

Unit 2
“The Ancient Hebrews
(& Obedience)”

**Prep to
Grade**

6

History & Social Studies



History & Social Studies (Prep to Grade 6)

“The Ancient Hebrews (& Obedience)”

SUMMARY:

This unit explores the history of the Hebrew people through a carefully sequenced narrative beginning with Moses and continuing through key events such as the Exodus, the giving of the Law, wilderness experiences, and the rise of kings. Each lesson is delivered through rich, story-based teaching combined with narration, reflective questioning, and hands-on activities, enabling multi-age learners to engage deeply with historical, geographical, and civic concepts. The course emphasises the character trait of **obedience**, showing how individual and collective choices shape outcomes, while consistently linking biblical events to broader themes such as leadership, law, community, and faith. Aligned with Australian Curriculum v9 content descriptions, the unit integrates knowledge, skills, and values, helping students understand the significance of the Hebrew story in both historical development and moral formation, while encouraging personal reflection and application in everyday life.

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions and writing activities).

It is also helpful to have a good **dictionary** and a **Timeline or ‘Book of Centuries’**.

To enjoy a richer learning experience, you could **supplement the lessons with extra books** about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

Humanities:

- “Bible Investigators: The 7 C’s of History” from Answers in Genesis [Ages 7 & up]

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Prior to starting each week, review the recommended resources.

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Lesson 1 – Rescued from the Nile

Subject: History, Geography & Civics

Christian Theme: Obedience to God's Leading

Character Trait: Obedience

Target Age: Multi-age (F–6)

A) Introduction

Today's lesson tells the true story of how baby Moses was rescued from danger and protected by God. You'll learn how his family trusted and obeyed God, even when it was hard. You'll also discover how the river Nile shaped the lives of people in Egypt and how God used it for His plan. We'll explore the courage of a mother, a sister, and a princess – and how even the smallest actions, like making a basket or speaking up at the right time, can change the future.

B) Informational Story – “The Basket in the Reeds”

Long ago, in the land of Egypt, there lived a group of people called the Hebrews. They were God's people, and they had moved to Egypt many years earlier during a time of great famine. At first, they were treated kindly because a Hebrew man named Joseph had helped save Egypt. But over time, new rulers came, and they didn't remember Joseph or his people. They became afraid of the Hebrews because there were so many of them.

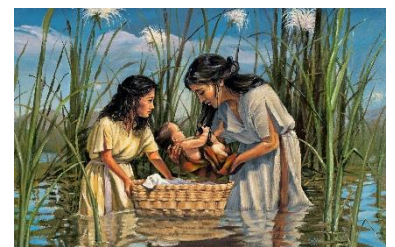
So, the Pharaoh, the king of Egypt, made them into slaves. He made them work very hard building cities and moving heavy stones. Still, the Hebrews kept growing in number. This made Pharaoh even more frightened. He made a terrible rule: that every baby boy born to the Hebrews had to be thrown into the Nile River.

One Hebrew mother named Yocheved had just given birth to a baby boy. He had chubby cheeks, bright eyes, and a strong cry. Yocheved and her husband Amram loved him very much. They already had two older children – Miriam and Aaron – and they all knew this little baby was special. They believed God had a plan for him.

But they were afraid. If the Egyptian soldiers found the baby, they would take him away.

For three months, Yocheved kept the baby hidden. She fed him quietly and sang songs to soothe him when he cried. But babies don't stay quiet for long. Soon, it was too dangerous to keep him at home.

Yocheved knew she had to trust God. So, she came up with a brave plan. She took papyrus reeds – tall grass that grew by the river – and wove them into a little basket. She painted the inside with sticky black pitch to make it waterproof, just like Noah's ark. Then she gently laid her baby inside, wrapped in soft cloth.



It was early morning when Yocheved and her daughter Miriam carried the basket to the edge of the Nile. They found a quiet spot where tall reeds grew and gently placed the basket among them. The water rippled softly around it.

Miriam stayed nearby, hiding among the reeds, watching the basket carefully. Her heart beat fast. What if someone found him? What if the basket tipped over?

Soon, footsteps came. It was Pharaoh's daughter! She had come to bathe in the river with her servants. One of them pointed toward the reeds.

"There's something there!" she said.

The princess came closer. She reached into the water and pulled out the basket. When she opened the lid, the baby cried. The princess gasped, and her heart filled with compassion.

"This must be one of the Hebrew babies," she said.

Just then, Miriam stepped out bravely from her hiding place.

"Would you like me to find someone to take care of the baby for you?" she asked.

"Yes, please," said the princess kindly.

So, Miriam ran and brought her mother. Pharaoh's daughter gave the baby back to Yocheved!

"Take care of this child for me," she said. "I will pay you."



God had done something amazing. Yocheved got to raise her baby boy safely at home for several more years. Then, when he was older, he went to live in the palace. The princess named him Moses, which means "drawn out," because she had drawn him out of the water.

The Basket That Floated

Yocheved didn't just make any basket – she made a small boat. The papyrus reeds were strong and light, and the pitch kept the water out. It was a clever and faithful plan. In the Bible, only two floating baskets are ever mentioned: Noah's ark and Moses' little boat. Both were made to save someone. Both were built by people who trusted God.

Palace Life and a Secret

Moses grew up in a palace with golden walls and statues of Egyptian gods. He wore fine clothes and ate rich food. He learned to read and write in Egyptian, and probably Hebrew too. He studied maths, science, and the stars.

But even though he looked like an Egyptian prince, Moses never forgot who he really was. He was a Hebrew, a child of God. Although he was raised by Pharaoh's daughter, Moses had spent his first years being nursed by his own mother, so he knew he was really a Hebrew.

Later in life, when Moses saw a Hebrew slave being hurt by an Egyptian, he remembered who he was. He couldn't just stand by, so he fought the Egyptian, and saved the Hebrew slave. That day, everything changed. He would eventually become the man God used to free His people.

The River That God Used

The Nile River is very long. It runs through Egypt and brings water to the land. It was very important to the people there. But it was also the place Pharaoh used for his cruel rule.

God used that same river to bring life and hope. Yocheved placed her baby where she knew someone might find him. She obeyed God and used wisdom. God took her obedience and did something amazing.

Small Acts of Obedience

Let's think about the small acts in this story:

- Yocheved made a basket and trusted God.
- Miriam watched and spoke up bravely.
- The princess showed kindness and disobeyed her father's cruel law.

These small acts helped rescue a baby. That baby grew up to rescue a whole nation.

When you obey God – at home, in the playground, or when helping others – you are doing something very important. Obedience may seem small, but God uses it in big ways.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story of Moses being rescued from the Nile. Try to include:

- The danger the Hebrews faced
 - What Moses' mother and sister did
 - Who found the baby
 - How God used obedience to bring hope
-

D) Reflective Thinking Questions

Foundation–Year 2

1. What did Moses' mother do to keep him safe?
2. How do you think Miriam felt when she watched the basket?
3. Who helped rescue Moses?
4. Can you think of a time when you obeyed, and it helped someone?

Years 3–4

1. Why was the Nile River important in the story?
2. How did Yocheved show bravery and obedience?
3. Why do you think the princess chose to be kind?
4. What are some small things we can do that help others?

Years 5–6

1. What shows that Yocheved had faith and knowledge of her surroundings?
 2. What does the story teach about speaking up, like Miriam did?
 3. How did Moses' early life prepare him for the future?
 4. What role does obedience play in God's plans?
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E) Activity Options

Activity for All Ages

"Floating Basket Experiment"

- Use paper, plastic, foil, or natural materials to make a small basket.
 - Line it with plastic or wax, then test it in a sink or basin to see if it floats.
 - Talk about how this shows trust – just like Yocheved trusted God.
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Foundation–Year 2

1. **Craft:** Make a papyrus basket from brown paper, string, and sticky tape. Decorate it with simple patterns.
2. **Creative Play:** Act out the story using dolls or paper puppets in a tub of water and pretend reeds.

Years 3–4

1. **Model Making:** Build a Nile River scene using a shoebox. Include reeds, water, a basket, and little characters.
2. **Story Scroll:** Create a picture scroll showing the steps of the rescue story, from baby in danger to being named Moses.

Years 5–6

1. **Engineering Challenge:** Design a “basket” that must float and carry a toy figure using recycled materials. Test and redesign for strength and balance.
 2. **Diorama or Map:** Create a small 3D scene or illustrated map showing Egypt, the Nile River, and where events may have taken place.
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F) Biblical Connection

Obedience is sometimes hard, especially when others are doing wrong. But God sees and uses our obedience for good. Hebrews 11:23 says:

“By faith Moses’ parents hid him...they were not afraid of the king’s command.”

And in Matthew 2, Joseph obeyed God and took baby Jesus to Egypt to keep Him safe.

Just like Moses was saved so he could help others, Jesus was saved so He could save *us*. When we choose to obey, even in small ways, we are saying “yes” to God’s plan for our lives.

Australian Curriculum (v9) Content Descriptions – for Lesson 1:

Foundation (Prep)

- **AC9HSFK01** – The people in their family, where they were born and raised, and how they are related to each other.
- **AC9HSFS05** – Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1K01** – Differences in family structures and roles today, and how these have changed or remained the same over time.
- **AC9HS1S04** – Discuss perspectives related to people, places and events.
- **AC9HS1S06** – Develop narratives and share observations, using sources and subject-specific terms.
- **AC9HS2K01** – A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance.
- **AC9HS2S04** – Discuss perspectives related to objects, people, places and events.
- **AC9HS2S06** – Develop narratives and share observations, using sources and subject-specific terms.

Years 3–4

- **AC9HS3K01** – Causes and effects of changes to a community over time, and contributions of diverse peoples.
- **AC9HS3S04** – Analyse information and data and identify different perspectives.
- **AC9HS3S07** – Present descriptions and explanations using ideas from sources and relevant terms.

Years 5–6

- **AC9HS5K03** – The role of a significant individual in the development of events in an early society or community.
- **AC9HS5S04** – Evaluate primary and secondary sources to determine origin, purpose and perspectives.
- **AC9HS5S07** – Present descriptions and explanations, drawing ideas and viewpoints from sources, using relevant terms and conventions.

Lesson 2 – The Ten Plagues and the First Passover

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience in the Face of Opposition

Character Trait: Obedience

Lesson Objectives

By the end of this lesson, students will be able to:

- Describe what happened during the 10 plagues in Egypt and what God asked the people to do during the Passover.
 - Understand how God's power was greater than Egypt's gods.
 - Explain how the Israelites' obedience kept them safe.
 - Reflect on how Jesus is like the Passover Lamb.
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A) Introduction

Have you ever had to do something that didn't make sense at the time, but later you saw it was the right thing? That's what today's lesson is all about – **trusting and obeying God, even when it's hard**.

The Hebrew people were living as slaves in Egypt, and life was very unfair. But God hadn't forgotten them. He sent Moses to tell Pharaoh to let His people go – but Pharaoh didn't listen. Then God began to show His power through a series of plagues, each one stronger than the last.

This story shows us what happened when Pharaoh kept saying no to God – and how God protected His people through something called **Passover**. It also helps us understand how the story of the **Passover lamb** points forward to something even greater – **Jesus**, who became the Lamb of God for the whole world.

Let's listen carefully and think about what it means to obey God – even when it feels strange or scary.

B) Informational Story – “God’s Power and a Painted Door”

The people of Israel were still living in Egypt, working as slaves. Life was hard. They had to make bricks and build cities for Pharaoh, the king. The Egyptians were cruel, and the Hebrews cried out to God for help.

God listened. He chose a man named Moses to speak to Pharaoh. Moses was nervous at first, but God promised to help him. His brother Aaron would go with him and help speak.

