



**Bible Point** ▶

# We can listen to God and obey him.

## Bible Verse

I listen carefully to what God is saying (adapted from Psalm 85:8).

## Growing Closer to Jesus

- Children will
- practice listening and following directions,
  - hear how Samuel answered God's call,
  - teach Whiskers the importance of following directions, and
  - ask God to help them obey him.

## Teacher Enrichment

### Bible Basis

#### ■ Samuel hears and answers God's call.

**1 Samuel  
3:1-21**



Both Samuel and Eli had lain down for the night when God called out to Samuel. Perhaps Samuel was accustomed to calls for assistance from Eli, who was losing his eyesight. At first, Eli might have thought Samuel had been dreaming when he heard a voice calling his name, as Samuel had never before received a direct revelation from God. It is not surprising that the boy continued to return to Eli when he was called.

When Eli realized that Samuel was hearing a call from God, he didn't get up, go with Samuel, and hear what God had to say. He knew that whatever God wanted to say to Samuel was between God and the boy. From this passage, it is clear that this was the first of many times God spoke to Samuel. Samuel grew up listening to God and became God's mouthpiece to the people of Israel.







### Prayer

- Read James 4:7.
- How should we respond when God directs us?
- Pray: Lord, open my heart to your direction. Draw me close to you and guide me as I...

## Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the "Today I Learned..." handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God's direction as you teach the lesson.

# This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Welcome Time</b>	<b>Welcome!</b> —Receive name tags, and be greeted by the teacher.	"Praying Hands Name Tags" (p. 23), scissors, marker, safety pins or tape	
<b>Let's Get Started</b>  Direct children to one or more of the optional activities until everyone arrives.	<b>Option 1: Who's That?</b> —Listen to recorded voices and guess who's speaking.	Audio recorder with playback capability	
	<b>Option 2: Bedtime</b> —Pretend to get ready for bed, and hear how Samuel heard a voice when he was lying in bed.	Blankets, pillows, books	
	<b>Option 3: Whisper Ball</b> —Try to play a ball game without hearing the rules.	Ball	
	<b>Pick-Up Time</b> —Sing a song as they pick up toys and gather for Bible Story Time.	CD player	
<b>Bible Story Time</b>	<b>Setting the Stage</b> —Listen and pop up when their names are called.		
	<b>Bible Song and Prayer Time</b> —Sing a song, bring out the Bible, and pray together.	Bible, CD player	
	<b>Hear and Tell the Bible Story</b> —Hear how Samuel heard and answered God's call.	Bible, CD player	
	<b>Do the Bible Story</b> —Do actions to show ways they can obey God.		
<b>Closing</b>  	<b>Who Needs Directions?</b> —Teach Whiskers the importance of following directions.	Large, dry sponge	
	<b>Grow and Obey</b> —Sing a song to remind them to obey God as they grow.	CD player	

\*See the end of this lesson for extra-time ideas and supplies.

## Welcome Time

**SUPPLIES:** "Praying Hands Name Tags" (p. 23), scissors, marker, safety pins or tape

- Bend down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they put last week's lesson into practice. Use questions such as "What did you do to help your body grow stronger?" or "How are you getting to know Jesus better?"
- Say: **Today we're going to learn that ► we can listen to God and obey him.**
- Hand out the praying hands name tags children made during Lesson 1, and help children attach the name tags to their clothing. If some of the name tags were damaged or if children weren't in class that week, have them make new name tags using the photocopyable name tag patterns.
- Direct children to the Let's Get Started activities you've set up.

**teacher tips**

It's important to say the Bible Point just as it's written in each activity. Repeating the Bible Point again and again will help children remember it and apply it to their lives.

**◀ BIBLE POINT**



## Let's Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate among the children to offer help as needed and direct children's conversations toward today's lesson. Ask questions such as "Why is it important to follow directions?" or "Tell me about a time when someone called your name."

### ■ Option 1: Who's That?

**SUPPLIES:** audio recorder with playback capability

Before class, record several people greeting the children. Record people whose voices the children will be able to recognize, such as yourself, your pastor, an adult helper, or some of the parents.

Play the recordings for the children and have them guess who's talking. If they don't guess right away, give them hints such as "It's someone who's in our room right now" or "It's someone who leads our church." After children have listened to the recordings, explain that today's Bible story is about a time Samuel heard a voice he didn't recognize at first.

