

CONVICTION

LESSON TEXT

Judges 4 and 5

LESSON OBJECTIVES

- The students will identify Deborah as a leader of Israel who stood for her convictions.
- The students will be able to show the results of holding to godly convictions.
- The students will defend one conviction in their own lives this week.

MATERIALS NEEDED

For each student:

- index card
- pen or pencil

For the teacher:

- dictionary (see Teacher Tips section)
- extra Bibles
- 1 copy of "Good News from the Kingdom"
- globe or map of the world

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: "A Woman Leads Israel"
 Worksheet

Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Story: Aung San Suu Kyi
 Scripture Study
 Activity: Practical Convictions

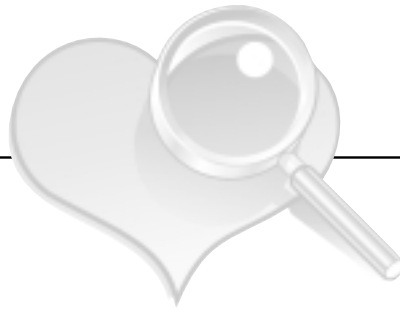
Getting It to Others

Scripture Memory: Judges 5:31
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

"So may all your enemies perish, O Lord! But may they who love you be like the sun when it rises in its strength."

Judges 5:31



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Judges 4-5 until you understand the basic story and the lessons it holds. Think of a time when you displayed a conviction about something (gossip, stealing, lying, etc.) and how you were able to carry out that conviction

TEACHER TIPS

You should be sure to be well informed regarding the story of Aung San Suu Kyi. Be sure that you are aware of the definitions of the following terms in order to help the students understand the story better.

- assassinated - someone who has been killed not for money or robbery, but because of political reasons
- ambassador - a person who is the representative of one country while serving in another country
- massive protests - large groups of people who meet together in the streets of a city to rally together in favor of some change
- military regime - a situation where the military leaders in a country have taken over control of that country and the elected leaders are not allowed to serve
- martial law - a declaration by the leaders of a country that removes many rights of the people. This is used oftentimes by governments to put down rebellions among the people
- house arrest - when a person is arrested by the police, but rather than serving their sentence in a jail, they are allowed to remain in their home—but they cannot leave their home
- UNESCO - A committee of the United Nations Organization called the United Nations Educational, Scientific and Cultural Organization

Suu Kyi (Soo Chee) chose to stand up and fight for her convictions. The opportunity arose for Suu Kyi to live out the convictions she had learned in her family. Her father had died for those same convictions. What are some of the convictions that you have, and how do the people in your life see those convictions?

PRECLASS ACTIVITY

"A WOMAN LEADS ISRAEL" WORKSHEET

MATERIALS USED

For each student:

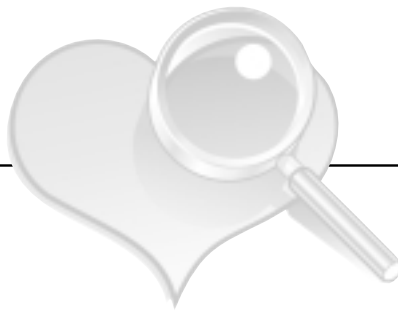
- pen or pencil

Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. As the students arrive, give each a copy of Reproducible Page A ("A Woman Leads Israel" Worksheet), and a pen or pencil.
2. Instruct the students to find the missing vowels in order to determine the secret message.
3. The message is "At one time a woman named Deborah led Israel. She held court under the Palm of Deborah. The Israelites came to her with their problems. One day Deborah helped lead the Israelites to win a mighty battle for the Lord."



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share.





GETTING INTO GOD'S WORD

STORY

AUNG SAN SUU KYI

MATERIALS USED

Reproducible Pages:

- Page B, 1 copy for each student

PREPARATION

Read the story ahead of time.

INSTRUCTIONS

1. Distribute copies of Reproducible Page B (the story) to the students.
2. Ask the students to listen as you read the story of Aung San Suu Kyi.
3. Explain and discuss the story concept.
 - *What were Suu Kyi's (Soo Chee's) convictions?*
 - *What is a conviction? What does the word mean to you?*
 - *What was the consequence of Suu Kyi's standing up for her convictions?*
 - *What do you think she did during those six years of "house arrest"?*
 - *How did she keep her convictions strong?*
 - *How did her life and house arrest prepare her for her new role as a special adviser on human rights?*



SCRIPTURE STUDY

Explain that today we will be talking about Deborah and the courage and convictions she had in leading the Israelites during a very difficult period of their history.

