

ESTHER: MAKING A DIFFERENCE

LESSON TEXT

Esther 2-7

LESSON OBJECTIVES

- The students will identify Esther as the queen whose courage saved the lives of her people.
- The students will explain how faith and trust in God can inspire one person to make a difference.
- The students will commit to make a difference in their community or school this week.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

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

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: Stand up and Be Counted
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Story: "One Child's Labor"
 Scripture Study
 Activity: Making a Difference

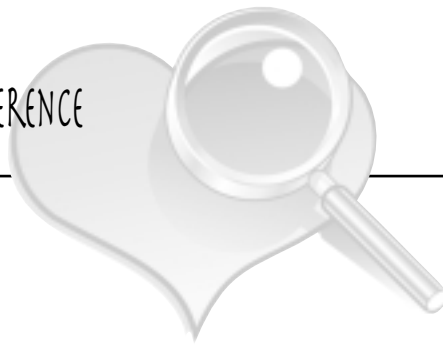
Getting It to Others

Scripture Memory: 1 Timothy 4:12
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.

1 Timothy 4:12



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on the book of Esther until you feel you understand Esther's character and the impact she had on her people. Think of how even now God has chosen you in a specific way to impact preteens in his kingdom by being their teacher. You are making a difference in their lives. Write down how that responsibility makes you feel.

TEACHER TIPS

The focus of this lesson is believing that your own life can make a difference in how things turn out. Think about times when your life has made a difference or when someone else made a difference in your life. Be prepared to share appropriate real-life experiences that your students can relate to in their lives.

PRECLASS ACTIVITY

STAND UP AND BE COUNTED

The students will decode a message about making a difference and will explain what that message means to them personally.

MATERIALS USED

For each student:

- pen or pencil

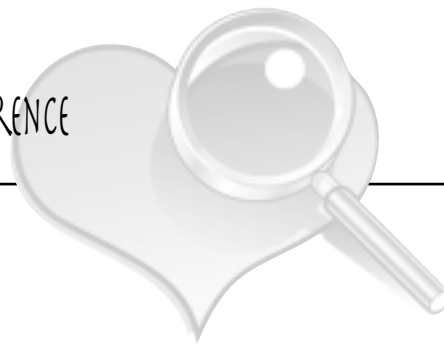
Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page A (Stand Up and Be Counted) and a pen or pencil as they arrive.
2. Have the students use the code at the right of the sheet to decode the message.
3. After decoding the message, instruct the students to write on the bottom of the page what they think the message means for them personally.
4. The message is the memory verse: "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity."

"D	O	N	'	T	L	E	T	A	N	Y	O	N	E			
<u>21</u>	<u>13</u>	<u>23</u>	<u>14</u>		<u>43</u>	<u>11</u>	<u>14</u>	<u>51</u>	<u>23</u>	<u>15</u>	<u>13</u>	<u>23</u>	<u>11</u>			
L	O	O	K	D	O	W	N	O	N	Y	O	U				
<u>43</u>	<u>13</u>	<u>13</u>	<u>53</u>	<u>21</u>	<u>13</u>	<u>35</u>	<u>23</u>	<u>13</u>	<u>23</u>	<u>15</u>	<u>13</u>	<u>55</u>				
B	E	C	A	U	S	E	Y	O	U	A	R	E				
<u>41</u>	<u>11</u>	<u>31</u>	<u>51</u>	<u>55</u>	<u>24</u>	<u>11</u>	<u>15</u>	<u>13</u>	<u>55</u>	<u>51</u>	<u>34</u>	<u>11</u>				
Y	O	U	N	G	B	U	T	S	E	T	A	N				
<u>15</u>	<u>13</u>	<u>55</u>	<u>23</u>	<u>42</u>	<u>41</u>	<u>55</u>	<u>14</u>	<u>24</u>	<u>11</u>	<u>14</u>	<u>51</u>	<u>23</u>				
E	X	A	M	P	L	E	F	O	R	T	H	E				
<u>11</u>	<u>25</u>	<u>51</u>	<u>33</u>	<u>54</u>	<u>43</u>	<u>11</u>	<u>52</u>	<u>13</u>	<u>34</u>	<u>14</u>	<u>32</u>	<u>11</u>				
B	E	L	I	E	V	E	R	S	I	N	S	P	E	E	C	H
<u>41</u>	<u>11</u>	<u>43</u>	<u>22</u>	<u>11</u>	<u>45</u>	<u>11</u>	<u>34</u>	<u>24</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>54</u>	<u>11</u>	<u>11</u>	<u>31</u>	<u>32</u>
I	N	L	I	F	E	I	N	L	O	V	E	I	N			
<u>22</u>	<u>23</u>	<u>43</u>	<u>22</u>	<u>52</u>	<u>11</u>	<u>22</u>	<u>23</u>	<u>43</u>	<u>13</u>	<u>45</u>	<u>11</u>	<u>22</u>	<u>23</u>			
F	A	I	T	H	A	N	D	I	N	P	U	R	I	T	Y	
<u>52</u>	<u>51</u>	<u>22</u>	<u>14</u>	<u>32</u>	<u>51</u>	<u>23</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>54</u>	<u>55</u>	<u>34</u>	<u>22</u>	<u>14</u>	<u>15</u>	