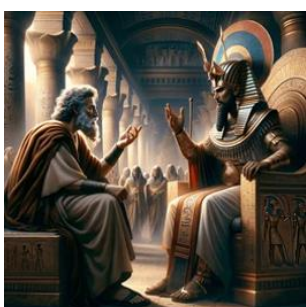
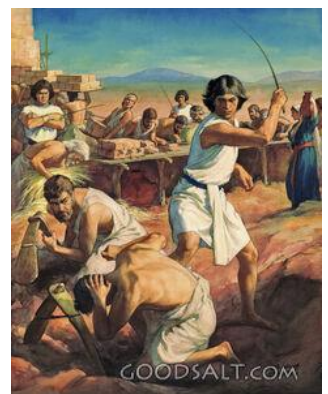
So, Moses and Aaron went to the palace. They stood before Pharaoh and said, “God says: Let my people go.”

Pharaoh shook his head. “I don't know your God. I will not let them go.”

And so, God sent a message – not with words, but with wonders.

The First Plague: God turned the Nile River into blood. Fish died, and the water stank. People couldn't drink it.

Second Plague: Frogs hopped everywhere! Into beds, bowls, and ovens.



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Third Plague: Gnats filled the air. People itched and swatted.

Fourth Plague: Big buzzing flies flew into homes and palaces.

Still, Pharaoh said no.

Fifth Plague: The Egyptians' animals got sick and died, but the Israelites' animals were fine.

Sixth Plague: Painful sores appeared on people and animals. Even the palace magicians couldn't help.

Seventh Plague: Hail crashed down, smashing trees and crops.

Eighth Plague: Locusts swarmed in and ate everything green.

Ninth Plague: Darkness covered Egypt for three whole days. No one could see anything! But in the Hebrew homes, there was still light.

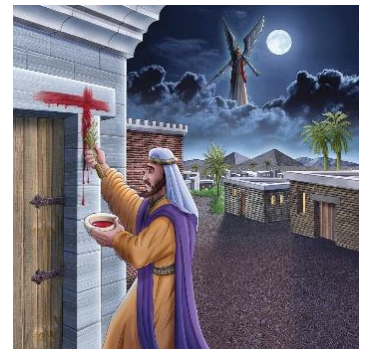
Still, Pharaoh's heart stayed hard.

Then God told Moses about one last plague. This one would be very serious.

"The oldest son in every Egyptian family will die," God said. "But if the Israelites do what I say, they will be safe."

God gave clear instructions:

- Each family must find a perfect lamb.
- They would kill it gently, cook the meat, and eat it together.
- They must take some of the lamb's blood and paint it on the top and sides of their door.
- They were to eat quickly and be ready to leave Egypt in a hurry!



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That night, the LORD would pass through Egypt. If He saw the blood on a door, He would "pass over" that house. But in houses without the blood, the oldest son would die.

It happened just as God said. In Egyptian homes, there was crying and sadness. But in Hebrew homes, there was peace and safety.



Pharaoh was scared. At last, he called Moses and said, "Go! Take your people and leave!"

The Israelites packed quickly. They took their animals, their children, and the dough for their bread. There wasn't time to let it rise, so they made flat bread – unleavened bread.

That night became known as **Passover** – because the LORD passed over their houses and saved them. Every year after that, the Israelites were told to remember this night. They would eat the same foods – lamb, bitter herbs, and flat bread – and tell their children the story.

God wanted them to remember how He saved them when they obeyed.

What Do the Plagues Mean?

Each plague showed that God is stronger than the gods of Egypt. The Egyptians had gods for the river, for frogs, for the sun, and for animals. But God showed that He controls everything.

When the Nile turned to blood, the people saw that their river god could not save them.

When darkness came, they saw that their sun god couldn't bring back the light.

God was showing everyone: "I am the LORD, the real God."

The First Passover

Obedience was important. God didn't say, "Be brave." He didn't say, "Be special." He said, "Obey me."

Paint the blood. Stay inside. Eat together.

Even if someone didn't fully understand, their obedience saved them.

That's how God works sometimes. He asks us to do things – even small things – so He can protect and guide us.

Jesus: The Lamb of God

Years later, Jesus celebrated Passover with His friends. But that night, He showed them something new.

He broke the bread and said, "This is my body." He lifted the cup and said, "This is my blood."

Jesus was telling them: *I am the Lamb now.*
My blood will save you – not just from a king, but from sin.



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Jesus died and rose again, and now we can be part of God's family too – when we trust and obey Him.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story:

- What happened in Egypt when Pharaoh said "no" to God?
- What did God ask the Israelites to do?
- What did Passover mean for the Hebrew people?
- How does this story remind you of Jesus?

D) Reflective Thinking Questions

Foundation–Year 2

1. What was the first thing God asked Moses to do?
2. Which plague would have been hard to see or smell?
3. What did God ask the Israelites to do with the lamb's blood?
4. How did obeying God help them stay safe?

Years 3–4

1. Why do you think Pharaoh said no so many times?
2. What does the Passover teach us about God's protection?
3. Why do you think God told the Israelites to remember the story every year?
4. Can you think of a time when obeying helped you or someone else?

Years 5–6

1. How did each plague show that Egypt's gods were not real?
 2. What might the Israelites have felt when they heard God's instructions?
 3. How does the story of the Passover point to Jesus?
 4. What can we learn about obedience from this story?
-

E) Activities

Activity for All Ages (F–6):

Passover Door Craft

- Create a small cardboard or paper “doorframe.”
 - Use red paint or ribbon to decorate the top and sides to represent the blood.
 - Write “God protects those who obey Him” across the door.
-

Foundation–Year 2

1. **Craft:** Make a finger-painting showing frogs, flies, and darkness – some of the plagues!
2. **Story Puppets:** Create stick puppets of Moses, Pharaoh, and a lamb to retell the story.

Years 3–4

1. **Model-Making:** Build a simple model of an Egyptian house with red cloth or paper on the door to show Passover.
2. **Story Scroll:** Draw and label each plague on a long scroll. Write one sentence about how each one showed God's power.

Years 5–6

1. **Plague Map Project:** Draw a map of Egypt and mark where the plagues may have happened (river, city, farmland).

2. **Passover Meal Display:** Create a visual display of the Passover meal – lamb (drawn or crafted), bitter herbs, unleavened bread – and write what each one symbolises.
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F) Biblical Connection

God asked the Israelites to do something strange: put lamb's blood on their doors. But they obeyed – and they were protected.

Exodus 12:28 says:

“The Israelites did just what the LORD commanded Moses and Aaron.”

God still asks us to obey, even when it's hard. And when we do, He leads us, protects us, and helps us grow.

The Bible says Jesus is the **Lamb of God**. When we trust Him, we are part of God's family – and His love “passes over” our sins.

Australian Curriculum (v9) Content Descriptions – By Year Level Band

Foundation (Prep)

- **AC9HSFK02** – The celebrations and commemorations of significant events shared with families and others.
- **AC9HSFS05** – Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1K02** – Continuity and change between aspects of daily life in the present and the parents'/grandparents' childhoods.
- **AC9HS1S04** – Discuss perspectives related to people, places and events.
- **AC9HS1S06** – Develop narratives and share observations, using sources and subject-specific terms.
- **AC9HS2K01** – A person, group, place or building and the reasons for their importance (including social, cultural or spiritual significance).
- **AC9HS2S04** – Discuss perspectives related to objects, people, places and events.
- **AC9HS2S06** – Develop narratives and share observations, using sources and subject-specific terms.

Years 3–4

- **AC9HS3K01** – Causes and effects of changes to a community over time, and contributions of diverse people.
- **AC9HS3S04** – Analyse information and data and identify different perspectives.
- **AC9HS3S07** – Present descriptions and explanations using ideas from sources and relevant terms.

Years 5–6

- **AC9HS5K03** – The role of a significant individual in the development of events in an early society or community. (*Moses as a leader shaping national history*)
- **AC9HS5S04** – Evaluate primary and secondary sources to determine origin, purpose and perspectives.
- **AC9HS5S07** – Present descriptions and explanations, drawing ideas and viewpoints from sources, using relevant terms and conventions.

Lesson 3 – Escape from Egypt & the Red Sea

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience When the Way Is Unclear

Character Trait: Obedience

Lesson Objectives

By the end of this lesson, students will:

- Describe the events of the Red Sea crossing and why it was important.
 - Recognise how geography shaped the story.
 - Reflect on how obedience helps us trust God in difficult situations.
 - Connect the crossing of the Red Sea to baptism and following Jesus in faith.
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A) Introduction

Have you ever had to do something even though you weren't sure how it would turn out?

Sometimes God asks us to trust Him before we can see the way forward. That's what happened when the Israelites came to the edge of the Red Sea. They had just left Egypt, and now Pharaoh's army was chasing them. Ahead of them was a big sea. Behind them were chariots and soldiers. It looked like there was no escape.

But God had a plan. All He asked was that they obey.

This story teaches us that even when we feel afraid or unsure, God sees what we cannot – and obedience opens the path.

B) Informational Story – “The Day the Sea Opened”

It was a noisy night. All around the camp, people were packing and hurrying. Donkeys brayed, children clung to their mothers, and the sound of footsteps filled the desert air.

The Israelites were leaving Egypt.

Just a few nights ago, they had eaten the first Passover meal in silence. Then, Pharaoh had finally said the words they'd been hoping for: “Go. Leave Egypt.”

And so, they left in a hurry. No time to bake normal bread. No time to think about what would happen next. They just followed Moses – and the tall, glowing cloud that moved ahead of them.

God was leading them.

But the road God took them on didn't feel safe for long. Soon, someone at the back of the crowd turned and looked.

Horses. Chariots. Soldiers.

Pharaoh had changed his mind again. He was coming after them – with his whole army.

People began to panic. The Red Sea was in front of them. The army was behind them. There was nowhere to run.



“Moses!” the people cried. “Why did you bring us here? Are we going to die in the desert?”

But Moses didn’t panic. He looked calm, even though the fear around him was loud.

“Do not be afraid,” Moses said.
“Stand still. God will save us.
Just watch.”

The cloud that had been leading them moved to the back. It made everything dark for the Egyptians, but gave light to the Israelites. They could rest while God protected them.

Then God said something strange.

“Lift your staff, Moses. Stretch out your hand over the sea.”

And Moses obeyed.



The wind began to blow. All night long, the wind howled and pushed the water aside. The sea opened up – with big walls of water on each side – and the ground in the middle was dry.

A path had opened.

“Go,” Moses said. And the people began to walk through.

Step by step, they crossed the Red Sea. Children held onto their parents. The wind tugged at their clothes. They could hear the water crashing beside them – but it didn’t fall.

They were walking through a miracle.



Pharaoh's army charged in after them. But then the wheels of the chariots jammed. The horses panicked. Everything was chaos. Even the soldiers shouted, "Let's get out of here! God is fighting for them!"

Then God told Moses, "Stretch out your hand again."

As the last Israelite stepped onto the far shore, Moses lifted his staff one more time. The walls of water collapsed. The sea crashed back into place.

The Egyptians were gone.

Safe on the other side, the people looked back in silence. Then someone began to sing.

"I will sing to the LORD! He has thrown the horse and rider into the sea!"



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Moses sang. Then Miriam, his sister, picked up a tambourine and danced. Everyone joined in. The night that began with fear ended with joy.

God had saved them.

More Than Just Escape

God didn't take the shortest path to their new home. He knew they weren't ready to fight other nations yet. So, God led them the long way – through the wilderness and toward the sea.

He wasn't just saving them from something. He was saving them for something. He wanted them to become His people.

That night, they were more than just people who had run away. They were people who had obeyed. They had walked through a sea on dry ground. They had seen what God could do.

Like a Baptism

Later in the Bible, the Apostle Paul says this moment was like a baptism (1 Corinthians 10:1–2). The people walked through water, left their old life behind, and started a new one.

That’s what baptism means for Christians too. It’s a sign that we are leaving our old life and trusting Jesus to lead us forward.