Have the students take out their Bibles and turn to Judges 4 and 5. Select several volunteers to read passages for you.

Judges 4:1-7

Judges 4:8-13

Judges 4:14-18

Judges 4:19-24

Explain that chapter 5 is a song of joy and victory sung by Deborah, celebrating the victory over Israel's enemies. Have the students read chapter 5 to prepare for the next class.

Who are the main characters in this story?

- Deborah (4:4)
- Barak (4:6)
- Sisera (4:7)
- Jael (4:17)

Who was Deborah and what role did she play in Israel?

- She was a prophetess. (4:4)
- She was a leader of Israel.

Who was Sisera and what did he do?

- He was a commander of Jabin's army.
- Jabin was the King of the Canaanites.
- The Canaanites cruelly oppressed the Israelites for twenty years (point out that the Canaanite nation was a military regime, just like the military regime that controlled Burma while Suu Kyi was under house arrest).

Who was Barak and what is he known for?

- Barak was a military commander chosen by God to lead 10,000 men.
- He was commanded to have a battle against Sisera, the commander of the Canaanite army near the Kishon river.
- He would not go into battle without Deborah. (4:8)



What was Deborah's reaction to Barak, and how did she show her conviction?

- She rebuked Barak for not having strong enough convictions.
- She did not personally back down, nor did she keep her feelings to herself but told Barak that he was wrong because of "the way you are going about this."
- She told him that he would not receive the honor or glory for the victory that God was going to give Israel.
- She immediately agreed to go with him into battle and ultimately gave the command for the battle to begin. (4:14)
- She personally made sure that Barak and the armies of God were victorious.

NOTE: Barak was strengthened by the convictions of Deborah and was used by God to bring about a great victory.



ACTIVITY

PRACTICAL CONVICTIONS

MATERIALS USED

For each student:

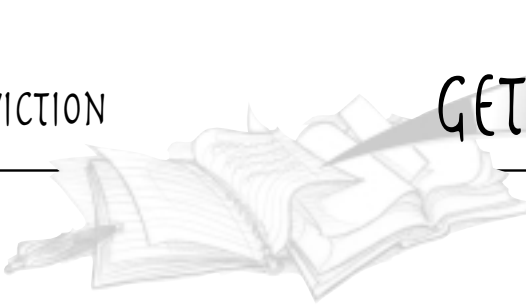
- index card
- pen or pencil

PREPARATION

1. Prepare a list of at least ten practical convictions that all your students should have.
2. The convictions on your list should be simple, but practical, such as:
 - all lying is sin
 - gossip hurts others
 - cheating on tests is wrong

INSTRUCTIONS

1. Bring the students together and brainstorm a list of practical convictions that they have. The students will probably come up with a list similar to the ones you previously selected. If they have trouble getting started, suggest some from your list. You will need at least one conviction per student in the class. Have each student write down one conviction on an index card.
2. When you have collected all the cards, put them in a group face down. Have the students pair up in groups of two (and possibly one group of three if there is an uneven number of students), and then have each group come up to the front and select one of the cards from the pile (they should not be able to see the conviction on the card they are selecting).
3. Have the students then take a few minutes to figure out a short "role-playing" skit that shows how the conviction can be lived out at school or at home. One student may be the "bad guy," while the other is the one who has to stand up for a conviction. While the students are working on and preparing their skit, you and the other adults should go around to each group to check on what they are planning to do.
4. After the students are done with their preparations, have each group come up before the class to act out their skit. Each skit should be only one or two minutes in length.



SCRIPTURE MEMORY

Judges 5:31

So may all your enemies perish, O Lord! But may they who love you be like the sun when it rises in its strength.

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of the Reproducible Page C (Scripture Memory Verse).
2. Have the students say the memory verse together out loud several times.
3. Talk about what the verse means.
4. Why is it so important to love God?

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat it while you explain to them the challenge for the week.

During the snack time, take out the index cards that have the convictions written on them. Place the cards face down, and have each student choose a card. Each student should take the card and write on the reverse side how they will put that conviction into practice during the week. Each student needs to make a commitment to carry out that conviction during the course of the coming week.

