

COMMUNICATION



LESSON 5

LESSON TEXT

1 Samuel 3; Proverbs 22:11;
James 1:19; Ephesians 4:29

LESSON OBJECTIVES

- The students will recount the way Samuel listened to and spoke for God.
- The students will identify the benefits of Biblical listening and speaking.
- The students will practice Biblical listening and speaking to a family member and a school friend.

MATERIALS NEEDED

For each student:

- pen or pencil
- paper

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 cup water
- extra Bibles
- 1 large sheet of paper
- 2 packages of dental floss
- 3 bags of small beads, 1 color per bag
- scissors
- 1 large sheet of poster board
- black marker

Reproducible Pages:

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

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: Scripture Sleuth
Starting Up
Welcome and Singing
Opening Prayer
Victories
Good News from the Kingdom

Getting into God's Word

Story: "The Water Cup"
Scripture Study
Activity: Morse Code Messages

Getting It to Others

Scripture Memory: James 1:19
Weekly Challenge and Snack Time
Conclusion

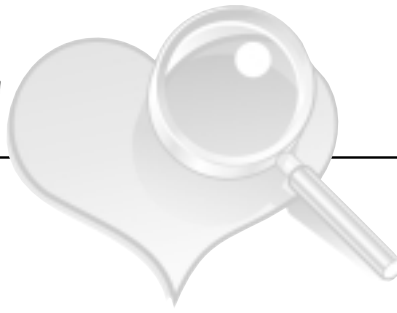
SCRIPTURE MEMORY VERSE

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.

James 1:19



Preteens



FAITHFUL INSTRUCTION

TEACHER FOCUS

Communication is essential in any relationship. Occasionally, preteens find it much easier to speak their mind than to listen respectfully to what others are saying. The focus of this lesson is to show the students why God values listening and to provide opportunities for the students to practice listening and speaking in a Biblical way.

TEACHER TIPS

Pray before preparing this lesson. Read and meditate on 1 Samuel 3, Proverbs 22:11, James 1:19 and Ephesians 4:29 to see what the Bible teaches about speaking and listening in a godly way. Deepen your conviction about how important these qualities are in developing good friendships. Put the things you have read into practice in teaching and leading your preteens.

PRECLASS ACTIVITY

SCRIPTURE SLEUTH

On the worksheet, the students are given several references in Proverbs that have to do with speaking and listening in a godly way. They are to read these verses (clues) and solve the mystery (What is the topic of today's lesson?)

MATERIALS USED

For each student:

- pen or pencil

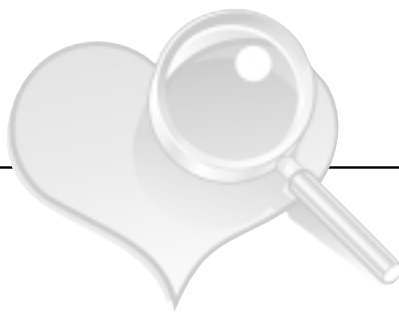
Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. As students arrive, give them a pen or pencil and a copy of Reproducible Page A (Scripture Sleuth).
2. Help the students find the book of Proverbs, and be sure they understand the worksheet instructions.
3. Ask them not to give the answer away to others who have not finished looking up the scriptures.





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 our 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 God's guidance in helping us know the best ways to communicate with each other.

VICTORIES

Take time to have the students share about the challenge 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? What did you learn about yourself during the week? What did you learn about your partner? How did your character change because of the help of your teammate? What is an important thing you learned from your friend? How did everyone do with having consistent quiet times? What did you learn?*

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. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents can inspire us and spur us on.





STORY

"THE WATER CUP"

You will read a story to the students that will encourage them to be good listeners. They will see in a humorous way that not listening well can have bad or messy consequences.

MATERIALS USED

For the teacher:

- 1 cup water
- Reproducible Pages:
 - Page B, 1 copy for each student

PREPARATION

Practice reading aloud the story "The Water Cup" (Reproducible Page B), so that you can present it effectively to the students. On the day you teach the class, wear an outfit that will not be harmed by spilling water on it.

INSTRUCTIONS

1. *Today we are going to learn why God wants us to become good listeners. To start off, I'm going to read you a story called "The Water Cup."*
2. When you finish reading the story, ask the class these questions:
 - *What was wrong about the way the boy was listening in the story? (He was not respectful.)*
 - *What was the father trying to teach the boy about listening? (We need to listen and obey our parents even when we don't fully understand the reasons why they say what they do.)*
 - *In the same way, God wants us to listen and obey him, trusting him even during those times when we don't understand something.*



SCRIPTURE STUDY

Now we will read the story of Samuel who, as a young boy, listened to and obeyed God.