Obedience in the Unknown

Moses obeyed God before he saw what would happen. The people obeyed by walking forward even when it seemed dangerous.

That’s what trust looks like.

Sometimes, God asks us to obey before we understand everything. But when we do, we find that He was already making a way.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story of Moses and the Red Sea.
Try to include:

- What the people were afraid of
 - What Moses did when God spoke
 - What happened to the water
 - Why this story is still important for us today
-

D) Reflective Thinking Questions

Foundation–Year 2

1. What was blocking the people from escaping Egypt?
2. What did Moses do with his staff?
3. How did God protect the people from Pharaoh’s army?
4. Have you ever had to trust an adult even when you were scared?

Years 3–4

1. Why did Pharaoh change his mind and chase the people?
2. How do you think it felt to walk between walls of water?
3. What does the story tell us about obeying even when we don’t know what will happen?
4. Why do you think they sang and danced afterward?

Years 5–6

1. What was the importance of Moses stretching out his hand over the sea?

2. How did geography play a role in their escape?
 3. What does the Red Sea story teach us about trust and obedience?
 4. How does this story connect with the meaning of baptism?
-

E) Activities

Activity for All Ages (F–6)

“Red Sea Wall Craft”

- Use blue cardboard, paper towel rolls, or folded paper to create two “walls of water.”
 - Make paper figures of Moses and the people walking between them.
 - Add a strip of sand or brown paper as the dry ground.
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Foundation–Year 2

1. **Water Play Experiment:** Fill a tray or tub with water. Create a “path” using rocks or foil and see how water moves around it. Talk about how amazing it was that the real sea parted.
2. **Tambourine Dance:** Make a paper plate tambourine with bells or rice. Dance to a worship song like Miriam did.

Years 3–4

1. **Red Sea Diorama:** Build a shoebox scene of the Red Sea crossing. Use cotton balls, figures, and coloured paper.
2. **Map It Out:** Trace the route from Egypt to the Red Sea. Use symbols for important events (slavery, plagues, Red Sea, etc.).

Years 5–6

1. **Write a Psalm:** Create your own version of Moses’ song after the Red Sea. Use words like trust, fear, victory, freedom, and obedience.
 2. **Geography & Obedience Timeline:** Draw a timeline or map of the journey, noting where obedience helped the people and where they struggled.
-

F) Wrap-Up & Biblical Connection

In Exodus 14:13, Moses said:

“Do not be afraid. Stand firm and you will see the deliverance the LORD will bring you today.”

This story teaches us that God’s help comes when we obey – even when we don’t know how it will work out.

When Christians get baptised, they’re saying, “I’m following Jesus. I’m trusting Him to lead me through.” Just like the people walked through the sea, we walk through the waters of faith.

Obedience is hard sometimes. But when we take that first step, God meets us. He leads us through.

Australian Curriculum (v9) Content Descriptions – By Year Level Band

Foundation (Prep)

- **AC9HSFK03** – The features of familiar places they belong to, why some places are special, and how places can be cared for.
- **AC9HSFS05** – Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1K03** – The natural, managed and constructed features of local places, and their location.
- **AC9HS1S04** – Discuss perspectives related to people, places and events.
- **AC9HS1S06** – Develop narratives and share observations, using sources and subject-specific terms.
- **AC9HS2K03** – How places can be represented spatially and how people and places are interconnected.
- **AC9HS2S04** – Discuss perspectives related to objects, people, places and events.
- **AC9HS2S06** – Develop narratives and share observations, using sources and subject-specific terms.

Years 3–4

- **AC9HS3K01** – Causes and effects of changes to a community over time, and contributions of diverse peoples. (*The Exodus as a defining cultural event*)
- **AC9HS3S04** – Analyse information and data and identify perspectives.
- **AC9HS3S07** – Present descriptions and explanations using ideas from sources and relevant terms.

Years 5–6

- **AC9HS5K03** – The role of a significant individual or group in major events or developments in a community. (*Moses as leader of a nation-shaping event*)
- **AC9HS5S04** – Evaluate primary and secondary sources to determine origin, purpose and perspectives.
- **AC9HS5S07** – Present descriptions and explanations, drawing ideas and viewpoints from sources, using relevant terms and conventions.

Lesson 4 – Manna from Heaven

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience in Daily Dependence on God

Character Trait: Obedience

Lesson Objectives

By the end of this lesson, students will:

- Retell the story of manna in the wilderness and what it meant to the Israelites.
 - Recognise how God used daily provision to teach trust and obedience.
 - Understand the spiritual meaning of Jesus as the “Bread of Life.”
 - Reflect on how they can depend on God for daily needs.
-

A) Introduction

Imagine waking up each morning and finding food on the ground – just enough for the day. No shops, no farms, no storage – just daily bread given by God. That’s what happened to the Israelites in the desert.

After escaping from Egypt and crossing the Red Sea, the Israelites began their long journey through the wilderness. They didn’t have supermarkets or lunch boxes. They had to trust God for food every day.

But God had a plan. He didn’t just want to fill their stomachs – He wanted to teach them how to **obey**, how to **trust**, and how to **depend on Him** one day at a time.

Let’s find out how God used a miracle called *manna* to care for His people – and what that means for us today.

B) Informational Story – “Bread in the Desert”

The desert was dry, wide, and empty. Every step felt like walking on hot dust. The sun was bright, and the people were tired.

It had only been a few weeks since the Israelites crossed the Red Sea. They were free now – no more Pharaoh, no more slavery. But freedom didn’t feel easy. It felt scary.

They had brought some food with them from Egypt, but now their supplies were almost gone.

“Moses!” they cried. “Did you bring us here to starve?”

The people remembered how they used to sit around cooking pots back in Egypt. Yes, they had been slaves – but at least they had food. Now, in the middle of nowhere, they were hungry.

Moses prayed. He didn’t complain – he listened to God.

And God said, “I will send bread from heaven. Every morning, the people will gather what they need. On the sixth day, they will gather double. On the seventh day, they must rest.”

The next morning, the people stepped out of their tents.

The ground was covered in something white and flaky. It looked like frost. It sparkled in the sun.

“What is it?” they asked.



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Moses said, “This is the bread the LORD has given you to eat.”

They called it **manna**, which means “What is it?”

Each family went out to gather just what they needed. Some gathered more. Some gathered less. But when they measured it, everyone had the right amount.

Moses warned them: “Don’t keep any for tomorrow. Only take what you need today.”

But some people didn’t listen. They tried to save extra – just in case.

The next morning, the leftover manna was full of maggots and smelled awful!

Then came the sixth day.

“Today, gather twice as much,” Moses told them. “Tomorrow is the Sabbath. There will be no manna on the ground.”

So, they gathered double. And this time, when they kept the extra, it didn’t rot! It stayed fresh.

Some people still went out on the seventh day to look for manna – but there was nothing there.

God was teaching them something very important: **Obey Me, and trust Me. I will give you what you need, every single day.**

Bread for the Journey

For forty years – yes, forty! – God gave them manna in the wilderness. It became their daily food. They ground it up, boiled it, or baked it into cakes. It tasted a little sweet, like wafers with honey.

But this wasn't just food for their stomachs. It was food for their faith.

Each day they had to wake up and believe: God will provide again today.

Small Acts of Obedience

The rules were simple:

- Take only what you need
- Don't keep any overnight (except before Sabbath)
- Rest on the seventh day

These might seem like small rules, but they mattered. Some people obeyed and were fed. Some disobeyed and went hungry.

Through small acts of obedience, God was helping the people become His people. He wanted them to live differently – to **trust**, to **listen**, and to **wait**.

Jesus and the True Bread

Much later, Jesus talked about this story.

He said, **"I am the Bread of Life."** Just like manna fed the Israelites' bodies, Jesus feeds our hearts and souls.

When we follow Him, we're saying, "I trust You to give me what I need each day."

Even now, we pray like this: "Give us this day our daily bread." That means food, yes – but also patience, strength, kindness, and wisdom.

Manna doesn't fall from the sky anymore. But God still gives us what we need – every single day.

All He asks is that we obey Him one step at a time.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story of manna.

Try to include:

- Why the people were upset
- What God told them to do
- What happened when they obeyed
- What Jesus said about being the Bread of Life

D) Reflective Thinking Questions

Foundation–Year 2

1. What did manna look like?
2. What happened when people saved it overnight?
3. How did God show He could be trusted?
4. What are small ways you can obey God each day?

Years 3–4

1. Why did God want the people to gather only enough for one day?
2. What does resting on the Sabbath teach us about trusting God?
3. What does the story show about how God provides?
4. Why do you think Jesus said, “I am the Bread of Life”?

Years 5–6

1. How did the manna help shape the people’s behaviour and identity?
 2. What can we learn about obedience from how God told them to gather the manna?
 3. How is trusting God for “daily bread” different from planning everything on our own?
 4. How does this story point forward to the way we depend on Jesus?
-

E) Activities

Activity for All Ages (F–6):

“Manna Model”

- Create small “manna” flakes using white clay, beads, or paper dots.
 - Use a shoebox to create a mini desert scene with little tents and manna on the ground.
 - Add a figure of Moses giving instructions and a cloud to represent God’s presence.
-

Foundation–Year 2

1. **Manna Scoop Game:** Fill a tray with rice or beads. Use scoops to practise gathering “just enough” for each person (set limits with toy bowls or cups).
2. **Simple Baking:** With a parent, make flatbread or pita to remember the food they baked in the desert.

Years 3–4

1. **Daily Trust Chart:** Make a chart for the week. Each day, write or draw one thing you’re trusting God for.
2. **Story Reenactment:** Act out the story with siblings or toys – gathering manna, resting on the Sabbath, and learning to trust.

Years 5–6

1. **Geography & Provision Map:** Trace the wilderness route from Egypt to Canaan and mark where the manna was given.
 2. **Bread of Life Poster:** Create a poster comparing manna and Jesus. Include key verses (Exodus 16, John 6) and draw or write what “daily bread” means to you.
-

F) Wrap-up & Biblical Connection

Exodus 16:4 says:

“I will rain down bread from heaven for you... I will test them and see whether they will follow My instructions.”

The Israelites learned that obedience is a daily choice. Each morning, they could either listen and be fed – or disobey and go hungry.

Jesus later said:

“I am the Bread of Life... Whoever comes to Me will never go hungry.” (John 6:35)

God still calls us to walk with Him daily. To trust Him for today’s strength, today’s kindness, today’s help. That’s what obedience looks like – one small step at a time.

Australian Curriculum (v9) Content Descriptions –

Foundation (Prep)

- **AC9HSFK03** – The features of familiar places they belong to, why some places are special, and how places can be cared for.
- **AC9HSFS05** – Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1S04** – Discuss perspectives related to people, places and events.
- **AC9HS1S06** – Develop narratives and share observations, using sources and subject-specific terms.

AND (if the activity emphasises *God providing food for the community*)

- **AC9HS2K01** – A group in the past and the reasons for their importance, including social, cultural or spiritual significance.
- **AC9HS2S04** – Discuss perspectives related to objects, people, places and events.
- **AC9HS2S06** – Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- **AC9HS3K06** – Who makes rules, why rules are important in communities, and the consequences of rules not being followed. *(This directly aligns with gathering instructions and consequences of disobedience.)*
- **AC9HS3S04** – Analyse information and identify perspectives.
- **AC9HS3S07** – Present descriptions and explanations using sources and relevant terms.

Years 5–6

- **AC9HS5K07** – How citizens with shared beliefs and values work together to achieve a civic goal. *(The Israelites had to work together, follow the same instructions, and trust God collectively.)*
- **AC9HS5S04** – Evaluate primary and secondary sources to determine origin, purpose and perspectives. *(Text/story of manna as primary source; applying reasoning.)*
- **AC9HS5S07** – Present descriptions and explanations, drawing viewpoints from sources and using subject-specific terms.