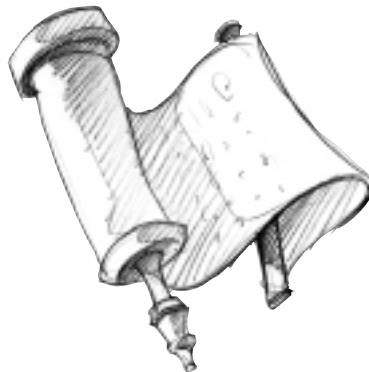
INSTRUCTIONS

Tell the students to do the following in order to carry out the challenge:

1. Pray every day for the courage to follow through with the conviction on your card.
2. When you do something to live out that conviction, either at home or at school, have an adult sign the card, indicating that they saw that you live out that conviction (could be your parent, teacher, coach, etc.).
3. Bring your cards with you to the next class, and share the story of how you lived out your conviction.
4. Discuss with the students how they will carry out their convictions. Be sure to offer advice for anyone who is unsure or insecure about this exercise. Set up everyone for success!

CONCLUSION

End the class with a prayer.



CONVICTION

LESSON TEXT

Judges 4 and 5

LESSON OBJECTIVES

- The students will identify Deborah as a leader of Israel who stood for her convictions.
- The students will be able to show the results of holding to godly convictions.
- The students will defend one conviction in their own lives this week.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- paper towel roll decorated as a microphone
- extra Bibles

Reproducible Pages:

- Page D, 1 copy for each student
- Page E, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Deborah Word Search and Poem
 Starting Up
 Welcome and Singing
 Opening Prayer
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Convictions Talk Show

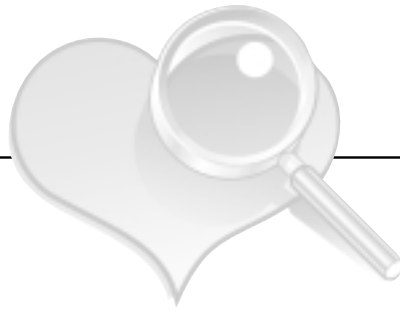
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SCRIPTURE MEMORY VERSE

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Judges 5:31



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Judges 4-5 until you understand the basic story and the lessons it holds. Think of a time when you displayed a conviction about something (gossip, stealing, lying, etc.), and how you were able to carry out that conviction.

TEACHER TIPS

You may want to invite a 3rd and 4th grade class in to see your talk show activity. It will help to build faith and convictions in these students to hear the preteens talking about their own convictions.

PRECLASS ACTIVITY

DEBORAH WORD SEARCH AND POEM

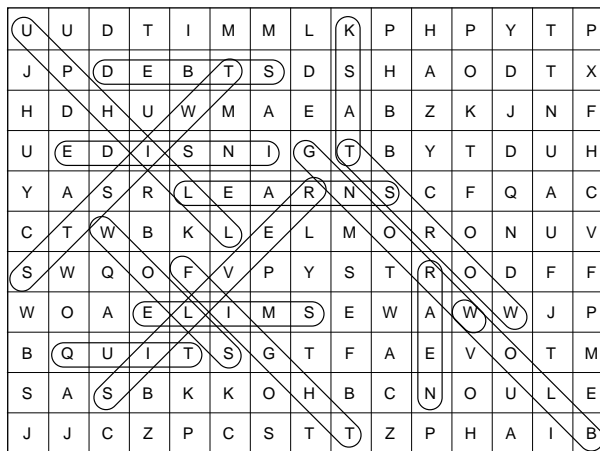
MATERIALS USED

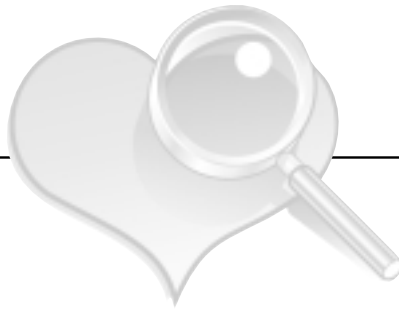
For each student:

- pen or pencil
- Reproducible Pages:
 - Page D, 1 copy for each student
 - Page E, 1 copy for each student

INSTRUCTIONS

1. As the students arrive, give each a pen or pencil and a copy of Reproducible Page D, and have them complete the Word Search on the page.
2. Read the poem on Reproducible Page E aloud.
3. Have the students use the clues listed at the bottom to fill in the missing words of the poem. HINT: Look to the words in the Word Search activity sheet (Reproducible Page D) for the answer.





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief, so that as many as possible can share.



SCRIPTURE STUDY

Ask the students to talk about what they learned from this story during their last class. Get as many students as possible to participate and share aspects that were significant to them.

As part of their challenge in the last class, the students developed a list of convictions that they believed each student should hold. The students were then given one conviction each to put into effect in their lives during the week.