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 one or two 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. Pray that each student will be convinced of how much one person can do for God.

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? Would anyone like to share something they learned?* 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 that the victories of our brothers and sisters in other countries can inspire us and spur us on.





STORY

MATERIALS USED

For the teacher:

- extra Bibles

Reproducible Pages:

- Page B, 1 copy for each student

"ONE CHILD'S LABOR"

Have the students take out their copy of Reproducible Page B ("One Child's Labor"). Ask some volunteers to share what they wrote at the bottom of the page.

Today's story about Craig Kielburger is a story of inspiration and courage. Craig took his interest in helping others very seriously and believed that he could make a difference.

INSTRUCTIONS

Ask the students to listen as you read the story about Craig. Ask them to think about what they might have done in Craig's circumstances. Have a discussion about the story.

- What did Craig stand up for?
- What prompted him to try to do something?
- What difference did it make?
- If Craig had not gotten involved, what other reactions might he have had?

If we don't believe we can get involved and make a difference, then we won't. Look at your own life and examine what you are doing that will really make a difference.



SCRIPTURE STUDY

Explain to the students that today's lesson is about Esther, a woman who was used by God at a very crucial time in the history of the Israelite people. God used her to protect his people at great risk to her own life.

Have one of the students read Esther 2:15-18.

Who was Esther? (named as the Queen to King Xerxes / adopted daughter of Mordecai / a Jew [but the king did not know this])

Have the students turn to Esther 4. Select three volunteers to read aloud. Divide the reading as follows:

- Esther 4:1-5
- Esther 4:6-11
- Esther 4:12-17

Who are the five main characters in the story? (Mordecai / Queen Esther / Hathach / Haman / King Xerxes)

When Mordecai asked Esther to go to the King on behalf of the Jews, how did Esther respond? (Esther 4:9-11—afraid of the king / made excuses / looked at her own abilities, not God's power)

How did Mordecai convince Esther that she needed to stand up for what was right? (Esther 4:12-17—told her that she would also perish in the persecution of the Jews / told her that God was powerful enough to raise up another deliverer if she were unwilling to be used by God, but she would not be saved / convinced her that she was in the great position of Queen just for this purpose / Esther simply decided to rely upon God and not herself: "If I perish, I perish.")

Talk to the students about how this frightening time in Esther's life came just before a great victory.

Sometimes things that scare us the most are things that we must live through in order for God to bless us.

God showed Esther that he was stronger than King Xerxes. Even though God is never mentioned by name in the book of Esther, it is obvious that he is in control. The next passages we read will show this.



Have one of the students read Esther 5:1-8.

The King was willing to hold out to Esther the golden scepter and let her speak. The King was willing to give her up to half the kingdom if she requested it.

Have one of the students read Esther 6:1-3.