MATERIALS USED

For the teacher:

- extra Bibles

Have the students open their Bibles to 1 Samuel 3. Explain who Samuel was:

Samuel's mother dedicated him to God. While he was still very young, she took him to the house of the Lord at Shiloh to be trained by the priest, Eli. He served God even as a child. When he grew up, the Lord made him a prophet who called the people to repent of their sins and turn back to God. Samuel anointed Saul as the first king over Israel. When Saul left God, Samuel anointed David, the shepherd boy, to be king.

Choose three students to read the parts of Narrator, Samuel and Eli. The students reading the parts of Samuel and Eli read any dialogue recorded for their characters. The Narrator reads all the other verses.

When the reading is concluded, lead a discussion asking these questions:

- *How did Samuel respond when God talked to him?*
- *Why do you think Samuel was able to hear God's voice even when he was sleeping?*
- *Eli's command in verse 9 must have seemed strange to Samuel. Imagine having to lie down a fourth time and wait for a mysterious voice to call you. Who would like to share about a time they were asked to do something that didn't make sense? How did that feel?*
- *What was the result of Samuel's listening to God?*
- *What makes it hard for you to listen to other people?*
- *Why do you think God wants us to be good listeners?*



ACTIVITY

MORSE CODE MESSAGES

The students will practice sending and receiving Morse Code messages to each other to increase their listening and communication skills.

MATERIALS USED

For each student:

- pencil
- paper

For the teacher:

- 1 large sheet of paper
- 2 packages of dental floss
- 3 bags of small beads, 1 color per bag
- scissors

Reproducible Pages:

- Page C, 1 copy for each student

PREPARATION

On a large sheet of paper, designate a color of bead to be a "dot," another color to be a "dash," and another color to be a "space." (See Figure A as an example.)

INSTRUCTIONS

1. Give each student a copy of Reproducible Page C (Morse Code).
2. Explain that this code was developed in the 1830s by Samuel Morse when he invented the first telegraph. The code uses dots and dashes to represent numbers and the letters of the alphabet. This form of communication requires careful listening skills.
3. Demonstrate how the Morse Code works by allowing the students to race to see who can be first to figure out the word at the bottom of the sheet. (Answer: popsicle)
4. Lay out the paper, scissors, dental floss and beads in an area of the classroom that is easily accessible to all the students.

5. Divide the students into pairs and have them practice communicating in Morse Code using each of the following methods:
 - a) Write a short, encouraging message in Morse Code on a piece of paper. Have them trade papers with their partner, and decipher each other's message.
 - b) Tap out a short, encouraging message in Morse Code using the eraser end of a pencil against a table or floor. Their partner can decipher the message.
 - c) String colored beads on dental floss to form a short friendship message in Morse Code. One color of beads stands for the dots, another for the dashes, and a third for the spaces between the letters. Have them give the friendship beads to each other. (Prominently display the poster you have prepared so they can refer to it as they make their bead messages.)

NOTE: Tie several knots in the end of the string before putting the beads on it. Then tie several knots at the other end after stringing the beads. Also, use beads that have an adequate hole in the middle that allows the students to string them by hand only (not a needle).

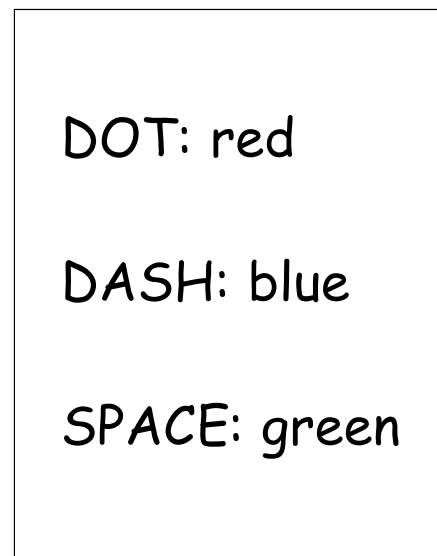


Figure A

SCRIPTURE MEMORY

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak, and slow to become angry.

James 1:19

MATERIALS USED

For the teacher:

- 1 large sheet poster board
- black marker
- scissors

Reproducible Pages:

- Page D, 1 copy for each student

PREPARATION

1. Using a black marker, write the memory verse on a piece of poster board.
2. Cut it up like a jigsaw puzzle. Make as many pieces as you have students. If your class is small, cut the poster board into twice as many pieces as you have students.