### ■ Option 2: Bedtime

**SUPPLIES:** pillows, blankets, books

Set out blankets and pillows, and have children pretend they're getting ready for bed. They can make beds on the floor and take turns lying in them. Have them pretend to put on pajamas and brush their teeth. You might even encourage them to "read" each other bedtime stories using the *Bible Big Book* or other books you may have in your classroom. As children are playing, tell them that today's Bible story is about a time Samuel was lying in bed and heard someone's voice. Explain that today they'll be learning that ► we can listen to God and obey him.

**teacher tips**

Children will also enjoy hearing recordings of their own voices. You may want to record them as they arrive, and then play the recording and let them try to identify their classmates' voices.



**◀ BIBLE POINT**



## ■ Option 3: Whisper Ball

**SUPPLIES:** ball

Form two groups. Have the groups sit on the floor on opposite sides of the room. Stand between the groups and announce that you're going to play a game of Whisper Ball. Whisper the following rule so softly that none of the children can hear you: "Roll the ball to the person across from you." Then set the ball down and tell children to start playing the game. They'll probably protest that they don't know how. Repeat the rule loudly enough for children to hear. Then let children play the game.

After everyone has rolled the ball, pick up the ball and compliment children for following the rules. Point out that rules can't help us unless we hear them. Explain that **▶ we can listen to God and obey him** by following the rules we hear in the Bible.



When everyone has arrived and you're ready to move on to Bible Story Time, encourage the children to finish what they're doing and get ready to clean up.

## ■ Pick-Up Time

**SUPPLIES:** CD player



Lead children in singing "Come Along With Me" with the CD (track 2) to the tune of "Come and Go With Me." Encourage children to sing along as they help clean up the room.



**Come along with me and pick up all our things,  
Pick up all our things,  
Pick up all our things.  
Come along with me and pick up all our things  
So our room will be clean.**

*(Repeat 2x.)*

## Bible Story Time

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### ■ Setting the Stage

**SUPPLIES:** none

Tell children that when they hear you clap your hands two times, they're to stop what they're doing and clap their hands two times. Practice this signal a few times. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

Ask: • **What did you make or do when you came to class today?** (Listened to recorded voices; made beds; played a game with a ball.)

Say: **Some of you listened to recorded voices, some of you pretended to get ready for bed, and some of you tried to listen to rules so you could play a**

game. You were all learning important things about our Bible story. Today we're learning that ► ***we can listen to God and obey him.*** We're going to hear how Samuel heard a voice in the middle of the night. Let's play a game to see what that might have been like. First, we'll all find a place on the floor to lie down.

Help children find places on the floor. Encourage them to spread out so they don't disturb one another.

Say: **Now I'd like all of you to close your eyes. While you have your eyes closed, I'm going to come around and whisper a name in someone's ear. If you hear me whisper a name in your ear, call out that name two times. For example, if I whisper "Kendal," you'd say, "Kendal! Kendal!"**

**If you hear someone call your name two times, sit up and say, "Who called me?" Then the rest of us will sit up and open our eyes, and you can have three chances to guess who called your name.**

Have children close their eyes. Then whisper the name of a child in your class in someone's ear. Have that person call out the name twice, and then let the named child guess who called him or her. Repeat the game until everyone has been called. Then gather children in a circle.

Ask: • **What was it like to guess who called you?** (Hard; fun; I didn't know who it was because I had my eyes closed.)

Say: **It's hard to recognize people's voices when you can't see who's talking. Let's bring out our Bible now and find out how Samuel discovered who was calling him.**



At this stage in their emotional development, 3- and 4-year-olds are generally happy, influenced by the reactions of other children, and are sensitive to the moods and reactions of adults.

## ■ Bible Song and Prayer Time

SUPPLIES: Bible, CD player



tracks 3 & 4

Say: **Now it's time to choose a Bible person to bring me the Bible marked with today's Bible story. As we sing our Bible song, we'll pass around our special Bible. The person who's holding the Bible when the music stops will be our Bible person today.**

Lead children in singing "I'm So Glad for the Bible" with the CD (track 3) to the tune of "Give Me Oil in My Lamp." As you sing, pass around the special Bible.



I'm so glad for the Bible,  
Keep me learnin', learnin', learnin'.  
I'm so glad for God's book today.  
I'm so glad for the Bible,  
Keep me learnin', learnin', learnin'—  
Keep me learnin' all about his way.

Let me hear 'bout God's love—  
Keep me learnin', learnin', learnin'.  
Let me hear 'bout God's love for me.  
Let me hear 'bout God's love—  
Keep me learnin', learnin', learnin'.  
Let's shine the light for all to see.

(Repeat first verse.)

When the music stops, invite the child who's holding the Bible to bring it to you. Stamp the child's hand with the *listening stamp*, and thank the child for bringing you the Bible. Then stamp the other children's hands. Return the *listening stamp* and *ink pad* to the Learning Lab.