God revealed to King Xerxes that Mordecai was the one who had uncovered an assassination plot and had saved the life of the king. God put it on the king's heart to honor Mordecai.

Have one of the students read Esther 7:1-6. Have another student read Esther 7:9-10.

God allowed Esther to make her petition before the King to save the Israelites. God brought punishment upon Haman and he was hanged on the gallows he had built in order to hang Mordecai.

God used Esther in a powerful way. She was the only person who could save her people. She knew what she had to do and she did it, and God blessed her in a great way.

ACTIVITY

MAKING A DIFFERENCE

This exercise will show the students that there are many situations around them in which they can make a difference for God.

MATERIALS USED

For each student:

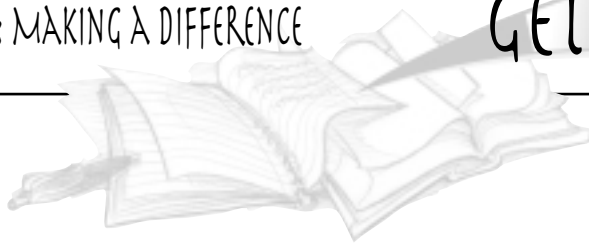
- pen or pencil

Reproducible Pages:

- Page C, 1 copy for each student

1. Give each student a copy of Reproducible Page C (Making a Difference) and a pen or pencil.
2. Have the students read each situation listed on the sheet and then to decide what action they could take to make a difference in that situation. The students should write their solutions in the spaces provided.
3. When all the students have completed the sheet, have some volunteers share their ideas with the class.





SCRIPTURE MEMORY

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.

1 Timothy 4:12

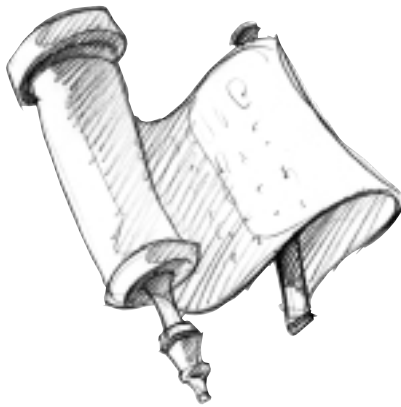
MATERIALS USED

Reproducible Pages:

- Reproducible Page D, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (Scripture Memory).
2. Have the students say the memory verse together aloud several times.
3. *What does it mean to set an example for others in speech? In life? In love? In faith? In purity?*



WEEKLY CHALLENGE AND SNACK TIME

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

Explain to the students that both Queen Esther and Craig Kielburger (from today's story) were able to make a difference because they were working for something that was very important to them. Ask your students what types of issues are important to them personally. Where do they feel that they can personally make a difference? (You can refer to some of the situations from Reproducible Page C.)

The challenge is for each student to find a way to make a difference this week, either at school or in the community. Remind the students that making a difference doesn't necessarily mean saving lives or changing child labor laws. It can be as simple as being kind to an elderly neighbor or going against the crowd to do what is right. After they do something that can "make a difference," the students should write a few sentences about their experience and how it made them feel.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

This week, do something that can make a difference at school or in your community. After you have done this, write a few sentences about your experience and how it made you feel.

ESTHER: MAKING A DIFFERENCE

LESSON TEXT

Esther 4-7

LESSON OBJECTIVES

- The students will identify Esther as the queen whose courage saved the lives of her people.
- The students will explain how faith and trust in God can inspire one person to make a difference.
- The students will commit to make a difference in their community or school this week.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- approximately 15 large sheets of paper (5 per group)
- crayons/markers/colored pencils
- tape
- glue

Reproducible Pages:

- Page E, 1 copy for each student
- Page F, 1 copy for each student
- Page G, 1 copy for each student

LESSON PLAN

Getting Ready

- Faithful Instruction
 - Teacher Focus
 - Teacher Tips
- Preclass Activity: News Flash!
- Starting Up
 - Welcome and Singing
 - Opening Prayer and Review
 - Great News Sharing