INSTRUCTIONS

1. Have the students find James 1:19 in their Bibles and read it together aloud as a group several times.
2. Discuss what the scripture means, then have the students close their Bibles.
3. Give each student one piece of the memory verse jigsaw puzzle. (If your class is small, give each student two pieces.)
4. Explain that the students will have one minute working as a team to put the puzzle together on a table or floor. Shout "On your mark, get set, GO!", then use a clock or stopwatch to measure the time.
5. If the class is unable to do this, have the students refer to their Bibles, recite the verse as a group, and then try again to do the puzzle.
6. Another option is to divide the class into two teams, and have a contest to see which team can put the puzzle together the fastest, taking turns.
7. Distribute a copy of Reproducible Page D (Memory Verse) to each student.

WEEKLY CHALLENGE AND SNACK TIME

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

This week's challenge is twofold: The students will practice Biblical listening and speaking with a family member and with a friend from school. Have the students think about the following questions.

1. *What person in your family do you have a hard time listening to and talking to in a respectful way? What situations in particular make it hard for you to listen well?* Have each student make a plan for listening and talking in a respectful way to the person cited this week. Remind the students that our facial expressions and tone of voice can show disrespect as well as our words.
2. *Is there a particular relationship you have at school that needs to be mended or needs to grow? What has happened that caused difficulty in this relationship? Or is this a person who could use a good friend? What would Jesus expect you to do with the relationship?* Once the students have identified the person, they should plan to spend some time with the person to either work out differences or get to know the person better. They should share about the lessons they have been learning on friendship, and let the person know that they would like to fix the relationship (if necessary) or get to be closer friends.

Let the students know that you will be eager to hear about their victories during next week's class.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Make a plan to practice godly listening and talking with a family member and a person at school.

Follow through with the plan.

COMMUNICATION

LESSON TEXT

Ezekiel 2 and 3; Ecclesiastes 3:1, 7

LESSON OBJECTIVES

- The students will recount the way Ezekiel listened to and spoke for God.
- The students will identify the benefits of Biblical listening and speaking.
- The students will practice Biblical listening and speaking to a family member and a school friend.

MATERIALS NEEDED

For each student:

- pen or pencil
- 2 sheets of paper

For the teacher:

- extra Bibles
- candy for prizes (optional)
- 1 Fruit Roll-up
- flashlight
- 1 6' piece of rope
- bath towel or similar-sized piece of cloth
- headband or scarf
- long piece of gauzy or white see-through material or scarf

Reproducible Pages:

- Page E, 1 copy for the teacher

LESSON PLAN

Getting Ready

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

Getting into God's Word

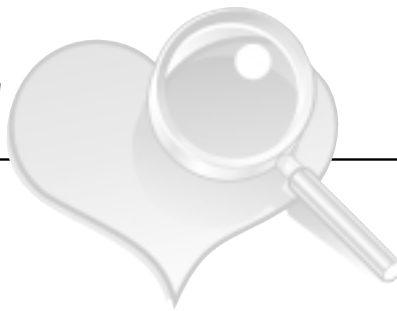
Scripture Study
 Activity: Rapid Reporters

Getting It to Others

Scripture Memory: James 1:19
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

My dear brothers, everyone should be quick to listen, slow to speak, and slow to become angry.
 James 1:19



FAITHFUL INSTRUCTION

TEACHER FOCUS

Communication is essential in any relationship. Occasionally, preteens find it much easier to speak their mind than to listen respectfully to what others are saying. The focus of this lesson is to show the students why God values listening and to provide opportunities for the students to practice listening and speaking in a Biblical way.

TEACHER TIPS

Pray before preparing this lesson. Read and meditate on Proverbs 22:11, James 1:19 and Ephesians 4:29 (from the Core Lesson) and Ezekiel 2 and 3; Ecclesiastes 3:1, 7 to see what the Bible teaches about speaking and listening in a godly way. Deepen your conviction about how important these qualities are in developing good friendships. Put the things you have read into practice in teaching and leading your preteens.