Say: **I'm thankful for** [name of child who brought the Bible], **and I'm thankful for everyone in our class today. Let's thank God together for all our friends in this class.**

Lead children in singing "I'm So Glad We're Together" with the CD (track 4) to the tune of "Give Me Oil in My Lamp."



**I'm so glad we're together.  
Keep us prayin', prayin', prayin'.  
I'm so glad we're all here today.  
I'm so glad we're together.  
Keep us prayin', prayin', prayin'—  
Prayin' for each other every day.**

Lead children in folding their hands and bowing their heads as you continue to sing.

**Thank you, Lord, for each one.  
Keep me thankful, thankful, thankful.  
Thank you for everyone who's here.  
Thank you, Lord, for each one.  
Keep me thankful, thankful, thankful—  
Thankful for our friends both far and near.**

## ■ Hear and Tell the Bible Story

**SUPPLIES:** Bible, CD player



Open the Bible to **1 Samuel 3**, and show it to the children. Say: **Our Bible story comes from the Bible, God's special book. Our Bible Big Book shows us pictures of our Bible story. Let's listen carefully to hear what happened to Samuel.**

Play the "Voice in the Night" segment from the CD (track 9). As you listen, show children the corresponding pictures from the *Bible Big Book*. You can follow along with the text on the back cover of the *Bible Big Book* and turn the pages as indicated. You'll be using pages 6 to 8 for today's Bible story.

After the segment, stop the CD, and set the *Bible Big Book* aside.

Ask: • **What would you do if you heard someone calling you in the night?** (I'd think it was my mom or dad; I'd get up to see who was calling me; I'd cover my head with my pillow and try to go back to sleep.)

• **What do you think Samuel thought when he first heard that voice?** (He wondered who it was; he thought it was Eli; he was scared.)

• **What did Samuel do when he knew the voice was God?** (He stayed in bed instead of going to Eli's room; he answered; he said, "Speak, Lord.")

Say: **We may not hear God talking to us as Samuel did, but ► we can listen to God and obey him in other ways. What are some ways we can obey God?** (Come to church; be nice to each other; follow God's rules in the Bible.)

This Bible story is featured in *My First Hands-On Bible™*. Order several now for your ministry at [group.com](http://group.com).



**BIBLE POINT ►**



Say: **When Jesus is our friend, he helps us to listen and obey. I'm glad to have Jesus as a friend who can help me obey! Let's thank God for giving us Jesus and ask God to help us obey.**

Pray: **Dear God, thank you for Samuel and the way he listened to you. Thank you for giving us Jesus as our best friend. Please help us listen to you and obey your Word, the Bible. In Jesus' name, amen.**

## ■ Do the Bible Story

**SUPPLIES:** none

Say: ► ***We can listen to God and obey him, just as Samuel did.*** Let's do an action rhyme together to help us remember some of the ways we can obey God. I'll say the words, and you can do the actions with me. Then we'll all say the words and do the actions together.

Lead children in the following action rhyme.

**We can listen.** (*Cup hands to ears.*)

**We can pray.** (*Fold hands.*)

**We can talk to God each day.** (*Point up to heaven.*)

**We can love and** (*hug self*)

**We can care.** (*Pat someone on the back.*)

**We'll show God's love everywhere.** (*Hold arms wide open.*)

**We can sing and** (*cup hands to mouth*)

**We can praise.** (*Clap hands twice.*)

**We'll obey God many ways.** (*Nod head.*)



Let one child shake the *mini maraca* to keep the beat as others say the rhyme. Say the rhyme more than once so others have a turn.

## Closing

### ■ Who Needs Directions?

**SUPPLIES:** large, dry sponge

Bring out Whiskers the Mouse and a large, dry sponge, and go through the following puppet script. When you finish the script, put Whiskers away and out of sight.





**Whiskers:** *(Carrying a large sponge, looking very sheepish)* Oh no, this is terrible.

**Teacher:** What's the matter, Whiskers?

**Whiskers:** I must have made a terrible mistake. This was supposed to be a cake, but it didn't turn out right. Look at it! *(Drops the sponge and pokes at it.)*

**Teacher:** What did you put in your cake? Maybe your friends can tell you if they think you used the right ingredients.