The students were given instruction as follows:

1. Pray every day for the courage to follow through with the conviction on your card.
2. When you do something to live out that conviction, either at home or at school, have an adult sign the card, indicating that they saw that you live out that conviction (could be your parent, teacher, coach, etc.).
3. Bring your cards with you to the next class, and share the story of how you lived out your conviction.
4. Ask the students how their assignment has gone during the week. Each student should hand the card back in to you.
5. Have all of the students take out their preclass worksheets. Turn to the poem. Read the poem together with all the correct words inserted. Have a brief discussion about the meaning of the poem.
6. Explain that chapter 5 is a song of joy and victory sung by Deborah, celebrating the victory over Israel's enemies.
7. Have the students take out their Bibles and turn to Judges 4 and 5. Select several volunteers to read the following passages:
Judges 5:1-6
Judges 5:7-12
Judges 5:13-18
Judges 5:19-23
Judges 5:24-27
Judges 5:28-31

8. Discuss the chapter.

Who was Jael?

- Jael was the wife of Heber the Kenite.
- She was the one who killed Sisera, the commander of the Canaanite armies.
- She was used by God to complete the total destruction of the Canaanite armies.
- She was used by God to deny Barak the glory of the final act of victory.

Why did Jael risk her own life to kill Sisera when she was not even a soldier?

- She knew that this man was a general in the army of Israel's enemy.
- She trusted that God would be with her.

In Deborah's song (chapter 5), what is the importance of verse 2?

- God's people must have leaders who have deep convictions and who are willing to take the lead.
- God is glorified when the people are willing to follow the leaders God has placed over them.

What different things did Deborah praise God about in this song?

- the leadership in Israel (v. 2)
- the willingness of the people to follow (v. 2)
- the singers who remind the people of the wonders of God (v. 10)
- the warriors who came from all over Israel to fight (vv. 13-15)
- the power of God that was fighting for Israel (vv. 20-21)
- the courage of Jael, who was not a warrior, but won the victory (vv. 24-27)
- the fact that the mother of Sisera will never see her son again because he was defeated by the armies of Israel (vv. 28-30)





ACTIVITY

CONVICTIONS TALK SHOW

In this activity, the students will set up a talk show. The show's title will be

CONVICTIONS AND COURAGE...

Can you have one without the other?

MATERIALS USED

For the teacher:

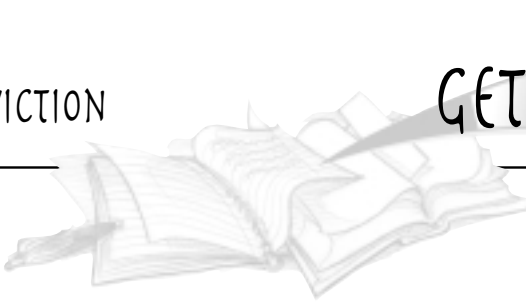
- paper towel roll decorated as a microphone

PREPARATION

1. Make a microphone by decorating a paper towel roll. This will be your prop as you host the talk show.
2. Set up
 - 4 chairs facing the audience (the rest of the class)
 - 4 students to be interviewed (pick students who will be able to think quickly and have a grasp of what it means to have convictions)
 - one microphone (bring in a "microphone" made from a paper towel roll)
 - one host (this probably should be you—be very animated)
 - audience (the rest of the class)
3. While you are the host, the other teachers should be in the audience with the rest of the students. They need to get the audience together before the "show" begins to discuss what questions should be asked. Using the cards from the last class' Challenge, the audience should ask questions about how to deal with certain situations that requires a specific convictions (such as: "What should you do if someone in your class wants to cheat off your paper?").
4. While the audience is preparing their questions, the talk show host should meet with the four "experts" and discuss how to answer the questions that will be asked.
 - the students should try to answer with a heart-felt response—what would they do?
 - don't interrupt when someone else is answering, but more than one person can answer a question

INSTRUCTIONS

1. The host will begin with an introduction and have each of the participants introduce themselves. The host will then have one of the audience participants stand up and ask one of the panel members the first question. The participant will then have to answer that question, telling what it means to have convictions.
2. It is very important that the talk show host keep the questions focused on the issue of convictions and help the students answering the questions to make their point. Also, make sure that all four of the panel members are asked questions.
3. HOST: *"We are here today at the _____ Church of Christ to hear from four preteen students. We will find out what convictions they have, and why they have them. We are also searching for the answer to a very important question today: "Courage and conviction, can you have one without the other?"*
 - *"Now, to our studio audience: We need to remember that this is your show. These are your peers here on stage. You need to be thinking of questions you may want to be asking these fine representatives of the modern preteen."*
 - *"Before we go any further, let's have our guests introduce themselves to our studio audience. Tell us your name, school and your favorite hobby."*
4. Have each of the four students then answer with their name, school and favorite hobby.
5. The host should now call on members of the audience to stand one at a time and give their name and the school they attend. The host, while walking around in the audience, should have the student direct the question to one of the participants, and the participant will give an appropriate answer. The host may want to call on another of the participants to answer the same question as well.
6. Continue as time permits.