PRECLASS ACTIVITY

BIBLE WORD SEARCH

MATERIALS USED

For each student:

- pen or pencil
- 1 sheet of paper

For the teacher:

- extra Bibles
- candy for prizes (optional)

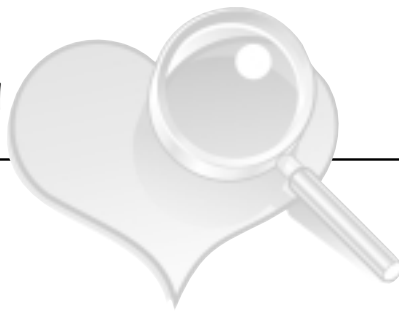
INSTRUCTIONS

1. As students arrive, give each a piece of paper and a pen or pencil.
2. Have them write two words on their paper: "listen" and "speak."
3. Help them find the book of Ezekiel in the Bible.
4. Instruct the students to scan chapters 2 and 3 of Ezekiel and write down on their paper how many times the words "listen" and "speak" appear. Other forms of the words, such as "listening," "spoke," "said" and "says" are also to be counted.
5. Students may work individually or in teams.
6. You may wish to give a small piece of candy as a prize to those students who get the correct amount.

ANSWER KEY

"listen/listening" = 13

"speak/spoke/said/says" = 21



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 AND REVIEW

- Open with one of the students praying for the students to be growing in their relationships with God, their families and their friends.
- Have one student recite the memory verse for this lesson: James 1:19.
- Have a student briefly review the previous lesson (Core Lesson).

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

Ezekiel was a prophet who listened to God and then spoke his words to the people. The students will do a dramatization that will help them to understand the importance of listening and speaking in a godly way. At times Ezekiel did not want to listen to God, but he listened anyway. The students will relate instances when they have not wanted to listen to someone, and they will learn how to respond in a godly way.

MATERIALS USED

For the teacher:

- 1 Fruit Roll-up
- flashlight
- 1 6' piece of rope
- bath towel or similar-sized piece of cloth
- headband or scarf
- long piece of gauzy or white see-through material or scarf

Reproducible Pages:

- Page E, 1 copy for the teacher

PREPARATION

Read Ezekiel 2 and 3 and familiarize yourself with how to dramatize the scripture story with the students as described in Reproducible Page E. Gather props for the drama.

How does it make you feel when someone really listens to you and shows that they are truly interested in what you are saying? How do you feel when someone is distracted and not paying attention to what you are saying to them? How do you feel when someone interrupts you?

Have the class turn to Ecclesiastes 3. Read verses 1 and 7 aloud. Stress the following: *God says there is a time to be silent and a time to speak.*

Today we are going to learn about a man named Ezekiel who understood when to speak and when to listen. Ezekiel had an exciting and powerful life because he listened to and spoke for God. We will re-live his experiences by acting them out ourselves.

Choose a student to be the Narrator. Then assign students to play the parts of Ezekiel, the voice of God, and the Spirit. Have one to two students be the Miscellaneous Parts people. The rest of the class will act as The Rebellious People. If using props, distribute as follows:

Ezekiel: Drape a bath towel or piece of cloth over the student's head and fasten it with a headband or scarf to make a middle-eastern headdress.

Voice of God: Student shines a flashlight out into the room in the direction of his voice whenever he speaks God's word.

The Spirit: Drape a long piece of gauzy or white see-through material around student's head and shoulders.

Explain to the class that they will be acting out the events described in the book of Ezekiel, chapters 2 and 3. Following the directions on Reproducible Page E, prompt the students as they read and act out the story.

When the dramatization is done, lead a discussion asking these questions:

- *In what way did God want Ezekiel to listen? ("carefully" and with his heart—3:10)*
- *Why did the people not want to listen to Ezekiel or God? (They were hard-hearted and obstinate—3:7.)*
- *What would have happened if Ezekiel had spoken to the people without first listening to God?*
- *How did Ezekiel get over his bad attitude about having to listen and obey God?*
- *Have you ever felt angry and overwhelmed when you had to listen to things you didn't agree with or want to do? How did you deal with it?*
- *Why does God want you to speak to the people around you?*
- *Why is it important to listen to God first before speaking to them?*
- *How does being a good listener help build a great friendship?*



ACTIVITY

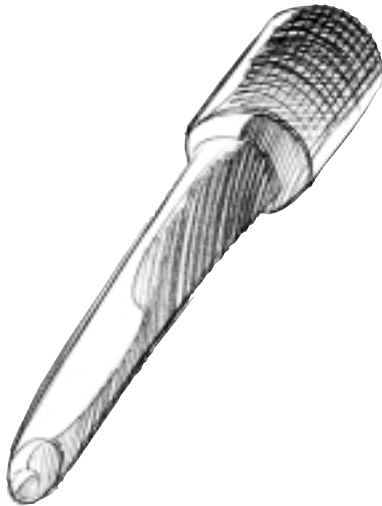
RAPID REPORTERS

To learn better listening and speaking skills, the students will divide into pairs and interview each other.

