interpreters to death. God revealed the meaning of the dream to Daniel. It was a very unique dream.

The dream went like this: there was a statue of a body made up of many metals. The head was made of gold. It represented the king of Babylon. The chest and the arms were made of silver which was inferior to gold. The silver chest and arms represented the next ruling empire after Babylon which would be Persia. The next part of the body was the bronze belly and thighs. This bronze kingdom, probably Greece, would rule the entire world. The next part of the body was the iron legs and iron and clay feet. This fourth kingdom would be strong, so strong that it could crush all the others. We might assume this to be the Roman empire. Later, it would be divided. The last kingdom was a kingdom of stone. The stone kingdom was not made by human hands. It was the kingdom of God that would never be destroyed.

Teacher Helps

Tell the Story **Activity: Messengers** **from God**

Have half the class be a "Daniel reporter" and half the class be an "Ezekiel reporter."

The reporters should ask any question that they would like to ask the teacher about each of these two men. Encourage children to ask one question that they think of as the teacher tells the story.

The teacher should do his or her best to answer your reporters' questions from a Biblical perspective.



Memory Verse

Ezekiel 36:26 (ESV) - And I will give you a new heart, and a new spirit I will put within you.



Praise and Worship

Praise and Worship styles vary greatly around the world. It is the intent of this curriculum that praise and worship songs be selected that best fit the content of this lesson. Recommendations for praise and worship are given and this music can generally be located at www.itunes.com. However, the teacher can feel free to select a similar praise and worship song.

“Salvation Belongs to Our God” by Eric Quiram is recommended for this lesson.



Bible Activity

Ahead of time, list several choices Daniel would have been faced with in Babylon. (He had a commitment to eat certain foods, but not others such as some meat that the king served. He prayed every day to the one true God, no matter what the king commanded.)

Let's review the activity from 2 lessons ago – the 4-step process for making right choices. Let's apply this process to Daniel, and the choices he was faced with. As you do this, remind the kids that Daniel could have gotten in big trouble for doing things God's way instead of the king's way. Making the right choice is not easy most of the time. Many times it is easier to go the wrong way, but in the end, doing the right thing will always bring God's protection and provision. Now let's think about you. What is a situation that you might face where you have to make a choice that is not easy. Allow children to suggest a situation they face, but have something in mind that is appropriate for their situation if no one has an idea to share. Go through the 4-step process as it relates to their choices.

Teacher Helps

Memory Verse Activity: Scripture Scrambler

Write the words to a verse on the top of a paper. Then number the paper, one number for each word in the verse. Beside the numbers, write a scrambled word to the verse. Challenge your children to unscramble each word to the verse in its correct order.

Example:

1 dna	and
2 lliw	will
3 vegi	give
4 oyu	you
5 trhae	heart
6 tpiirs	spirit
7 tpu	put
8 htنيwi	within



4) Review the Lesson

Compare the last two memory verses and see what they have in common. List those things that these verses have in common.

- Ezekiel 36:26 (ESV) - And I will give you a new heart, and a new spirit I will put within you.
- Jeremiah 31:33 (ESV) - I will put my law within them, and I will write it on their hearts. And I will be their God, and they shall be my people.

Things in common:

- God will write it
- new heart
- gift or He puts it in
- His Word

Teacher Helps

Review Activity: Memory Verse Comparison

Compare these verses and remember that they are written by contemporaries from two different locations with no knowledge of what the other was writing. Jeremiah wrote from Judah and Ezekiel wrote from Babylon.

God's Word was given by inspiration to each of these men and they wrote down what God told them to write.



5) Apply the Lesson

Two courageous young men took their stand for God. They worshipped and obeyed God while living in a foreign land.

What are some specific ways you can honor God as a boy or as a girl? At home? At school? With family? With friends?

Story Line: Daniel and Ezekiel spoke faithfully for God in Babylon.