

Lesson 12

Getting In and Out of Trouble



Theme: Holiness – Avoiding evil companions

Sunday Morning Lesson

Pre-Class Activity

Bible Facts: Operation Bible Facts

Memory Verse: Give each student an opportunity to say the Memory Verse for the class. When each one completes it, the students may show their approval as directed by the teacher. Help students who struggle with the memory work to be successful. Finish the display begun in Lesson 4 of this Guide, that will now feature all three Memory Verses for the quarter. Print the names of the students on starbursts to be placed around the Memory Verse display when each has recited it.

Prayer

Teaching Today's Lesson

1. For non-reading students, read Judges 16:16-19. Have reading students find and mark Judges 16:16 in the classroom Bibles.
2. Ask students to bring the Bibles and move to the Bible Story Bunker.
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 asking a student to show the regions of Philistia and Canaan on a map.
5. Introduce *Lesson Graphics* using the Lord's Army Ammo Box.
6. Using the *I'm in the Lord's Army Lesson Graphics* and props like a wig to represent Samson's hair and scissors, tell the story of Samson and Delilah.
7. Tell the story and teach the lesson emphasizing the following scenes and points, tailored to the students' ages:
 - Briefly review the cycle of the judges.
 - God chose men and a woman to be judges who delivered Israel from their enemies, but this did not make the judges people who always pleased God.
 - Retell the story of Samson and how God used him to deliver Israel even with his sins and mistakes.

- Don't forget that Samson is described as a man of faith in Hebrews 11:32.
8. Talk about how Samson's relationship with Delilah helped to lead him away from God. Choose a student to be Samson and another to be Delilah. All other students are Philistines. Read Judges 16, preferably from a version suited to the students' reading level, such as the *New International Readers Version* (NIrV). Have the students reenact the episode as you read it aloud. Discuss Samson's mistakes and faith. Talk about how Samson ultimately did the right thing, but that he died in the process.
 9. Read Judges 16:16-19.
 10. To the bulletin board begun in Lesson 9, add the names of the judges covered in this lesson to the bulletin board—Ibzan, Elon, Abdon, and Samson. Review all the judges. Remove all the cards from the board and have the students choose and attach the judges' names in the proper order.
 11. The last five chapters of Judges show the character of the whole period of the judges. It was a time of moral confusion and sin. This is explained in these closing chapters by a note that is repeated twice—"every man did what was right in his own eyes" (Judges 17:6, 21:25). The book of Judges ends sadly with these words. Talk with the students about what it means to do what is right in our own eyes. It is much better to do what is right in God's eyes. Each person must decide. Note that in the students' workbooks, levels 1-3, the Memory Verse reads, "The people did anything they thought was right."

**Things to Get or Do
for Sunday Morning**

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Lesson 12

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Theme: Holiness – Avoiding evil companions

Wednesday Evening Lesson

Pre-Class Activity

Bible Facts: Operation Bible Facts

Memory Verse: Repeat the Sunday morning memory work activity for any students who were not present. Talk with the students about what the Memory Verse tells us about God.

Prayer

Starter

Ask all students to flex their biceps to show their muscles. Most of us want to be strong. We often admire people who have great strength. What are some ways people can use great strength in important ways?

Samson was a strong man, and with God's help he won some victories. How did Samson give his father and mother some honey? Read Judges 14:5-9. How did Samson defend himself and kill many Philistines? Read Judges 15:9-17.

Briefly review the lesson from Sunday morning and read Judges 16:16-19.

Illustrations and Applications

1. *Objective: Demonstrate that what we see on the outside is not necessarily what is on the inside.*

Before class, fold a piece of paper in half, one for each student. Make some attractive and others torn, wrinkled, and dirty. On the inside, write EVIL on some of the attractive ones and some of the ugly ones. Write GOOD on the rest. Secure the folded papers closed with a piece of tape. Allow students to choose a folded page. Have the students open them at the same time. Note how some of the attractive pages are not really GOOD. Discuss Samson's mistake in choosing a wife because of how she looked instead of the kind of person she was.

2. *Objective: Demonstrate it's what's inside that counts.*

Have two cans of fruit, such as peaches and pears. Carefully remove the labels from the cans. Reattach the peaches label to its can. Ask students what is inside. Remove the label and attach the other label. Ask again, "what's inside." Talk about how the label doesn't change what's inside the can. Discuss the lesson for us—It's what's inside that counts.

3. *Objective: To show how things that are broken or misused can still have a good purpose. Similarly, God can use people who are imperfect for His purposes.*

Have a few sprung paper clips and some split tennis balls. Explain that they are broken or abused and cannot now be used for the purpose for which they were originally created. Show how the ball won't bounce and the paper clips won't hold paper together any more.

Give an item to each student and ask if they can figure out a good use for what you have given them. The paper clips may be used to hang ornaments or to make a chain. The balls may be put on the bottom of chair or table legs to keep them from sliding or damaging the floor. Find as many uses as you can for items.

Even broken and abused items can be used for good purposes in the hands of someone who is willing to think. People broken by sin can be used by our wise and powerful God.

4. *Objective: Illustrate doing right in one's own eyes.*

Ask students to identify bad behavior they have seen in other students at school or at a store. Once the bad behaviors are identified, assign each student a simple action that will represent that behavior. Examples might be throwing paper wads or talking loudly. Allow the students to act out the bad behaviors and identify them as doing what is right in one's own eyes. While each student is doing his or her activity, the teacher reads from the Bible. Let this go on for a few minutes and then talk with the student about what happened. Could anyone understand the reading? Did anyone know what God wants us to do as we read in His word? Apply this to the period of the judges in which people did what was right in their own eyes.

**Things to Get or Do
for Wednesday Night**

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