Getting into God's Word

- Scripture Study
- Activity: Writing a Play

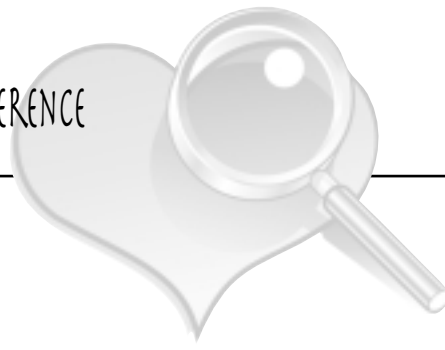
Getting It to Others

- Scripture Memory: 1 Timothy 4:12
- Weekly Challenge and Snack Time
- Conclusion

SCRIPTURE MEMORY

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.

1 Timothy 4:12



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on the book of Esther until you feel you understand Esther's character and the impact she had on her people. Think of how even now God has chosen you in a specific way to impact preteens in his kingdom by being their teacher. You are making a difference in their lives. Write down how that responsibility makes you feel.

TEACHER TIPS

The focus of this lesson is believing that your own life can make a difference in how things turn out. Think about times when your life has made a difference or when someone else made a difference in your life. Be prepared to share appropriate real-life experiences that your students can relate to in their lives.

PRECLASS ACTIVITY

NEWS FLASH!

The students will complete a word search that will remind them of the most important aspects of the story of Queen Esther.

MATERIALS USED

For each student:

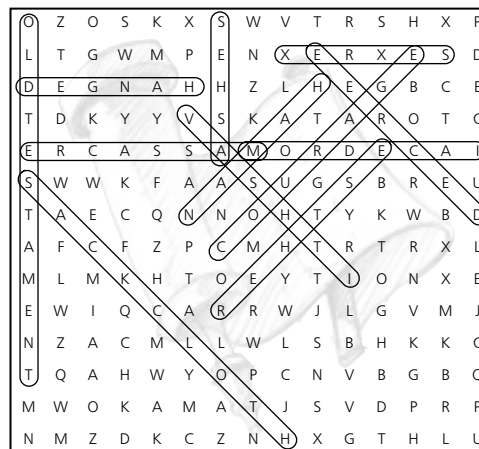
- pen or pencil

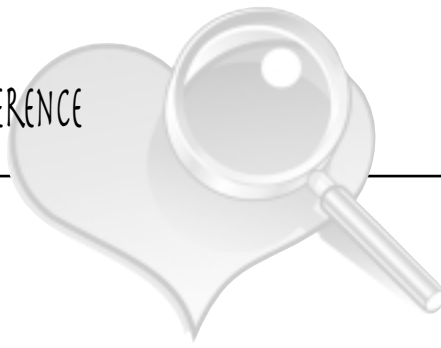
Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page E (News Flash!) and a pen or pencil.
2. Have each student complete the word search as indicated. (Word Search answer key below.)
3. After completing the word search, the students need to use the words provided to complete the story below the puzzle by filling in the blanks. Circulate as the students are doing this to make sure they are putting the correct answers in the blanks. (See page 9 for News Flash answer key.)





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 all the students to be convinced that they can personally make a difference in the world for God.
- Have one student recite the memory verse for this lesson: 1 Timothy 4:12.
- 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.

NEWS FLASH!

QUEEN ESTHER THWARTS PLOT!!

Old Testament News has learned that the beautiful Jewish woman, Esther (chosen as Queen by the Persian King, Xerxes, after he got rid of his previous wife, Queen Vashti), and her adoptive father, Mordecai, have thwarted the courtier Haman's plot to massacre the Jews. Mordecai came to the palace in sackcloth and ashes to report the plot against the Jews. Being a Jew herself, Queen Esther was persuaded to go to the king on behalf of the Jews. Upon learning that he had been tricked into issuing a decree to destroy the people of his favorite wife, King Xerxes ordered Haman to be hanged and cancelled his decree. Due to his courage and loyalty to the King, Mordecai was named the King's chief minister. Sources close to the palace report that the young queen fasted for three days before approaching King Xerxes about the plot. The queen was very courageous and will always be seen as a hero to Jews everywhere.