**Whiskers:** Well, I asked my mom to help me make a cake, but she didn't have time today. She told me to wait until tomorrow, but I didn't want to wait. So I made the cake myself. I wanted my cake to be chocolate, so I put chocolate cereal puffs in it. Then I noticed that the chocolate puffs weren't sticking together, so I put in some glue. Was that OK? *(Let children respond.)*

I watched my mom make a cake once, and I saw her put eggs in it. But I couldn't find any eggs, so I used honey instead. Honey is kind of gooey like eggs. I also saw my mom put flour in her cake, but I couldn't find any flour either. So I used some baby powder I found in the bathroom. Do you think it's OK to put baby powder in a cake? *(Let children respond.)*

**Teacher:** Whiskers, I think I know why your cake didn't turn out. You really needed to follow the directions on a recipe. What made you think you could make a cake without any directions?

**Whiskers:** I don't know. I've seen my mom make cakes lots of times.

**Teacher:** Sometimes when we try to do things without help or directions, they don't turn out the way we want them to. Do you think your cake would've turned out better if you'd obeyed your mom and waited for her to help you?

**Whiskers:** Probably.

**Teacher:** It's a good idea to ask moms or dads to help us do things. We can also ask God to help us do things. We've been learning today that ► we can listen to God and obey him. Children, let's tell Whiskers some of the ways we can obey God.

*(Let children respond; then continue.)*

**Teacher:** One way we can obey God is by obeying our parents. Maybe next time you could wait for your mom to help you, Whiskers.

**Whiskers:** *(Nodding)* When my mom saw my cake, she said she'd help me in a little while. I'd better go get washed up. Goodbye! I'll let you know how my cake turns out.

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## ■ *Grow and Obey*

SUPPLIES: CD player



Say: ► ***We can listen to God and obey him.***

**Samuel obeyed God when he was a boy, and he kept obeying God throughout his life. God wants boys and girls and moms and dads and people of all ages to listen to his Word and do what it says. Let's think of ways we can obey God this week.**

Give a child the *listening ears*, and have that child tell one way he or she will listen and obey this week. For example, children might say that they'll listen and obey when mom tells them to set the table, when dad asks them to go to bed, or when the preschool teacher says it's time to put away the toys. When each child has had a turn to share, put the *listening ears* back into the Learning Lab and say: **I hope each of you will remember to listen and obey this week!**

**Our Bible verse is from Psalm 85:8. It says, ► I listen carefully to what God is saying. Let's sing this as a song to help us remember to listen to God and obey him.**

Lead the children in singing "Listen" (Psalm 85:8) with the *CD* (track 6) to the tune of "Yankee Doodle."



**SING**

**I listen carefully to what the Lord is saying.  
I want to hear him talk to me,  
And I want to obey him.**

**I will listen with my ears.  
I will listen with my heart.  
I will listen as I grow  
Because I know God loves me.**

*(Repeat.)*



◀ **BIBLE VERSE**



### **Growing closer to Jesus extends beyond the classroom.**

Photocopy the "Today I Learned..." handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



## For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

### Lively Learning: Bible Big Book Review



track 10



Have children listen to the *CD* segment “Samuel” (track 10) as they review the *Bible Big Book*. This segment follows the script on the back cover of the *Bible Big Book*.

After they listen to the *CD*, let children use the *Bible Big Book: Samuel* to retell the Bible story to Whiskers. Have children take turns using Whiskers and showing the pictures in the *Big Book*. Encourage other children to listen and help fill in details from the story. As children review the story, lead them in repeating the Bible Point: ► *We can listen to God and obey him.*

### Make to Take: Samuel’s Bed



Give each child a copy of the “Samuel’s Bed” handout (p. 63). Help children cut out the figure, and then show them how to fold the “blanket” section so it covers Samuel. Set out fabric scraps and glue sticks, and help children glue fabric scraps to Samuel’s blanket. When children have finished, review the story of Samuel. Have each child remove Samuel’s blanket and stand the figure up as Samuel answers the calls he hears.