SCRIPTURE MEMORY

Judges 5:31

So may all your enemies perish, O Lord! But may they who love you be like the sun when it rises in its strength.

MATERIALS USED

Reproducible Pages:

- Page C, several extra copies (for visiting students)

INSTRUCTIONS

1. Review the scripture memory verse (Reproducible Page C) that was given out at the last class.
2. Practice the verse in the class together, and encourage each student to have the verse memorized completely by the next class time.

WEEKLY CHALLENGE AND SNACK TIME

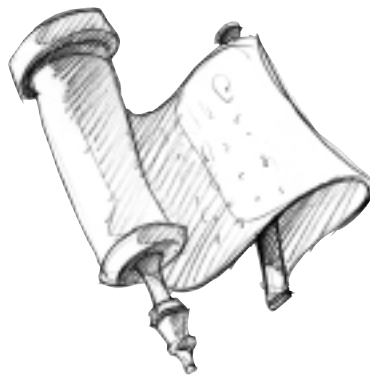
If your students bring a snack, allow them to eat it while you remind them of the challenge for the week.

Most of the class should have completed the challenge by now. For those who have not, discuss any fears or obstacles the students have encountered meeting their goal. Give ideas on how to overcome the fears, being sure to remind them that prayer is their best weapon against fear!

Encourage the students with experiences from your own life, and remind them that you are praying for their success. Remind them also to be keeping up with their daily quiet times.

CONCLUSION

End the class with a prayer.



A WOMAN LEADS ISRAEL

Judges 4:1-24

Using the code supplied below, fill in the VOWELS that are missing to find out about the woman God chose to rule Israel as a judge.

A=☆

E=✦

I=☆

O=★

U=☼

__T __N__ T__M__, __ W__M__N N__M__D
☆ ★ ✦ ☆ ✦ ☆ ★ ☆ ☆ ☆ ✦

D__B__R__H L__D __SR__ __L. SH__ H__LD
✦ ★ ☆ ✦ ☆ ☆ ✦ ☆ ✦ ✦

C__ __RT __ND__R TH__ P__LM __F D__B__R__H.
★ ☼ ☼ ✦ ✦ ☆ ★ ✦ ★ ☆

TH__ __SR__ __L __T__S C__M__ T__ H__R
✦ ☆ ☆ ✦ ☆ ✦ ☆ ✦ ★ ✦

W__TH TH__ __R PR__BL__MS. __N__ D__Y,
☆ ✦ ☆ ★ ✦ ☆ ★ ✦ ☆

D__B__R__H H__LP__D L__ __D TH__
✦ ★ ☆ ✦ ✦ ✦ ☆ ✦

__SR__ __L__T__S T__ W__N __ M__GHTY
☆ ☆ ✦ ☆ ✦ ★ ☆ ☆ ☆

B__TTL__ F__R TH__ L__RD
☆ ✦ ★ ✦ ★



AUNG SAN SUU KYI

Aung San Suu Kyi (pronounced Soo Chee) was born in Rangoon, Burma. Her name means "A Bright Collection of Strange Victories." Suu Kyi is the daughter of Aung San. Aung San was a national hero of the country of Burma. He fought for Burma's independence from the British Empire after World War II. He was assassinated in 1947 at the age of 32. At the time of his death, Suu Kyi was only two years old.

Suu Kyi was educated as a child in Burma and India. Her mother was an ambassador to India in the 1960s. Suu Kyi earned degrees in philosophy, politics and economics from Oxford in England in 1967.

Suu Kyi lived out of her country for many years. She returned to Burma in 1988. At this time, her mother was very sick, and she had returned to take care of her. What Suu Kyi found when she returned was tremendous political unrest in her country. Massive protests were taking place in support of democracy. Many people wanted a change from the military regime they lived under to a new and different style of government. Suu Kyi became an outspoken critic of the military regime. She was a founding member of the National League of Democracy, which quickly became the leading opposition party in Burma.