SCRIPTURE STUDY

Ask the students to talk about what they learned from this story during their previous class. Get as many students as possible to participate and share aspects that were significant to them. Make sure that the entire story from Esther 4-7 is covered.

- *What did you learn about Esther and her character? How did she change in the story?*
- *What did you learn about Mordecai and his character? What did he say to Esther to help her see how important she was to her people?*
- *What did you learn about Haman?*
- *What did you learn about King Xerxes? Do you think he was really in control of the situation?*

Remind your students that God is never mentioned by name in the book of Esther.

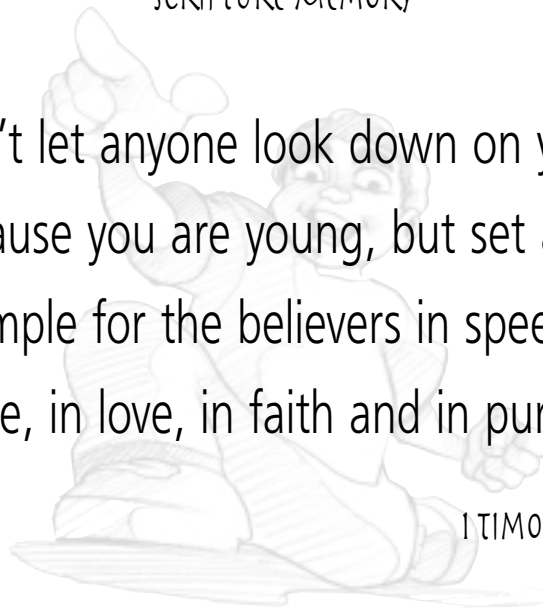
- *How can you see that God was in control of the situation?*
- *What do you see in Esther and Mordecai that you admire the most?*
- *How can you put those characteristics into your own lives?*

Have a brief discussion, making sure to save plenty of time for the students to work on their play. Much of their review of the story will be as they prepare and present the play.

SCRIPTURE MEMORY

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.

1 TIMOTHY 4:12





ACTIVITY

WRITING A PLAY

The students will write and produce a play that depicts the story of Queen Esther. The activity portion of this class will occupy the majority of the class time.

MATERIALS USED

For the teacher:

- approximately 15 large sheets of paper (5 per group)
- crayons/markers/colored pencils
- tape
- glue

Reproducible Pages:

- Reproducible Page F, 1 copy for each student
- Reproducible Page G, 1 copy for each student

INSTRUCTIONS

1. Divide the class into three groups, one group per scene in the play. Have one class teacher oversee each group of students to guide them through the writing of the play.
2. Copy Reproducible Pages F and G (the play) on the front and back of a sheet of paper. Give each group a copy. Assign each group to write and act out a specific scene.
3. Have each student help in completing the portions of the play that have been left blank. Tell the students that they must look at the outline of the play that has been provided and then write the dialogue (lines that each of the characters will be saying) based on what they have learned from the book of Esther. They should refer to the passages provided to see what was actually happening. Encourage the students to be creative and not just to copy lines from the scriptures.
NOTE: Tell the students that the lines for the narrator have already been provided. The student who plays the role of the narrator should read these lines. The items in parentheses are stage directions and are not to be read aloud.
4. Have the group decide who will play each part. Those students who do not have a role can use the practice time to make props out of paper (e.g. scenery, crowns, scepter, etc.)
5. When all of the groups have completed practicing their portion of the play, allow each group to perform its section at the appropriate time.



SCRIPTURE MEMORY

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.

1 Timothy 4:12

INSTRUCTIONS

1. Review the scripture memory verse.
2. Practice the verse together and encourage each student to have the verse memorized completely by the next class.