### Treat to Eat: Bed Rolls

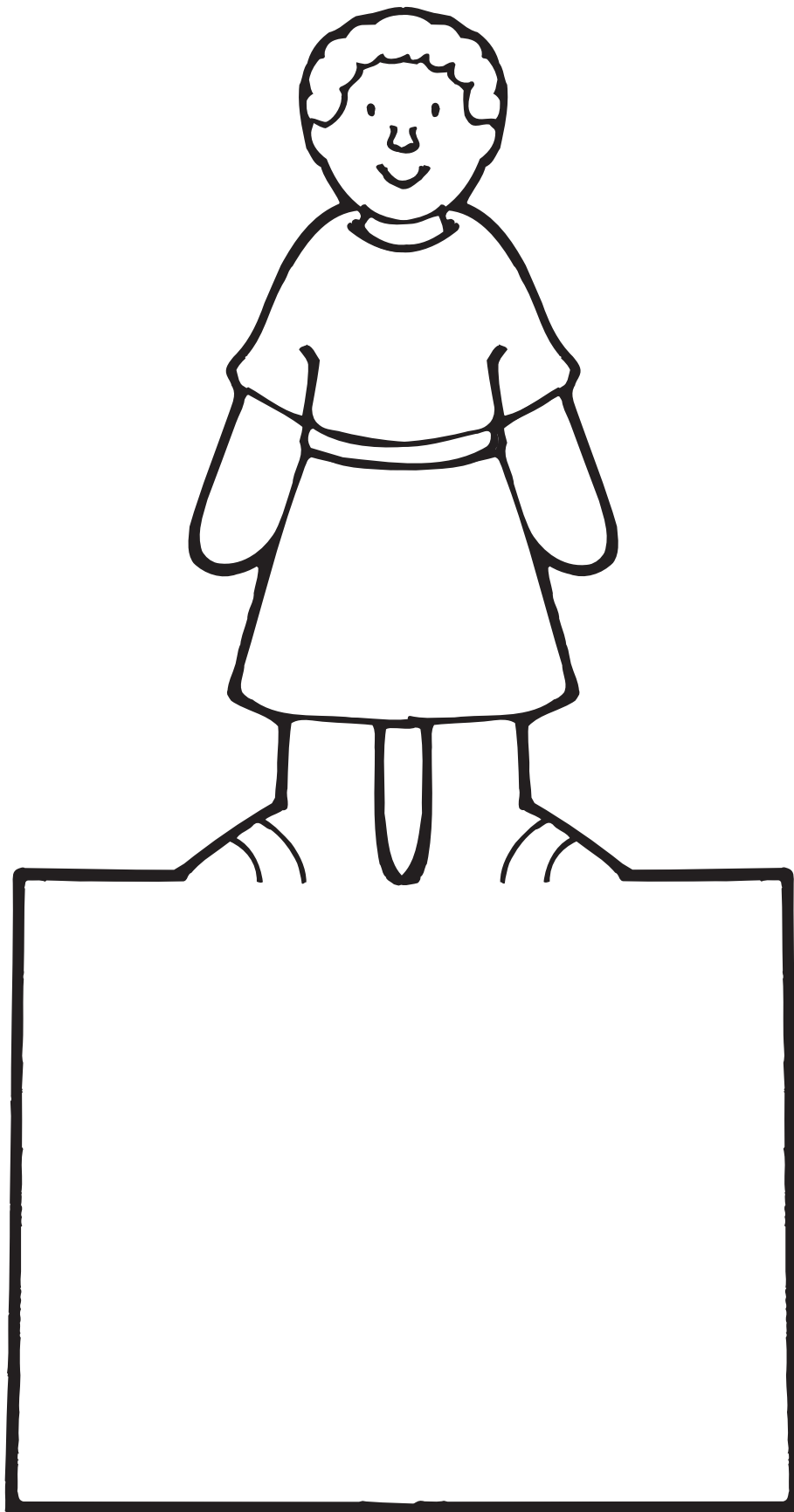
Have children clean their hands with wet wipes or at a nearby sink. Give each child a large pretzel rod and a slice of lunchmeat. Set a bowl of spreadable cream cheese and several plastic knives on the table, and show children how to spread a “blanket” on their “beds.” Then show them how to roll the lunchmeat around the pretzel rod “person.” As children are enjoying the snack, review how God called Samuel when Samuel was in bed.



### Story Picture: Samuel Answers God’s Call

Give each child a copy of the “Today I Learned...” handout. Set out cotton balls and glue sticks, and have children glue the cotton balls to Samuel’s pillow in the picture. Then have children color the picture. As they work, invite them to tell you what they remember about Samuel from this module’s Bible stories.

# Samuel's Bed



Today i learned...

We can listen to God and obey him.

Help me learn this:

I listen carefully to what God is saying  
(adapted from Psalm 85:8).

Ask me:

- Who called Samuel? How did Samuel answer?
- What are some ways you can obey God?
- How can our family obey God this week?

Family Fun

- Play a simple board game, such as Candy Land or Chutes and Ladders. Before you play, read the rules. Point out that everyone has more fun when we follow the rules. After you play the game, thank God for giving us rules to help and protect us.

**Lesson 4**  
Today your child learned that  
**WE CAN LISTEN TO GOD AND OBEY HIM.**  
Children heard how Samuel answered God's call. They talked about ways they can obey God.

Samuel Listens to God

(1 Samuel 3:1-21)