Lesson 5 – The Ten Commandments

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience Through Covenant

Character Trait: Obedience

Lesson Objectives

By the end of this lesson, students will:

- Understand what the Ten Commandments are and why they were important for God’s people.
 - Explore how these laws shaped Israel’s life and helped them love God and others.
 - Learn that obedience is part of living in a relationship with God, not just following rules.
 - Reflect on how God’s commands still help us live wisely and love well today.
-

A) Introduction

Have you ever made a list of family rules? Things like “Speak kindly,” “Say please and thank you,” or “No jumping on the couch”? These rules aren’t meant to make life harder. They’re meant to help everyone get along – and show love.

God gave His people something similar, but even more special: the **Ten Commandments**.

They weren’t just rules – they were part of a covenant, or promise. God had rescued His people from Egypt. Now, He was teaching them how to live as free people who loved Him and treated others well.

Let’s learn what happened when God gave the commandments – and how they still help us today.

B) Informational Story – “The Ten Commandments”

Mount Sinai stood tall and quiet in the middle of the desert. Its rocky sides reached high into the sky. After many weeks of travelling through the wilderness, the Israelites had arrived at its base. They had seen God’s power at the Red Sea. They had eaten bread from heaven and drunk water from a rock. Now something even greater was coming – God was going to speak.

The people set up camp near the foot of the mountain. But they weren’t allowed to climb. Instead, God told Moses to get them ready.

“Tell the people to wash their clothes, prepare their hearts, and stay near the mountain,” God said. “In three days, I will come down.”

On the morning of the third day, the mountain shook. Thunder boomed. Lightning flashed. A trumpet blast rang out louder and louder. Smoke covered the top like a furnace, and the whole place trembled.

Then, in a voice that filled the sky, God began to speak.

“I am the LORD your God, who brought you out of Egypt, out of the house of slavery.”

And then, one by one, He gave the Ten Commandments:

1. You shall have no other gods but Me.
2. You shall not make idols or bow down to them.
3. You shall not misuse the name of the LORD your God.
4. Remember the Sabbath day and keep it holy.
5. Honour your father and your mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not tell lies about others.
10. You shall not covet what belongs to someone else.

These weren't just ordinary rules. They were the beginning of a special agreement – a covenant – between God and His people.

The first four commands were about loving and honouring God. The last six were about treating other people with respect.

When God finished speaking, the people were afraid. They had never heard anything like it before. “Please,” they told Moses, “you speak to us, and we will listen. But don't let God speak to us directly again – we're too scared!”

So, Moses went up the mountain alone. He stayed for forty days and nights, and God gave him two stone tablets with the commandments written on them.



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But while Moses was on the mountain, the people down below got impatient. They forgot what God had said. They made a golden calf and bowed down to it.

Moses came down with the stone tablets – and saw what the people had done. In his sadness and anger, he broke the tablets.

But God didn't give up on His people. Moses climbed the mountain again. He begged God to forgive them. And God did.

He gave Moses a new set of tablets. He reminded the people that these commands weren't just to control them. They were to **ble**ss them. To show them how to love God and live well with others.

What the Commands Meant

In Egypt, people worshipped many gods – sun gods, river gods, animal gods. But God told Israel: “I alone am your God.”

He also told them not to make idols or statues to worship. God is too great to be made into something with hands.

He said not to misuse His name. God's name is holy – it should be spoken with love and truth.

He gave the gift of rest. “Remember the Sabbath day,” He said. In Egypt, slaves didn't rest. But now they were free. Rest reminded them that God took care of them.

The other commandments helped people live in peace: honour your parents, don't kill, don't cheat, don't steal, don't lie, and don't be jealous of what others have.

These rules protected hearts, homes, and friendships. They were a guide for how to live in freedom – not just from Pharaoh, but from sin.

Jesus and the Commandments

Many years later, people asked Jesus, “What is the greatest commandment?”

Jesus said, “Love the Lord your God with all your heart, soul, and mind. And love your neighbour as yourself.”

That's what all the commandments were really about – **love**.

Jesus didn't throw the commandments away. He helped people understand them even more deeply. He said that even hating someone in your heart was like breaking the commandment not to kill. Wanting something that wasn't yours could lead to stealing or lying.

Jesus taught that obedience isn't just about actions – it's about the heart.

From Stone to Heart

The Ten Commandments were first written on stone. But God's plan was always to write them on hearts.

When we follow Jesus, we don't obey because we're scared of getting in trouble. We obey because we love Him – and because He first loved us.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story of the Ten Commandments.

Try to include:

- What happened on the mountain
 - Why God gave the commandments
 - What they teach us about God and about others
 - How Jesus helps us understand them even more
-

D) Reflective Thinking Questions

Foundation–Year 2

1. What did the mountain look and sound like when God came down?
2. What are some of the Ten Commandments you remember?
3. Why do you think God gave rules to the people?
4. How can you show love by obeying?

Years 3–4

1. Why did God tell the people to rest on the Sabbath?
2. What are some ways we can honour our parents today?
3. What do the Ten Commandments teach us about how to live with others?
4. What do you think it means to love God with all your heart?

Years 5–6

1. How do the commandments reflect God’s character and values?
 2. What did Jesus teach about the deeper meaning of these laws?
 3. How do the commandments help build strong families and communities?
 4. What does it mean that God wants to write His laws on our hearts?
-

E) Activities

Activity for All Ages (F–6):

“Ten Commandment Tablets”

- Create two “stone tablets” using cardboard or salt dough.
 - Write five commandments on each, using short versions (e.g., “Do not steal,” “Love God”).
 - Decorate them and display them somewhere at home.
-

Foundation–Year 2

1. **Commandment Match-Up:** Draw simple pictures that match each commandment (e.g., praying hands for loving God, a heart for family). Match the pictures with the commandments.
2. **Obedience Song:** Sing or make up a simple tune about obeying God’s commands with actions for each line.

Years 3–4

1. **Commandment Heart Craft:** Draw a big heart and inside it write or illustrate all 10 commandments to show they are about love.
2. **Storybook Poster:** Make a poster that tells the story of Mount Sinai and the commandments with drawings and speech bubbles.

Years 5–6

1. **Commandment Reflection Chart:** List all ten commandments and beside each, write how it applies in today’s world.
2. **Jesus’ Summary Poster:** Create a visual explaining how Jesus summed up the commandments as loving God and others (Matthew 22:37–40). Include Scripture and examples.

F) Wrap-up & Biblical Connection

God gave the Ten Commandments not to make people afraid – but to help them live in freedom and love. He gave the law **after** He saved them – not before. This shows us that obedience is a response to love, not a way to earn it.

Exodus 20:2 says:

“I am the LORD your God, who brought you out of Egypt.”

And Jesus said:

“If you love Me, keep My commandments.” (John 14:15)

God still wants us to obey – but now, through Jesus, we have help to do it. His Spirit writes the law not on stone, but in our hearts.

Obedience shows love. And love is the highest law of all.

Australian Curriculum (v9) Content Descriptions– HASS F–6

Foundation (Prep)

- **AC9HSFK02** – The celebrations and commemorations of significant events shared with families and others.
- **AC9HSFS05** – Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1K01** – Differences in family and community roles and how they have changed or remained the same over time. (*Understanding rules in homes and communities.*)
- **AC9HS1S04** – Discuss perspectives related to people, places and events.
- **AC9HS1S06** – Develop narratives and share observations, using subject-specific terms.

Years 3–4

- **AC9HS3K06** – Who makes rules, why rules are important in communities, and consequences of rules not being followed.
- **AC9HS3S04** – Analyse information and identify perspectives.
- **AC9HS3S07** – Present descriptions and explanations using ideas from sources and relevant terms.

Years 5–6

- **AC9HS5K07** – How citizens with shared beliefs and values work together to achieve a civic goal. (*The Ten Commandments shaped Israel’s community identity.*)
- **AC9HS5S04** – Evaluate primary and secondary sources to determine origin, purpose and perspectives.
- **AC9HS5S07** – Present descriptions and explanations, drawing viewpoints from sources and using relevant terms and conventions.

Lesson 6 – The Ten Commandments as the Basis of Western Law

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience and Justice in Society

Character Trait: Obedience

Lesson Objectives

By the end of this lesson, students will:

- Understand that many modern laws are based on the Ten Commandments.
 - Explore how God’s laws shaped history and ideas of fairness.
 - Reflect on the importance of obeying both God’s rules and just community laws.
 - Recognise that love and justice go together in God’s plan.
-

A) Introduction

Have you ever seen a “Rules for the Classroom” (or “Rules for the Home”) poster? Maybe it says things like “Be kind,” “Tell the truth,” or “Keep your hands to yourself.” These rules help everyone stay safe and happy.

Now imagine rules like that – but for whole countries! These are called **laws**, and every country has them.

In this lesson, we’re going to learn how some of the most important laws in Australia – and other Western countries – are based on something very old: the **Ten Commandments**.

Let’s find out how these ancient words from God still help people live well together today.

B) Informational Story – “God’s Law and the Rules of the Land”

In a big stone courthouse, a judge sits high at the front. Lawyers speak, people listen, and the law is followed. Everyone is expected to tell the truth, respect others, and take responsibility for their actions.

But where did all these rules come from?

Long ago, God gave His people a special set of rules. We call them the **Ten Commandments**. They were given to Moses on a mountain called Sinai and written on stone tablets by the finger of God Himself.

These commandments were about more than just behaviour. They were about **love, respect, fairness, and truth**. They taught people to honour God and care for each other.

Over time, these commandments influenced not just families and churches – but also nations and governments.

How God's Rules Shaped the World

In ancient times, many rulers made laws to serve themselves. Kings could do whatever they wanted. But the Ten Commandments were different. They didn't only apply to poor people or soldiers – they applied to **everyone**, even kings!

When Christianity spread across the Roman Empire and into Europe, people began to shape their countries using ideas from the Bible. They saw how the commandments helped create peace and order.

In England, a wise ruler named **King Alfred the Great** used the Ten Commandments when writing his country's first law book. Hundreds of years later, another important document called the **Magna Carta** also showed that no one – not even a king – is above the law. That idea came straight from the Bible.

Examples of Laws Like the Ten Commandments

Can you think of some laws we have in Australia?

- It's illegal to hurt someone (like “You shall not murder”).
- You're not allowed to take things that don't belong to you (like “You shall not steal”).
- You can't tell lies in court (like “You shall not bear false witness”).
- Children are expected to respect and obey their parents (like “Honour your father and mother”).

Even the idea of having **a day of rest** started with God's command to keep the Sabbath holy!

These laws help us build a society where people feel safe, valued, and respected.

When the Bible Meets the Courtroom

In countries like Australia, England, and the United States, the influence of the Bible can even be seen in the buildings!

In some courthouses, you might see carvings of Moses or pictures of stone tablets. Many judges used to swear on the Bible when they promised to tell the truth and be fair. That's because God's laws taught people how to make **good and just** decisions.

Even if not everyone follows Jesus, many still agree that these rules are wise.

What About the “God” Parts?

Some people say the first four commandments (about worshipping God) shouldn't be part of public law. And it's true – governments can't force people to believe.

But these commands still matter. Why?

Because they show us that:

- Everyone needs something bigger than themselves to follow.
- Worship shapes who we become.

- God's name and character are holy. So we shouldn't proclaim we are Christians if we are doing bad things, as this gives God a bad name – we would be a poor witness.
- Rest and worship bring health and hope to a busy world.

When we forget these things, our laws might still exist – but they lose their heart.

What Happens When Laws Disagree?

Sometimes, a country makes a law that allows things God says are wrong. That can be hard.

In the Bible, the Apostle Peter once said:

“We must obey God rather than men.” (Acts 5:29)

Christians should obey the law **unless** it tells them to disobey God. When that happens, we must pray, speak gently, and stand firm in what's right – even if it's hard.