WEEKLY CHALLENGE AND SNACK TIME

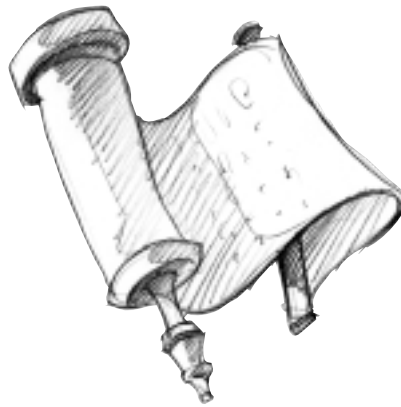
If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Each student was to do something that could make a difference in their school or their community, and then they were to write a few sentences about the experience. *What did you do? In what way do you see that it can make a difference? How did you feel?*

Encourage and help those students who have not yet completed the challenge.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

This week, do something that can make a difference at school or in your community. After you have done this, write a few sentences about your experience and how it made you feel.

STAND UP AND BE COUNTED

INSTRUCTIONS:

Use the code chart to the right to decode the message below. Match the code to the letter and fill in the blanks below.

HINT: Use the column on the left first and then the column across the top to find the correct letter. For instance: the number 43 would be the letter L.

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

“ ,

21 13 23 14 43 11 14 51 23 15 13 23 11

43 13 13 53 21 13 35 23 13 23 15 13 55

41 11 31 51 55 24 11 15 13 55 51 34 11

15 13 55 23 42' 41 55 14 24 11 14 51 23

11 25 51 33 54 43 11 52 13 34 14 32 11

41 11 43 22 11 45 11 34 24 22 23 24 54 11 11 31 32

22 23 43 22 52 11' 22 23 43 13 45 11' 22 23

52 51 22 14 32' 51 23 21 22 23 54 55 34 22 14 15' ”

What does this message mean to you?

ONE CHILD'S LABOR

In April of 1995, Craig Kielburger, then twelve years old, read about the death of Iqbal Masih, a boy his age in Pakistan who had spent six years chained to a rug loom working in conditions approaching slavery. Iqbal had escaped and joined a crusade against child labor. He had been shot dead in the street shortly thereafter.

Craig vowed to keep Iqbal's cause alive. The Toronto boy started "Free the Children," a human-rights group run by kids. Soon Craig felt he had to meet the children he was trying to help. He traveled halfway around the world on a seven-week trip to Bangladesh, Thailand, India, Nepal and Pakistan.

He discovered child labor everywhere...a girl bagging candy eleven hours a day, a boy stitching soccer balls. "I met one eight-year-old girl pulling apart syringes and needles for their plastic," Craig remembers. "She wore no gloves. We asked her, 'Don't you worry about AIDS and other diseases?' She didn't know what they were."



Canada's Prime Minister, Mr. Jean Cretien, was in Asia at the same time, discussing export-import deals. Craig got a meeting with him to talk about the children who made some of the exports. Now the government in Canada is moving to get tough on its trading partners.

Craig has single-handedly awakened a nation to the suffering of an estimated 200 million children worldwide.

"Why you?" he was asked.

"If everyone said, 'Why me?', nothing would ever be accomplished," Craig explains. "I've met those children; I've read the story of Iqbal Masih. WHY NOT ME?"

Article from an interview by Ed Bradley on "60 Minutes" (CBS). Also in the feature "Heroes for Today," *Reader's Digest*, Sept 1996: 76.

MAKING A DIFFERENCE

Directions: Read each situation. On the lines below each situation, write two things that you could do to make a difference.

1. Your math teacher has become ill, and the other students in your class do not like the substitute. They refuse to listen in class or hand in the assignments she has given. How can you make a difference?

a) _____

b) _____

2. You know that several older students are bullying some younger kids at school for their lunch money. The kids have been told not to tell anyone or they will be beaten up. How can you make a difference?

a) _____

b) _____

3. A friend from preteen class won't come to church anymore. This friend says that he doesn't have good quiet times, and he thinks the class is a waste of time. What can you do to make a difference?

a) _____

b) _____

4. Every day you pass a senior citizens' home on your way to and from school. You see the residents in the windows, and they look sad and lonely. How can you make a difference?

a) _____

b) _____

5. You hear a report that an earthquake has hit in a foreign country. Some of the disciples in that country are missing, and many do not have food, medicine or water. How can you make a difference?

a) _____

b) _____

SCRIPTURE MEMORY

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.