MATERIALS USED

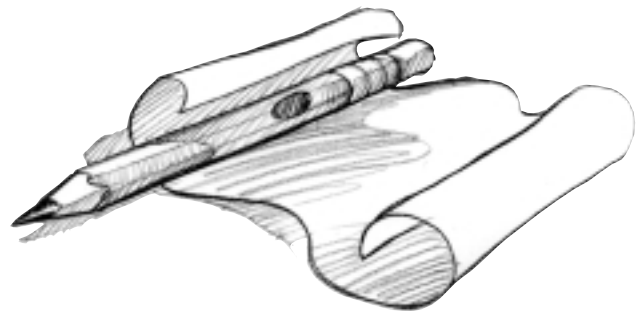
For each student:

- pen or pencil
- 1 sheet of paper



INSTRUCTIONS

1. Tell the students that they are going to become Rapid Reporters in order to sharpen their listening and speaking skills.
2. Give each student paper and a pen or pencil, then divide them into pairs, trying to match students who may not know each other well.
3. Instruct the students that they will have five minutes to interview their partner. The goal is to discover three new and interesting facts about the other person (e.g. a trip the person has taken, a special skill or talent that the person or a member of his family has). The facts must be something the Rapid Reporter did not already know about his or her partner.
4. Inform the students that they will be presenting their findings to the class during snack time.



SCRIPTURE MEMORY

My dear brothers, everyone should be quick to listen, slow to speak, and slow to become angry.
James 1:19

INSTRUCTIONS

1. Review the scripture memory verse that was given out in the previous lesson.
2. Practice the verse together as a group, encouraging the students to have the verse completely memorized by the next class.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week. (They were to practice talking and listening in a respectful way to a member of their family and to a friend at school.) Ask the students how they are doing with both parts of the challenge. Give encouragement and advice where needed.

Have the students take turns sharing what they learned about their partners during the Rapid Reporter activity. Encourage the class to keep practicing their listening and speaking skills during the sharing time.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Make a plan to practice godly listening and talking with a family member and a person at school.

Follow through with the plan.

SCRIPTURE SLEUTH

*The scriptures listed below all have something in common:
the topic of today's lesson.*

Look up the clues, and see if you can solve the mystery.

THE MYSTERY:

What is the topic of today's lesson?

THE CLUES:

Proverbs 22:11

Proverbs 15:1

Proverbs 21:23

Proverbs 18:13

Proverbs 25:11

THE SOLUTION:

Today's topic is _____.

THE WATER CUP

As a father lay dying, he called for his three sons. To the oldest, he gave all the gold and jewels he had acquired through the years. To the middle son, he gave his fine house and prosperous farm. Then, calling the youngest boy, a lad of twelve, he said, "My son, I have no more possessions to give you. All I have left is this cup." (*Hold up the cup for all the students to see.*)

"This cup is very special. It belonged to your great-great-grandfather, who gave it to your great-grandfather, who gave it to your grandfather, who gave it to me. And now I am giving it to you. I hope that you will pass it on to your children as well. But, my son, this cup is very special. You must take good care of it and never, I repeat never, drink out of this side of the cup. (*Point to the side of the cup farthest away from you.*) Always drink from this side." (*Point to the side of the cup closest to you.*)

"Why is that, Father?" the boy asked.

"Son, just listen and pay attention to your elders. It is very important. In fact it is absolutely necessary that you always drink out of this side of the cup." (*Point to the side of the cup closest to you.*)

"But, Father," the boy protested, "I don't understand."

"Son, there is nothing to understand. My command is simple. Never, ever, under any circumstances whatsoever, drink out of this side of the cup. (*Point to the side of the cup farthest from you.*)

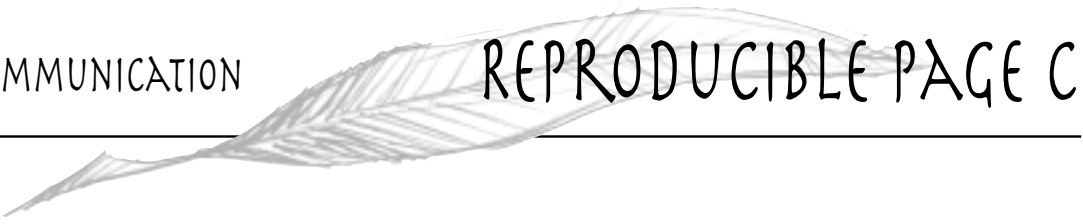
"Father, it doesn't make any sense," argued the boy.