Obedience isn't just about rule-following. It's about doing what's good, loving, and true – even when others don't.

Jesus and the Law

Jesus said He didn't come to get rid of the law, but to **fulfil it**. He showed us the deeper meaning.

He said:

“Love the Lord your God with all your heart... and love your neighbour as yourself.” (Matthew 22:37–40)

These two commands sum up all the others.

So even if we don't see stone tablets in courtrooms today, we still carry the commandments when we choose love, truth, and fairness.

They are not just history. They are our foundation.

C) Narration Activity

Ask your parent or tutor to listen while you explain how the Ten Commandments helped shape some of the laws we follow today.

Try to mention:

- Where the commandments came from
 - How they show love for God and others
 - Which modern laws are similar
 - Why obedience to God's ways still matters
-

D) Reflective Thinking Questions

Foundation–Year 2

1. Who gave the Ten Commandments?
2. What rules today are like “Do not steal” or “Do not lie”?
3. Why do you think rules are important?
4. Can you think of a way to obey God in your own home or school?

Years 3–4

1. How did the Ten Commandments help countries make fair laws?
2. Why might someone want to remove them from public places?
3. What is the difference between rules made by people and commands made by God?
4. How can obeying God help a whole community?

Years 5–6

1. What makes the Ten Commandments different from other laws?
 2. Why is truth important in both the Bible and the courtroom?
 3. What does Jesus teach us about law, love, and obedience?
 4. How can Christians respond when they must choose between following God and following a public law?
-

E) Activities

Activity for All Ages (F–6):

“Commandments and Law Match-Up”

- Draw or print out a list of the Ten Commandments.
 - Beside each, write or draw a modern rule or law that matches (e.g., “Do not steal” → “No shoplifting”).
 - Decorate the list with a border of scrolls, hearts, or justice scales.
-

Foundation–Year 2

1. **Roleplay Rules:** Pretend to be in a classroom or courtroom and act out following good rules (e.g., telling the truth, sharing, showing respect).
2. **Law Symbols Craft:** Make a paper gavel, law book, or set of scales using craft supplies. Label them with words like “truth” or “fair.”

Years 3–4

1. **Timeline of Law:** Create a simple timeline that shows how the commandments led to laws like the Magna Carta or common law.
2. **Newspaper Poster:** Make a pretend newspaper front page that says “Commandments Given on Mount Sinai!” Include short articles about their impact.

Years 5–6

1. **Commandments Debate:** In pairs, write short arguments for why one commandment still matters today and present it to the family or group.
 2. **Law Comparison Table:** Create a three-column chart: Commandment – Modern Law – What Happens if We Disobey.
-

F) Wrap-up & Biblical Connection

The Ten Commandments aren't just old rules from the past. They are part of God's plan to help people live wisely and kindly.

Even today, many of our laws still reflect God's commands. When we follow them, we show love for God and others.

Jesus said:

"If you love Me, keep My commandments." (John 14:15)

And in Romans 13:10:

"Love is the fulfilment of the law."

Obedience is more than doing what's right – it's a way to show love, build peace, and honour the One who gave us His truth.

Australian Curriculum (v9) HASS F–6

Foundation (Prep)

- **AC9HSFK03** – The features of familiar places they belong to, why some places are special, and how places can be cared for. *(Very light connection — understanding shared spaces and behaviour.)*

Years 1–2

- **AC9HS1K01** – Differences in family and community rules/roles and how they have changed or remained the same over time. *(Link: rules in societies are built on beliefs.)*
- **AC9HS1S04** – Discuss perspectives related to people, places and events.
- **AC9HS1S06** – Develop narratives and share observations, using subject-specific terms.

Years 3–4

- **AC9HS3K06** – Who makes rules, why rules are important, and the consequences of rules not being followed. *(Direct match: laws help societies function.)*
- **AC9HS3S04** – Analyse information and identify perspectives.
- **AC9HS3S07** – Present explanations using sources and relevant terms.

Years 5–6

- **AC9HS5K07** – How citizens with shared beliefs and values work together to achieve a civic goal. *(Societies build laws from shared values.)*
- **AC9HS5S04** – Evaluate primary and secondary sources to determine origin, purpose and perspectives. *(Comparing biblical law & historical legal systems.)*
- **AC9HS5S07** – Present descriptions and explanations, drawing viewpoints from sources and using relevant terms and conventions.

Lesson 7 – The Tabernacle

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience in Worship and Holy Living

Character Focus: Obedience

Lesson Objectives

By the end of this lesson, students will:

- Learn what the Tabernacle was and why God told the Israelites to build it.
- Explore how each part of the Tabernacle pointed to worship, holiness, and God’s presence.
- Understand how Jesus fulfilled the meaning of the Tabernacle.
- Reflect on how we can be a place where God’s Spirit lives today.

A) Introduction

Imagine living in the desert – surrounded by tents, with hot days and cold nights. You’ve just escaped from Egypt, and now you and your family are travelling through the wilderness. Then God tells your people to build something amazing – a special tent where He would live.

This tent wasn’t for camping. It was called the **Tabernacle**, and it was where **God’s presence** would dwell. In this lesson, we’ll explore how God came to live among His people – and how everything about the Tabernacle helps us understand worship, holiness, and Jesus.

B) Informational Story – “The Tent Where God Lived”

Long ago, the Israelites camped in the desert after leaving Egypt. They followed a cloud by day and a pillar of fire by night. But now, God wanted to do something even more special. He said to Moses:

“Build me a sanctuary, and I will dwell among them.”

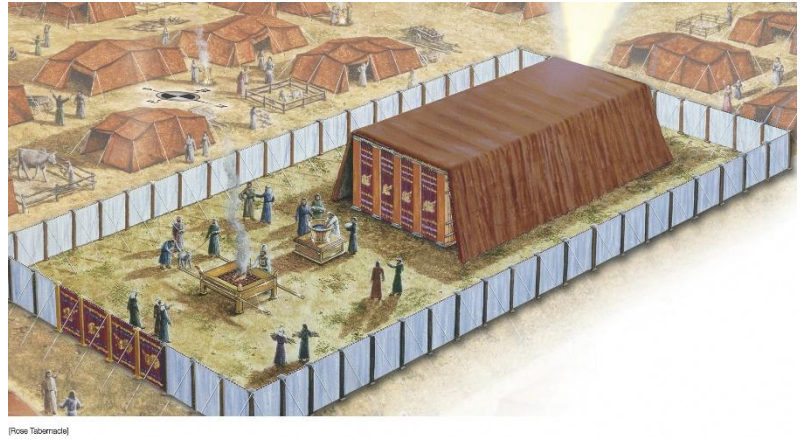
So, the people began to build a huge tent – not for themselves, but for **God**. This tent was called the **Tabernacle**. It wasn’t just any tent. It was made exactly the way God said. Everything had a purpose. Every detail mattered.



The outside courtyard was surrounded by white linen curtains. Inside it stood a **bronze altar**, where animals were sacrificed to say sorry for sin. Near the altar was a **big bronze bowl** filled with water, where priests washed their hands and feet before serving.

Next came the **tent itself**. It had two parts.

The first room was the **Holy Place**. Inside was a **golden lampstand**, shaped like a tree with branches. It held seven flames that never went out. The lamp reminded people that God is their light.



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There was also a table with **twelve loaves of bread** – one for each tribe of Israel. The bread showed that God provided for His people.

Another item in this room was the **altar of incense**, where sweet-smelling smoke went up every day – just like prayers rising to heaven.

Behind a thick curtain was the second room – called the **Most Holy Place**. No one could go inside, except the **high priest**, and only once a year. That's where the **Ark of the Covenant** was kept – a golden chest with angels on top.

Inside the Ark were:

- The **Ten Commandments**
- A **jar of manna**
- Aaron's staff that had budded with flowers

These items reminded the people of God's laws, His care, and His power.



When the Tabernacle was finished, something incredible happened.

The **glory of God** came down like a cloud and filled the tent. God was truly with His people!

Why Did God Make the Tabernacle?

The Tabernacle taught the people how to worship God properly. They couldn't just walk into God's presence – they had to come with respect, cleansing, and obedience.

Each part of the Tabernacle showed something important:

- The **altar** showed that sin must be paid for.
- The **basin** showed we must be clean before God.
- The **lamp** showed that God gives light and truth.
- The **bread** showed that God provides what we need.
- The **incense** showed that God hears our prayers.
- The **curtain** reminded them that sin separates us from God.
- The **Ark** showed where God's presence was – and where His mercy covered their sin.

God didn't want to be far away. He wanted to live **in the centre of their camp**, close to their lives.

But Why So Many Rules?

God is holy, and He wanted His people to know that. They couldn't come to Him however they liked. They had to follow His ways.

When people disobeyed – like the priests Nadab and Abihu, who offered fire that God hadn't asked for – they died. It was serious.

But God also showed mercy. Through the Tabernacle, He gave them a way to be forgiven and near Him.

What About Us Today?

We don't have a Tabernacle like that anymore – but we have something better!

The Bible says that when Jesus came, He “**tabernacled**” (or “pitched His tent”) among us. That means Jesus was God living with people – just like in the Tabernacle, but in human form.

Jesus became:

- The sacrifice
- The light
- The bread of life
- The one who makes us clean
- The one who opens the way into God's presence

When He died on the cross, the curtain in the temple **tore in two**. That meant everyone who believes in Him can come close to God.

Now, we don't go to a tent. Instead, the Bible says:

“Your body is a temple of the Holy Spirit.”

God lives in us!

So, What Should We Do?

We still need to obey. Not by bringing animal sacrifices – but by listening to God, praying, being pure in heart, keeping a clean conscience, and worshipping Him with our lives.

We don't light golden lamps – but we can be lights in the world.

We don't offer incense – but we can lift up prayers.

We don't eat holy bread – but we can trust Jesus to give us what we need.

The Tabernacle shows us that worship is not just about singing. It's about living a holy life every day.

And one day, in heaven, we will see God face to face.

Until then, we remember: God wants to live with us – and in us. He asks us to obey, to honour Him, and to make space for His presence in our hearts.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story of the Tabernacle.

Try to include:

- What the Tabernacle looked like
- What was inside it
- How it helped people worship God
- How Jesus fulfilled its meaning

If you're in Years 5–6, also explain:

“What does it mean that I am now a temple of the Holy Spirit?”

D) Reflective Thinking Questions

Foundation–Year 2

1. What was the Tabernacle?
2. Where did God live in the Tabernacle?
3. Why did the people offer animals on the altar?
4. How do we show respect to God today?

Years 3–4

1. What were some special items inside the Tabernacle, and what did they mean?
2. Why did only the high priest go into the Most Holy Place?
3. How does the Tabernacle show us that God is holy and wants to be close?
4. How do we “worship” God today?

Years 5–6

1. Why did God give such specific instructions for the Tabernacle?
 2. How does each part of the Tabernacle help explain something about Jesus?
 3. What does it mean that Jesus tore the curtain and opened the way to God?
 4. How can we make our hearts a holy place where God feels welcome?
-

E) Activities

Activity for All Ages (F–6):

“Tabernacle Cutaway Drawing”

- Draw a cross-section or top-down view of the Tabernacle.
 - Label each section: Outer Court, Holy Place, Most Holy Place.
 - Add simple drawings of each item: altar, basin, lampstand, bread, incense, Ark.
 - Colour and display your diagram at home.
-

Foundation–Year 2

1. **Mini Tabernacle Model:** Use cardboard, paper, and craft sticks to build a small model of the Tabernacle.
2. **Act It Out:** Use puppets or costumes to act out the priests worshipping and the cloud filling the Tabernacle.

Years 3–4

1. **Tabernacle Poster:** Make a big poster with flaps. Under each flap, draw and explain one item (e.g., Altar = Forgiveness, Lampstand = God’s light).
2. **Symbol Hunt:** Create a treasure hunt of symbols from the Tabernacle hidden around your house.