1 TIMOTHY 4:12

WEEKLY CHALLENGE

This week, do something that can make a difference at school or in your community. After you have done this, write a few sentences about your experience and how it made you feel.

NEWS FLASH!



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

- COURAGE
- MASSACRE
- HAMAN
- MORDECAI
- HANGED
- XERXES
- OLD TESTAMENT
- SACKCLOTH
- ASHES
- ESTHER
- VASHTI
- DECREE

(Fill in the blanks of the news flash below, using the words from the word search above.)

NEWS FLASH!

QUEEN ESTHER THWARTS PLOT!!

_____ News has learned that the beautiful Jewish woman, _____ (chosen as Queen by the Persian king, _____, after he got rid of his previous wife, Queen _____), and her adoptive father, _____, have thwarted the courtier Haman’s plot to _____ the Jews. Mordecai came to the palace in _____ and _____ to report the plot against the Jews. Being a Jew herself, Queen Esther was persuaded to go to the king on behalf of the Jews. Upon learning that he had been tricked into issuing a _____ to destroy the people of his favorite wife, King Xerxes ordered _____ to be _____ and cancelled his decree. Due to his _____ and loyalty to the king, Mordecai was named the king’s chief minister. Sources close to the palace report that the young Queen fasted for three days before approaching King Xerxes about the plot. The Queen was very courageous and will always be seen as a hero to Jews everywhere.

ESTHER PERSUADED BY MORDECAI

A Play Written and Performed by the Preteen Class

Characters:	Narrator	King Xerxes	Hathach
	Esther	Mordecai	Haman



SCENE ONE

(Scene opens with Haman and King Xerxes together talking—Esther 3:1-11)

NARRATOR: *Haman has devised a plot against the Jews and is determined to see them destroyed. He approaches King Xerxes to try to persuade him that the Jews should all be killed.*

HAMAN: (tells the king about the Jews and tries to convince the king to have them destroyed)

(King Xerxes takes his signet ring and signs the agreement)

KING XERXES:

(Haman and King Xerxes walk off stage)

SCENE TWO

(Hathach and Mordecai. Scene opens with Hathach delivering the message from Esther and then Mordecai sending a message back—Esther 4:1-11)

NARRATOR: *Mordecai is extremely upset when he hears about Haman's plot. He tears his clothes and cries out to God. Esther learns that her adopted father is upset and sends her servant, Hathach, to find out what is troubling Mordecai.*

HATHACH: (talking to Mordecai, delivering the message from Esther)

(play...continued)

MORDECAI: (giving the message for Esther—telling Esther about Haman’s plot and his request for Esther to go to the King)

(Hathach and Mordecai leave the stage)

SCENE THREE

(Hathach re-enters the stage, as does Esther, to deliver Mordecai’s message)

NARRATOR: *Hathach the servant goes back to Esther with the message from Mordecai. Hathach tells Esther all that Mordecai has said.*

ESTHER: (Esther is afraid and expresses her fears in a message to Mordecai—Esther 4:10-11)

(Hathach leaves the stage but Esther remains)

NARRATOR: *Hathach takes the message of Esther’s fears to Mordecai and then receives Mordecai’s response. He returns to Esther to deliver Mordecai’s words of wisdom.*
(Hathach re-enters the stage)

HATHACH: (Hathach delivers Mordecai’s message—Esther 4:12-14)

NARRATOR: *Esther is moved by Mordecai’s message and changes her heart. She sends one final message to Mordecai.*

ESTHER: (In response, Esther is very determined to do what is right—Esther 4:15-16)

(Hathach and Esther leave the stage)

NARRATOR: *Because of the boldness and courage of Esther, God defeated Haman’s plot to destroy the Jews and in the end Haman himself was hanged by the King.*

THE END