"Please, my son, I am an old man, and I am dying. Just respect my words of wisdom and always drink out of this side of the cup. (*Point to the side of the cup closest to you.*) And never out of this side." (*Point to the side of the cup farthest from you.*)

"But, Father," the boy continued, "what would happen if I did drink out of that side?"

"My dear boy, if you were to drink out of that side (*point to the farthest side of the cup*), then— (*slowly pick up cup and drink from the rim on the farthest side without turning the cup around*) water will spill all over you!!"

Adapted from a story in *The Family Storytelling Handbook* by Anne Pellowski, (New York: Macmillan Publishing Co, 1987).



MORSE CODE

A	. _	M	_ _	Y	_ . _ _
B	_ . . .	N	_ .	Z	_ _ . . .
C	_	O	_ _ _	1	. _ _ _ _
D	_ . . .	P	. _ _ .	2	. . _ _ _
E	. . .	Q	_ _ . . .	3	. . . _ _
F	. . . . .	R	. . . .	4 _
G	_ _ . .	S	. . . .	5	. . . . .
H	. . . . .	T	_ . . .	6	_
I	. . . .	U	. . . .	7	_ _ . . .
J	. . _ _ _	V	. . . . .	8	_ _ _ . .
K	_	W	. _ . . .	9	_ _ _ . . .
L	. . . . .	X	_	10	_ _ _

INSTRUCTIONS FOR WRITING MORSE CODE:

- Make a dash three times as long as a dot.
- The space between any two parts of a letter/number = the same as a dot
- The space between two letters/numbers = the same as a dash
- The space between two words = longer than a dash

WHAT AM I?

.....

SCRIPTURE MEMORY

My dear brothers, take note of this:
Everyone should be quick to listen,
slow to speak and slow to become angry.

JAMES 1:19

WEEKLY CHALLENGE

Make a plan to practice godly listening and talking
with a family member and a person at school.

Follow through with the plan.

EZEKIEL 2 AND 3 DRAMATIZATION

NARRATOR: Ezekiel was a prophet of God, the son of a priest, who was carried away with the people of God as a captive to Babylon. In chapter one, he sees a vision of God. In chapters 2 and 3, he is commissioned by God to be a spiritual watchman who must warn the rebellious people of Israel to turn from their evil ways. God used several visual aids to teach Ezekiel what he must do. (Begin with Ezekiel lying facedown on the floor. Voice of God stands on the other side of the room.)

VOICE OF GOD reads 2:1 (remember to use the flashlight!)

NARRATOR reads 2:2 while the Spirit helps Ezekiel stand up.

VOICE OF GOD reads 2:3-8 (Rebellious People swarm around the room like "scorpions" and cover their ears to demonstrate that they are not listening.)

NARRATOR reads 2:9-10. (The Spirit unrolls a Fruit Roll-up and holds it up like a scroll.)

VOICE OF GOD reads 3:1.

NARRATOR reads 3:2. (The Spirit gives Ezekiel the Fruit Roll-up.)

VOICE OF GOD reads 3:3. (Ezekiel eats the Fruit Roll-up.)

VOICE OF GOD reads 3:4-11 while Rebellious People cover their ears, shake their heads to say "No" and look generally defiant.

NARRATOR reads 3:12-16. (The Spirit pretends to lift up Ezekiel; Misc. Parts people stand behind Ezekiel and flap their arms like wings while making a "rushing" wind sound; the Spirit leads Ezekiel away to a group of Rebellious People sitting by a river; Ezekiel sits down with them and looks angry.)

VOICE OF GOD reads 3:17-22. (Ezekiel pretends to talk to several of the Rebellious People; some of the Rebellious People shake their heads and walk away; several others fall on their knees, clasp their hands and look penitent.)

NARRATOR reads 3:23-24a. (Ezekiel walks to another part of the room; the Voice of God shines the flashlight all around the area; Ezekiel falls facedown on the floor; the Spirit helps Ezekiel stand up.)

NARRATOR reads 3:24b-27. (Misc. Parts people tie up Ezekiel's arms and legs gently and carefully—or pretend to, if not using a real rope.)