Years 5–6

1. **Devotion Journal:** Write a short prayer or journal entry based on each part of the Tabernacle and what it teaches us.
2. **Tabernacle Presentation:** Create a slideshow or poster explaining how Jesus fulfilled the meaning of the Tabernacle.

F) Wrap-up & Biblical Connection

The Tabernacle was a place where people met with God. It taught them that He was **holy**, but also **close**.

Jesus is now our way into God’s presence. Because of Him, we don’t need a special tent – we can worship anywhere, anytime.

The Bible says in Hebrews 10:22:

“Let us draw near to God with a sincere heart... having our hearts sprinkled to cleanse us.”

That’s what the Tabernacle was all about – and what Jesus makes possible for us.

Let your heart be a home for Him.

Australian Curriculum (v9)

Foundation (Prep)

- **AC9HSFS05** — *Share narratives and observations about the past and places, using sources and terms.*

Years 1–2

- **AC9HS1S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS1S06** — *Develop narratives and share observations using sources and subject-specific terms.*
- **AC9HS2S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS2S06** — *Develop narratives and share observations about the past, using sources and subject-specific terms.*

Years 3–4

- **AC9HS3K07** — *Why people participate within communities and how students can actively participate and contribute to communities.*
- **AC9HS3S01** — *Develop questions to guide investigations about people, events, developments, places and systems.*
- **AC9HS3S02** — *Locate, collect and record information and data from a range of sources, including annotated timelines and maps.*
- **AC9HS3S04** — *Analyse information and data, and identify perspectives.*
- **AC9HS3S07** — *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms and conventions.*

Years 5–6

- **AC9HS5S01** — *Develop questions to investigate people, events, developments, places and systems.*
- **AC9HS5S04** — *Evaluate primary and secondary sources to determine origin, purpose and perspectives.*
- **AC9HS5S07** — *Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.*

Lesson 8 – Rebellion & Wandering

Subject: History, Geography & Civics (Ages 5–12)

Christian Theme: Obedience in the Wilderness

Character Focus: Obedience

Lesson Objectives

By the end of this lesson, students will:

- Describe the key events of Israel’s rebellion and wandering in the desert.
 - Understand how obedience and disobedience affected the Israelites' journey.
 - Learn that even in hard times, God stayed with His people.
 - Reflect on what it means to trust and obey God every day.
-

A) Introduction

Have you ever gone on a long road trip and heard someone ask, “*Are we there yet?*” Now imagine walking – not driving – for 40 years in the desert! That’s what happened to the Israelites.

God had saved them from Egypt, parted the Red Sea, and given them food from heaven. But still, the people didn’t trust Him. This lesson is about what happened when they complained, disobeyed, and wandered... and how God stayed faithful even when they were not.

B) Informational Story – “Wandering in the Wilderness”

The sun rose hot over the desert. The Israelites packed their tents again. They had been walking for days... weeks... now months. God had rescued them from Egypt, but they were still not in the land He promised.

“Why is it taking so long?” some children asked.

“Because the people didn’t listen,” said their parents with sad eyes.

It was true. They were supposed to go straight into the land God had promised – a place full of good food and fresh water. But when they got close, they became afraid.

Moses had chosen 12 men, one from each tribe, to spy out the land. The spies went in and saw huge grapes, green valleys, and strong cities. But they also saw tall people – warriors who looked like giants.

When the spies returned, they held up a huge bunch of grapes on a stick. “The land is good!” they said. “But...” ten of the spies looked scared. “The people there are too big. We can’t beat them. We’ll be crushed!”

Only two men, **Joshua and Caleb**, stood tall. “God is with us,” they said. “We can do it!”

But the people listened to the ten afraid spies. They wept. They shouted. They even said, “Let’s go back to Egypt!”

Back to being slaves? After all God had done?

God was angry. “You don’t trust Me,” He said. “So this generation will not enter the land. You will wander in the wilderness for 40 years – one year for each day the spies were in the land.”

Only Joshua and Caleb would live to enter the Promised Land.

Wandering Begins

So, the people began to wander. They walked through hot deserts and rocky paths. Sometimes they camped for weeks; other times, they moved the very next day. They followed God’s cloud by day and fire by night.

Still, they often complained.

“We’re thirsty!”

“We want meat!”

“Why did we leave Egypt?”

Each time, God provided – but also corrected.

Once, they cried for meat, so God sent **quail** – birds that covered the ground. But many ate too greedily and got sick.

Another time, **Miriam and Aaron** spoke badly about Moses. Miriam became sick with leprosy and had to stay outside the camp for seven days.

Even **Moses** made a mistake. At a place called **Kadesh**, the people were thirsty again. God told Moses, “Speak to the rock and water will come out.” But Moses was angry. He hit the rock twice with his staff instead.

Water flowed – but God said, “Because you didn’t obey, Moses, you won’t enter the Promised Land either.”



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Korah’s Rebellion

One of the saddest days came when a man named **Korah** stood up against Moses. “You’re not the only holy one,” Korah said. “We’re all God’s people!”

Korah and 250 leaders tried to take over. But God showed who was truly chosen.

The next day, the ground **split open** beneath Korah and his friends. They fell into the earth. Fire came down and burned the rest.

Still, the people grumbled.

Another **plague** broke out. But **Aaron**, the high priest, ran between the living and the sick, swinging his incense to make peace. The plague stopped.

A New Generation

As the years passed, the children grew. They never saw Egypt. They grew up eating **manna** – the white flakes that tasted like honey. They learned to follow the cloud and rest on the Sabbath. They learned that God provides – but also that He expects obedience.

They watched their parents grow old. One by one, the older generation died in the wilderness. The children of the wanderers became the new leaders.

God Still Cared

Even in their mistakes, God stayed near.

- When poisonous snakes bit them, God told Moses to make a **bronze serpent** on a pole. “Anyone who looks at it will live.”
- They won battles against enemy kings.
- They were blessed by a prophet named **Balaam**, even when others tried to curse them.

God had not left them. He was shaping them.

At the Edge of the Promised Land

Now they stood at the border of the Promised Land, ready to enter at last. **Moses**, now very old, climbed a mountain and looked across the land.

He would not go in, but he had obeyed. He reminded the people: “Don’t forget what God has done. Obey His ways. Choose life.”

Why This Story Still Matters

In the New Testament, the Bible says the story of the wilderness is a warning. It tells us not to complain, not to doubt, but to trust God – even when we don’t understand.

Jesus also went into the wilderness for 40 days. But He obeyed every time. He is our example.

Even when life feels like wandering, we are not alone. God still leads us. He still gives “manna” in quiet moments. He still asks us to trust Him – even in the dry places.

And one day, we’ll enter the true Promised Land.

Let’s walk in obedience – one step at a time.

C) Narration Activity

Ask your parent or tutor to listen while you retell the story of “Rebellion and Wandering.”
Try to include:

- Why the people were afraid
- What God said about the 40 years
- How God helped them anyway
- What happened to the new generation

If you're in Years 5–6, reflect aloud:

“Why is it important to obey even when life is hard or slow?”

D) Reflective Thinking Questions

Foundation–Year 2

1. What were the Israelites supposed to do in the Promised Land?
2. Why did they wander for 40 years?
3. What is manna?
4. How do you know God was still helping them?

Years 3–4

1. Why were Joshua and Caleb different from the other spies?
2. What lessons did the Israelites learn in the wilderness?
3. What happened when the people didn't obey?
4. What does this story teach you about trusting God?

Years 5–6

1. How did disobedience change the Israelites' future?
 2. What was the purpose of the bronze serpent?
 3. Why do you think God made them walk so long in the desert?
 4. How can we keep trusting God during “wilderness” times in our own lives?
-

E) Activities

Activity for All Ages

“Desert Journey Map”

- Draw a map showing key places the Israelites travelled (Egypt, Red Sea, Sinai, Kadesh, Moab).
 - Add symbols or drawings to show what happened in each place (e.g., quail, rock water, snakes, cloud).
 - Colour your map and explain it to your family.
-

Foundation–Year 2

1. **Story Puppets:** Make paper puppets of Moses, the cloud, manna, quail, and the golden calf. Act out the story.
2. **Obedience Dice Game:** Make a dice with simple ways to obey God (e.g. pray, share, be kind). Roll and act it out.

Years 3–4

1. **Quail & Manna Recipe Card:** Design a recipe card with “Wilderness Menu” items and draw what they ate.
2. **Timeline Cards:** Make flashcards for the major rebellion events. Mix and match to put them in order.

Years 5–6

1. **Journal of a Wilderness Teen:** Write a short fictional journal from a teen growing up during the 40 years. Include what they saw, felt, and how they learned to obey.
2. **Bible Devotion:** Choose one rebellion (e.g. Korah, the rock, the spies) and write a short devotion explaining what happened and what we can learn today.

F) Wrap-up & Biblical Connection

The Israelites didn’t obey God – and their journey was made longer. But God never left them. He kept feeding them, guiding them, and teaching them.

The Bible says in Hebrews 3:15:

“Today, if you hear His voice, do not harden your hearts.”

Jesus went into the wilderness too – but He trusted God the whole time. Now He helps us obey when life is hard. We don’t need to be perfect – but we need to keep following.

Just like the cloud led them, the Holy Spirit leads us.

Let’s obey – even in the wilderness.

Australian Curriculum (v9) Content Descriptions

Foundation (Prep)

- **AC9HSFS05** — *Share narratives and observations about the past and places, using sources and terms.*

Years 1–2

- **AC9HS1S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS1S06** — *Develop narratives and share observations using sources and subject-specific terms.*
- **AC9HS2S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS2S06** — *Develop narratives and share observations about the past, using sources and subject-specific terms.*

Years 3–4

- **AC9HS3K06** — *Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed.*
- **AC9HS3S01** — *Develop questions to guide investigations about people, events, developments, places and systems.*

- **AC9HS3S02** — *Locate, collect and record information and data from a range of sources, including annotated timelines and maps.*
- **AC9HS3S04** — *Analyse information and data, and identify perspectives.*
- **AC9HS3S07** — *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms and conventions.*

Years 5–6

- **AC9HS5S01** — *Develop questions to investigate people, events, developments, places and systems.*
- **AC9HS5S04** — *Evaluate primary and secondary sources to determine origin, purpose and perspectives.*
- **AC9HS5S07** — *Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.*

Lesson 9 – The Bronze Snake

Subject: History, Geography & Civics (Ages 5–12)

Theme: Obedience and Healing through Faith

Lesson Objectives

By the end of this lesson, students will be able to:

- Retell the biblical story of the bronze snake from Numbers 21 in a simplified, age-appropriate way
 - Understand the link between obedience, trust, and healing
 - Identify how this story connects to Jesus’ teaching in John 3
 - Reflect on how we can respond in faith when we’ve made mistakes
-

A) Introduction (Tutor-Directed)

Say to the children:

“Have you ever been sick or made a mistake and wished there was a way to make it better? Today’s story is about a time when God’s people were in trouble because they had disobeyed Him again. But instead of turning away from them, God gave them a very unusual way to be healed – and it would teach them a lesson they would never forget.”

B) Informational Story – “Look Up and Live!”

The hot desert sun beat down on the tents of the Israelites as they travelled through the wilderness. They were getting close to the Promised Land, but the journey was long and hard, and the people were tired of walking. The sand stretched in every direction, the food was always the same, and the people began to grumble.

“There’s no water!” they cried.

“We hate this horrible food!”

“Why did Moses bring us out of Egypt just to die in the desert?”

They weren’t just complaining about the heat or the journey. They were speaking against God – and that was dangerous. God had rescued them from slavery in Egypt, given them manna from heaven, and guided them with a cloud and fire. But the people had forgotten to trust Him.

So, God sent a warning.

