



A Wise King is Foolish

Theme: Faith — Following God our whole life

Sunday Morning Lesson

Pre-Class Activity


Bible Facts: Working Hard on Bible Facts

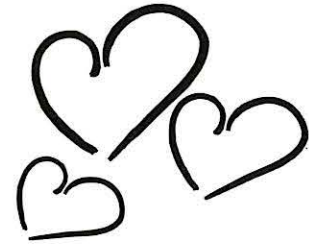
Memory Verse: Have the entire class stand and say all three Memory Verses for this quarter together. Take a moment to talk about the meaning of each verse and especially what they tell us about God.

Prayer

Teaching Today's Lesson

1. For non-reading students, read 1 Kings 11:26-40. Have reading students find and mark 1 Kings 11:26 in the classroom Bibles.
2. Ask students to bring the Bibles and move to the Bible story area.
3. Establish the setting of the lesson by asking a student to point to the place on the time line when today's events took place.
4. Further establish the setting by helping students locate the following places on the map of Israel in the time of David, found on page 71 of this Guide – Jerusalem.
5. Introduce the Lesson Graphics using the “Loving & Working Toolbox”.
6. Tell the story using the *Loving Hearts & Working Hands Lesson Graphics*.
7. Tell the story and teach the lesson emphasizing the following scenes and points, tailored to the students' ages:
 - King Solomon began to disobey God by marrying many women from other nations.
 - Solomon allowed all his wives to turn his heart away from God to worship idols.
 - God punished Solomon by giving the kingdom to Jeroboam, leaving only Judah and Benjamin for Solomon's son when he became king.
 - The prophet Ahijah met Jeroboam outside Jerusalem and tore a new coat into twelve pieces, like the twelve tribes of Israel.
 - The prophet gave Jeroboam ten pieces, representing the ten tribes Jeroboam would be given.

- Because Solomon wasn't faithful to the Lord all his life, the kingdom of Israel was divided into two nations.
 - God wants us to love and obey Him all of our lives.
8. Using a map of twelve tribes, a map of the United Kingdom of Israel, a map of the Divided Kingdom, and the Lesson Graphics, tell story of Solomon's sins and of the consequent division of his kingdom. Take turns reading aloud together 1 Kings 11:26-40, with the teacher reading larger "chunks" of passage.
 -  9. Before class, make a large (child's life-size, but flat) paper coat for Ahijah and enough smaller (from 8 1/2" x 11" colored paper) paper coats for each child to have one. Put the smaller ones in plastic bags or envelopes. Use and tear into twelve pieces the larger coat to tell story of Ahijah and prophecy of the division of the kingdom. Set aside ten pieces to represent ten tribes for Jeroboam and two pieces to represent Benjamin and Judah for Solomon's son. Then have children carefully tear their little coats, making sure they have twelve pieces. Help them separate their pieces into ten pieces and two pieces. They put their coat pieces back into the plastic bags or envelopes and take them home to tell the lesson story to their families.



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Wednesday Night Lesson

Pre-Class Activity

Bible Facts: Working Hard on Bible Facts

Memory Verse: Provide an opportunity for students who have not yet recited Memory Verses for the class. Move to the Memory Verse wall display featured on page 11 of this Guide. Talk with the students about the key verses they have learned and how these verses will help them their whole lives. Tell the students they may take home the “reward” hand-print cards with their names and the verses they memorized. Give these to the students as they leave class.

Prayer

Starter

Do you know someone who seems to have it all? They are smart, good looking, athletic, friendly, and have a lot of money and things. You look at them, and think you’d like to be in their shoes. And it might be fun for a while, but you would learn a couple of things in the process.

One, you’d learn that all these things do not necessarily make you happy. You would enjoy yourself for a while, but every day wouldn’t be perfect. You’d still have problems to deal with.

Two, you’d learn that all these things do not make it easy to serve God. In fact, some of them make serving God more difficult. Jesus stated: “And from everyone who has been given much shall much be required; and to whom they entrusted much, of him they will ask all the more” (Luke 12:48). More resources come with more responsibility, and that usually isn’t easy.

From the outside looking in, it looked as if Israel’s King Solomon had it all. God gave him vast wisdom, plus wealth, plus a long life. In addition, Solomon inherited a kingdom from his father David and expanded it. Solomon built the temple in Jerusalem and carried out building projects in many places. King Solomon had many wives and other women. He

must have been envied by many other kings. Rather than showing off what he had, Solomon needed to spend more time thinking about using what he had to do God's will.

Briefly review the lesson from Sunday morning and read 1 Kings 11:26-40.

Illustrations and Applications

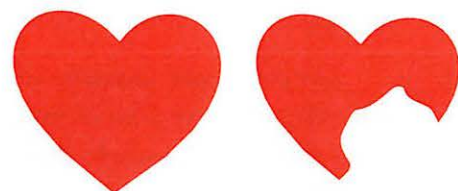
1. *Objective: Illustrate and reinforce lessons from Solomon's life and sins.*

Have various items in a suitcase or a box. Pull them out one at a time and have the students tell you something about Solomon's life that might relate to that item.

- Play money – Solomon was wealthy
- Crown – Solomon was the third king of Israel
- A piece of fabric torn with a piece left hanging by a string– Solomon's kingdom would be torn because of sin
- Several girl dolls or pictures – Solomon had many wives
- An idol – Solomon's wives encouraged him to worship idols
- Picture of the temple – Solomon built the temple
- Bible – Solomon obeyed God's Word for a while, but disobeyed when he started worshipping idols

2. *Objective: Illustrate that Solomon did not have the same heart as did his father David.*

Prepare visuals of two almost identical hearts. One is whole. The other has a chunk torn off. Though David was not a perfect man, he loved God with all his heart. Solomon was a wise and wealthy man, but he turned his heart from God to idols. Talk with the students about how we may have a heart wholly devoted to God.



3. *Objective: Identifying the students' temptations.*

Refer to Satan as a "roaring lion" wanting to fool people into serving him. Use lions as visuals. Write Solomon's temptation on one lion. Set it aside. Help the students identify various temptations they have. Write these ideas on the other lion. Younger students may throw the lions in the floor and stomp on them, tear them up and throw them away to indicate their refusal to give in to Satan's temptations. Older students may go through the temptations and give an idea of how to combat that temptation, and then tear it up and throw it away.

BIG HEART Display: Review all the items that have been added to the BIG HEART Display throughout the quarter. Have the students tell briefly about each item. Use this as a way to review the major themes of the quarter's study.