One year later, the government held free elections! Aung San Suu Kyi's National League for Democracy swept the vote! The generals who had been in charge in the government before the election were humiliated. Instead of handing over the control of the country to the newly elected party, they declared "Martial Law" and did not honor the vote. Suu Kyi was arrested and placed under "house arrest." Under house arrest she still desired to make a statement and began a hunger strike. She did this to obtain better treatment for imprisoned political supporters, some of whom had been tortured.

In 1991, at the age of 46, Aung San Suu Kyi won the Nobel Peace Prize for her "extraordinary civil courage." She was commended by the Nobel Committee for her "nonviolent struggle for democracy and human rights." On July 10, 1995, Suu Kyi was released from six years of house arrest. Later that month she continued her quest by agreeing to become a special adviser on human rights for the United Nations Organization, UNESCO. She continues in her struggle for her country to this day.

(Condensed from two sources: Margaret Schorr, "Focus on Value," *Miami Herald*, December 1, 1996. David Wallechinsky, "How One Woman Became the Voice of Her People," *Palm Beach Post, Parade Magazine*, January 19, 1997.)

SCRIPTURE MEMORY

So may all your enemies perish, O Lord!
But may they who love you
be like the sun when it
rises in its strength.

JUDGES 5:31

WEEKLY CHALLENGE

Follow through with the commitment to put into practice this week
the conviction written on the card that you chose.

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DEBORAH - WORD SEARCH

U	U	D	T	I	M	M	L	K	P	H	P	Y	T	P
J	P	D	E	B	T	S	D	S	H	A	O	D	T	X
H	D	H	U	W	M	A	E	A	B	Z	K	J	N	F
U	E	D	I	S	N	I	G	T	B	Y	T	D	U	H
Y	A	S	R	L	E	A	R	N	S	C	F	Q	A	C
C	T	W	B	K	L	E	L	M	O	R	O	N	U	V
S	W	Q	O	F	V	P	Y	S	T	R	O	D	F	F
W	O	A	E	L	I	M	S	E	W	A	W	W	J	P
B	Q	U	I	T	S	G	T	F	A	E	V	O	T	M
S	A	S	B	K	K	O	H	B	C	N	O	U	L	E
J	J	C	Z	P	C	S	T	T	Z	P	H	A	I	B

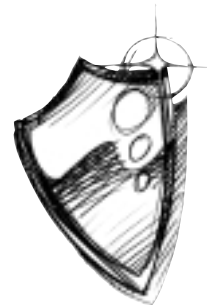


Find the following words in the puzzle above:

WORST
FIGHT
TWISTS
BLOW
QUIT

UPHILL
NEAR
TASK
INSIDE
SMILE

SILVER
LEARNS
SLOW
DEBTS
WRONG



DEBORAH POEM

Read the following poem and fill in the blanks using the clues listed at the bottom of this page.
HINT: The words needed for the poem are the SAME WORDS you found in the Word Search!

When things go _____, as they sometimes will,
(clue #1)

When the road you're trudging seems all _____,
(clue #2)

When the funds are low and the _____ are high,
(clue #3)

And you want to _____, but you have to sigh,
(clue #4)

when care is pressing you down a bit,
Rest if you must, but never _____.
(clue #5)

Life is odd, with its _____ and turns,
(clue #6)

As every one of us sometimes _____,
(clue #7)

And many a failure turns about,
When he might have won if he'd stuck it out;
Stick to your _____, though the pace seems _____,
(clue #8) (clue #9)

You may succeed with one more _____.
(clue #10)

Success is failure turned _____ out -
(clue #11)

The _____ tint of the clouds of doubt -
(clue #12)

And you never can tell how close you are,
It may be _____ when it seems afar;
(clue #13)

So stick to the _____ when you're hardest hit.
(clue #14)

It's when things seem _____ that you MUSTN'T QUIT!
(clue #15)



CLUES:

- | | |
|---|-------------------------------------|
| 1. The opposite of right | 9. The opposite of fast |
| 2. The opposite of downhill | 10. Another word for "hit" |
| 3. Unpaid bills | 11. The opposite of outside |
| 4. The opposite of frown | 12. The color of quarters and dimes |
| 5. Another word for stop | 13. The opposite of far |
| 6. Another word for turn or wiggle | 14. The job of a boxer |
| 7. What you go to school to do | 15. The opposite of best |
| 8. Another word for a job that must be done | |