From among the rocks and shrubs, snakes began to slither through the camp. These weren’t just ordinary snakes. They were fast, fiery, and poisonous. People screamed as the snakes bit their feet and legs. Many fell ill. Some even died.

Suddenly, the people realised their mistake.

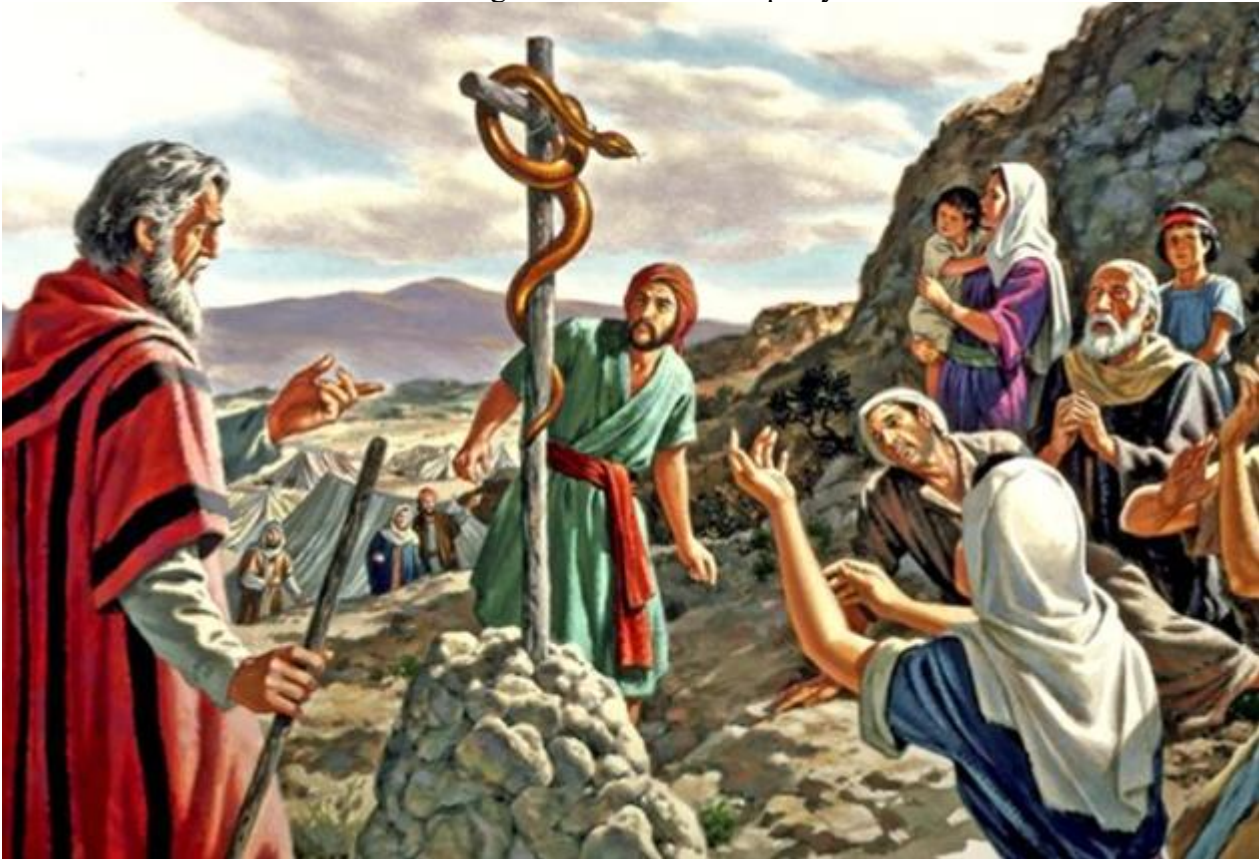
“We have sinned,” they told Moses. “We spoke against the LORD and against you. Please pray that God will take the snakes away!”

Moses prayed.

But God didn’t remove the snakes. Instead, He gave Moses a very strange command.

“Make a bronze snake and put it on a pole. When someone is bitten, they must look at it – and they will live.”

It sounded unusual. How could looking at a metal snake help anyone?



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But Moses obeyed. He made a bronze snake and lifted it high where everyone could see. People came crawling, limping, even carried on mats. They had to choose – would they obey God and look up? Would they believe His promise?

Those who looked up at the bronze snake were healed.
Not because the bronze had magic. But because God had told them what to do, and they trusted Him.

The snakes didn't disappear. But those who obeyed and looked up were saved.

Years passed, and the story was told again and again. Parents would remind their children: “When we were in the desert and had no hope, God gave us a way to live. All we had to do was look up and believe.”

And much later, someone else remembered that story.

His name was Jesus.

One night, He was talking to a man named Nicodemus. Jesus told him something amazing:

“Just like Moses lifted up the snake in the desert, I will be lifted up – so that everyone who believes in Me can have eternal life.”

Jesus was talking about the cross. He was going to die to take away our sin. Just like the people in the desert had to look up at the snake, we are called to look to Jesus with faith.

The people long ago had been bitten by snakes and were dying. We are all bitten by sin – and only Jesus can heal us.

God didn't tell them to make a medicine or build a hospital. He told them to look – and live. He tells us the same.

When we do wrong, when we feel guilty, when we need help – we can turn to Jesus. We don't have to be perfect. We just have to believe.

The story of the bronze snake teaches us that God wants to save us, even when we've failed. He gives us a way to be healed – not by trying harder, but by trusting Him.

Look to Jesus – and live.

C) Narration Activity

Say to the student:

“Now it's your turn. Tell me the story in your own words. Who were the main people? What did the Israelites do wrong? What happened with the snakes? And what did they have to do to be healed?”

Years 5–6 Extension:

“What does this story teach us about trusting God when we've done the wrong thing?”

D) Reflective Thinking Questions

For Foundation – Year 2:

1. What made the people complain in the desert?
2. What did God tell them to do when they were bitten?
3. What happened when they looked at the bronze snake?

For Years 3–4:

1. Why did God send snakes into the camp?
2. What made the people change their minds and say sorry?
3. What does this story show us about God's kindness and forgiveness?

For Years 5–6:

1. Why didn't God just take away the snakes? Why did He ask them to do something strange?
 2. How is this story similar to what Jesus did for us on the cross?
 3. What does it mean to “look to Jesus” today?
-

E) Activity Options

For Foundation – Year 2:

1. **Craft: Bronze Snake on a Pole** – Use pipe cleaners, foil, and a stick to create your own bronze serpent.
2. **Draw and Tell** – Draw a picture of someone looking up at the bronze snake and write a short caption like “God heals those who trust Him.”

For Years 3–4:

1. **Desert Scene Diorama** – Create a small desert model showing tents, rocks, and a pole with a snake using recycled materials.
2. **Mini-Booklet** – Make a folding booklet with four pages: The Complaints, The Snakes, The Bronze Snake, The Healing. Add one sentence and a picture on each page.

For Years 5–6:

1. **Banner or Poster** – Design a banner with the words “Look and Live” and an image of the bronze serpent and the cross. Add a Bible verse from John 3.
2. **Creative Diary** – Write a fictional diary entry from someone in the Israelite camp who was bitten, looked up, and was healed. What did they think and feel?

For All Ages (Group Activity):

Drama: “The Snake and the Cross” – Re-enact the story with simple costumes. Include characters like Moses, a narrator, and people in the camp. Add a final scene where someone explains how this story points to Jesus.

F) Biblical Connection

Say:

“In the Bible, in John 3:14–15, Jesus said:

‘Just as Moses lifted up the snake in the desert, so the Son of Man must be lifted up, that everyone who believes in Him may have eternal life.’

Just like the Israelites had to look at the bronze snake with faith, we are told to look to Jesus – who died for us on the cross – and believe. We don’t earn His love. We receive it by trusting Him.”

Finish with a short prayer like:

“Dear Jesus, thank You that even when we make mistakes, You give us a way to be forgiven. Help us to always look to You in faith. Amen.”

Australian Curriculum (v9) Content Descriptions – By Year Level Band

Foundation (Prep)

- **AC9HSFS05** — *Share narratives and observations about the past and places, using sources and terms.*

Years 1–2

- **AC9HS1S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS1S06** — *Develop narratives and share observations using sources and subject-specific terms.*
- **AC9HS2S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS2S06** — *Develop narratives and share observations about the past, using sources and subject-specific terms.*

Years 3–4

- **AC9HS3S01** — *Develop questions to guide investigations about people, events, developments, places and systems.*
- **AC9HS3S02** — *Locate, collect and record information and data from a range of sources, including annotated timelines and maps.*
- **AC9HS3S04** — *Analyse information and data, and identify perspectives.*
- **AC9HS3S07** — *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms and conventions.*

Years 5–6

- **AC9HS5S01** — *Develop questions to investigate people, events, developments, places and systems.*
- **AC9HS5S04** — *Evaluate primary and secondary sources to determine origin, purpose and perspectives.*
- **AC9HS5S07** — *Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.*

TOPIC 4	MOVING INTO THE PROMISED LAND

Lesson 10 – Moses’ Final Words & Joshua Crosses the Jordan

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of Moses’ final words and Joshua’s new leadership.
 - Understand the importance of trusting and obeying God during times of change.
 - Recognise how God's people crossed the Jordan River through His power.
 - Reflect on how to be strong, courageous, and obedient in everyday life.
-

A) Introduction

Parent/Tutor Says:

“Today’s story is from a time long ago, when God's people were about to enter the land He had promised them. But something very special and surprising happened. I want you to think carefully while I read, because afterwards I’ll ask you to tell me what you remember.”

B) Informational Story – “Moses’ Final Words & Joshua Crosses the Jordan”

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “Moses’ Final Words & Joshua Crosses the Jordan”

The people of Israel had been walking through the desert for forty years. They had seen miracles – water come from rocks, bread fall from the sky, and shoes that didn’t wear out. But they had also made many mistakes. They had complained, disobeyed, and doubted. Still, God had been faithful.

Now, at last, they had reached the edge of the Promised Land.

Before them was the Jordan River. Beyond that, the land flowed with milk and honey. It had cities, vineyards, and hills. It was the land God had promised to Abraham, Isaac, and Jacob hundreds of years before.

But Moses, their faithful leader, would not enter.

Many years earlier, God had told Moses to speak to a rock so water would flow out. But instead, Moses had struck the rock in anger. Because of that disobedience, God said that Moses would not lead the people into the land.

So now, Moses stood with the people one last time. He was over 100 years old, but his eyes were still sharp, and his heart was still strong. He had led them through plagues, parted seas, burning deserts, and frightening enemies. He had received the Ten Commandments. He had stood in God's presence. He had loved the people deeply, even when they had not loved him back.

Now he was about to say goodbye.

Moses climbed up Mount Nebo, a high mountain that overlooked the land. From the top, he could see far and wide – green fields, tall trees, and the city of Jericho in the distance. God showed him the land and said, "This is the land I promised to your ancestors. You will see it with your eyes, but you will not cross into it."

Moses didn't argue. He didn't complain. He had learned long ago to trust God, even when it was hard.

Then, before he died, Moses gave the people a final speech – a long message that would later become the Book of Deuteronomy. He reminded them of everything God had done.

"Remember how the LORD rescued you from Egypt," he said. "Remember how He cared for you in the wilderness. Remember how He gave you His law."

He warned them not to forget.

"When you live in good houses and eat from full vineyards, do not think you did it yourselves. Do not worship other gods. Do not become proud."

He urged them to obey.

"Love the LORD your God with all your heart, soul, and strength. These commandments I give you today are to be on your hearts. Teach them to your children. Talk about them at home and on the road."

He spoke of blessings and curses.

"If you obey the LORD, you will be blessed in your cities and your fields. But if you turn away, trouble will come."

He reminded them that their future depended on their choices.

"Choose life," he said, "so that you and your children may live."

Then Moses called Joshua to his side.

Joshua had been Moses' helper for many years. He had gone up the mountain with him. He had waited outside the tent when Moses spoke with God. He had spied out the land and brought back a faithful report. Now he would take Moses' place as leader.

Moses laid his hands on Joshua in front of all the people.

"Be strong and courageous," he told him. "You will lead these people into the land the LORD swore to their ancestors. The LORD Himself goes before you. He will be with you. He will never leave you nor forsake you."

And then Moses sang a song. It was a song of warning and hope, of justice and mercy. He blessed each of the twelve tribes of Israel, giving them words of encouragement and prophecy.

After that, Moses returned to Mount Nebo.

There, on the mountain, with no crowds and no fanfare, he died.

The Bible says that God Himself buried Moses, and no one knows where his grave is.

The people wept for thirty days. They missed their leader. He had loved them, prayed for them, and stood between them and God many times. He was not just a leader – he was their shepherd.

Then it was Joshua's time.

The LORD spoke to him: "Moses My servant is dead. Now then, get ready to cross the Jordan River into the land I am giving you."

So, Joshua took command.

He told the people to prepare. "Get your supplies ready," he said. "In three days we will cross the Jordan."

He sent two spies into Jericho. They stayed at the house of Rahab, a woman who believed in the power of Israel's God. She hid them and helped them escape, and they promised to protect her when the city was taken.

The people consecrated themselves – washed, prayed, and made their hearts ready.

Then the priests took up the Ark of the Covenant and began to walk toward the river.

It was harvest season, and the Jordan was overflowing. Its banks were full, and its current strong. But as soon as the priests' feet touched the water, the river stopped.

Far upstream, the water piled up like a wall. The riverbed in front of them became dry ground.

The people walked across, just like they had crossed the Red Sea forty years earlier.

Joshua chose one man from each tribe to take a stone from the middle of the river. When they reached the other side, they stacked the twelve stones in a heap as a memorial.

"When your children ask, 'What do these stones mean?'" Joshua said, "tell them how the LORD stopped the Jordan River so His people could cross. These stones are a reminder of God's power."

After everyone had crossed, the river flowed again.

The people set up camp at a place called Gilgal.

There, they gave thanks and remembered.

They were finally in the Promised Land.

But Joshua knew there were still battles ahead. Jericho stood nearby, with its strong walls. Many other cities needed to be conquered. The land was theirs, but they would need faith and obedience to live in it.

Still, something had changed.

The people who had wandered in the desert were now standing on the soil of promise.

They had not earned it. But God had given it.

And now it was time to walk in obedience.

Moses had taught them well.

He had reminded them that obedience is not just about rules – but about relationship. About loving God with all your heart. About remembering what He has done and trusting what He will do.

Joshua was ready.

He had watched Moses, learned from him, and now would lead with courage.

God’s words echoed in his ears:

“Do not be afraid. Do not be discouraged. For the LORD your God will be with you wherever you go.”

And so, the journey continued – not just into the land, but into a life of following God.

For every generation after, the story would be told again and again.

The farewell of Moses.

The crossing of the Jordan.

The beginning of a new chapter.

Not by might, but by obedience.

Not by strength, but by faith.

And through it all, the LORD was with them.

C) Narration

Parent/Tutor Says:

“Now it’s your turn to tell the story back to me, in your own words. Try to remember as much as you can – what happened to Moses, what Joshua did, and how the people crossed the Jordan River. I’ll help you with a few questions if you get stuck.”

Optional Prompts:

- Who were the two main people in the story?
 - Why didn’t Moses go into the Promised Land?
 - What did God tell Joshua to do?
 - What happened when the priests stepped into the Jordan River?
-

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s talk about what we learned in the story. I have some questions for you. I’ll ask the questions that match your age group.”

i) For Youngest Students (F–2):

1. Who was Moses?
2. What special job did Joshua have?
3. How did God help the people cross the river?
4. Why is it important to listen and obey God?

ii) For Middle Primary (Years 3–4):

1. Why wasn’t Moses allowed to go into the Promised Land?
2. What did Moses say to encourage the people before he died?
3. Why did the people build a pile of twelve stones?
4. What can we learn about obeying God even when it’s hard?

iii) For Upper Primary (Years 5–6):

1. How did Moses prepare the people for life without him?
 2. What did God say to Joshua to help him be brave?
 3. What do you think it felt like to cross a dry riverbed that used to be full of water?
 4. What promises has God given to us – and how can we obey Him while waiting for those promises?
-

E) Activity Options

Parent/Tutor Says:

“Now let’s do some fun activities to help us think more about this story. I’ll tell you some ideas, and you can choose the one you’d like to do. Or you can do more than one if you like!”

F–2 Activity Options

Option 1: Jordan River Craft

What You’ll Need:

- Blue paper or fabric for the river
- Toy people or drawings of people
- Small blocks or cardboard to be the Ark of the Covenant
- White paper for stones

Instructions:

1. Lay out the river on a table or floor.
2. Place the Ark and “priests” at the river’s edge.
3. Use your hands to part the “river.”
4. Cross the people over dry land.
5. Draw or write God’s promises on the stones and place them on the other side as a memory pile.

Option 2: Obedience Song with Actions

What You’ll Do:

1. Learn a simple song like “Trust and Obey” or another children’s worship song.
 2. Add your own actions for the words “trust” and “obey.”
 3. Sing it as a reminder of what Joshua and the people did.
-

Years 3–4 Activity Options

Option 1: Build a Twelve-Stone Memorial

What You’ll Need:

- 12 stones or cardboard circles
- Marker pens
- A large piece of paper or a tray

Instructions:

1. Write one of God’s promises on each stone.
2. Arrange them in a pile.
3. Write or draw what the stones help you remember about God.
4. Share the meaning with your parent or group.

Option 2: Roleplay the Crossing

What You’ll Need:

- Blue towels, fabric, or paper
- Simple props for Ark and costumes

Instructions:

1. Act out the story:
 - Joshua gives instructions.
 - The priests step into the water.
 - The people follow.
 - Build the stone memorial.
 2. Use simple narration to explain each part.
-

Years 5–6 Activity Options

Option 1: Write a Farewell Speech

What You’ll Need:

- Paper and pen or computer

Instructions:

1. Pretend you are Moses giving your last speech.
2. Write 3 things you want the people to remember about God.
3. Include a blessing for the new leader.

Option 2: Crossing the River Diorama

What You’ll Need:

- Shoebox, paper, stones, toy figures, blue cellophane or tissue
- Glue, scissors, and colouring supplies

Instructions:

1. Create a mini-scene of the Jordan crossing.
 2. Show the river, the Ark, the people, and the stones.
 3. Write a caption: “God made a way!”
-

Multi-Age Group Activity

Family Timeline of Obedience

What You’ll Need:

- Long sheet of paper
- Markers or crayons

Instructions:

1. Draw a timeline of your family or life.
 2. Mark points where someone obeyed God and something good happened.
 3. Write or draw each memory.
 4. Talk about how obedience to God makes a difference.
-

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Let’s remember something very important. Moses and Joshua both listened carefully to God and obeyed Him. That’s what made them great leaders – not because they were strong or clever, but because they trusted God and did what He said.”

Read Aloud:

“Be strong and courageous. Do not be afraid... for the Lord your God goes with you.” – Deuteronomy 31:6

Discuss Briefly:

- Why do you think God wanted Joshua to be brave?
- What does it mean for *you* to be strong and obedient?

Final Encouragement:

“God still helps His people cross hard places. Sometimes we are scared to move forward. But like Joshua, we can trust that God is with us. Let’s ask God to help us listen and obey, just like Moses and Joshua did.”

Prayer:

Dear God,

Thank You for giving us stories of people who followed You. Help us to be strong and courageous like Joshua. Help us to obey even when it’s hard, and to remember Your promises every day.
Amen.

Australian Curriculum (v9) Content Descriptions – By Year Level Band

Foundation (F)

- **AC9HSFS05** — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1S04** — Discuss perspectives related to objects, people, places and events.
- **AC9HS1S06** — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- **AC9HS3K06** — Who makes rules, why rules are important in communities, and the consequences of rules not being followed.
- **AC9HS3S01** — Develop questions to guide investigations about people, events, developments, places and systems.
- **AC9HS3S07** — Present descriptions and explanations using ideas from sources and relevant subject-specific terms.

Years 5–6

- **AC9HS5K07** — How members of communities with shared beliefs and values work together to achieve a common purpose.
- **AC9HS5S01** — Develop questions to investigate people, events, developments, places and systems.
- **AC9HS5S07** — Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.

Lesson 11 – The Fall of Jericho

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of Jericho and what God asked the people to do.
 - Understand the importance of obeying God's instructions, even when they seem unusual.
 - Recognise how God honours faith and obedience.
 - Reflect on how God used Rahab and Joshua in His plan.
-

A) Introduction

Parent/Tutor Says:

“Today’s story is about a big city with strong walls – and how those walls came crashing down, not by human power, but by obeying God’s plan. It’s a true story from the Bible, and it shows us how faith and obedience can lead to great victories.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “The Fall of Jericho”

The sun had just started to rise over the plains of Jericho. It painted the sky with golden light, casting long shadows over the thick, towering walls of the city. Jericho was one of the oldest and strongest cities in Canaan. Its walls were so wide that some people said chariots could ride along the top. To the people living inside, those walls felt safe. Secure. Impossible to break through.

But the people were afraid.

They had heard stories – stories of a people called the Israelites, who had crossed the Red Sea on dry ground, who had been led by a pillar of fire at night, and who had just walked across the Jordan River without even getting their feet wet. Their God was powerful. His name was feared throughout the land.

And now, the Israelites were camped just outside the city.

Inside Jericho, fear was growing. People whispered in hushed tones. Guards paced nervously on the walls. Families stayed indoors. They knew something was coming, but they didn’t know what.

But what came next was not what anyone expected.

There were no ladders, no battering rams, no fires. Instead, the Israelites began to walk.

Early each morning, they left their camp. At the front were seven priests blowing ram’s horns. Behind them came the Ark of the Covenant, carried carefully by priests. The Ark was a special box that represented

God's presence among His people. Then came the rest of the Israelite army. But no one shouted. No one spoke. They simply marched.

Around the city once – and then back to camp.

The people of Jericho watched from the walls, confused. Was this some kind of strange parade? Were they trying to scare them?

The next day, the Israelites did the same thing.

And the day after that.

For six days in a row, they walked around the city one time, then returned to their tents.

The people inside Jericho didn't know what to think. Some were terrified. Others mocked. But no one truly understood what God was doing.

Then came the seventh day.

This time, the Israelites got up even earlier. The priests blew their trumpets. The Ark was carried out. The people lined up.

But instead of walking around the city once – they marched around it seven times.

Round and round they went, while the horns blew. Not a single Israelite shouted. Not a single sword was drawn.

The people of Jericho must have felt dizzy watching them. "What are they doing?" they wondered. "Is this some kind of trick?"

And then, as the seventh circle ended, Joshua raised his hand.

He gave the command, loud and clear:

"Shout! For the LORD has given you the city!"

The silence exploded.

The priests blew their horns with all their strength. The people shouted at the top of their lungs. Thousands of voices joined in a cry of obedience and praise.

And suddenly, the ground began to shake.

Cracks formed in the thick stone walls. Dust rose into the air. One after another, the mighty walls of Jericho crumbled – stone by stone – until they had completely fallen flat.

Just like God had promised.

The Israelites rushed in, claiming the city. The people of Jericho were defeated, not by weapons or force, but by obedience and faith.

But there was one house in Jericho that stood firm.

It belonged to a woman named Rahab.

Rahab had once made bad choices. She had lived a sinful life. But when the Israelite spies had visited Jericho earlier, she had helped them. She had hidden them on her roof and sent the king's men away in the wrong direction. She had said, "I know that the LORD your God is God in heaven above and on the earth below."

Because of her faith, the spies had made her a promise: hang a red cord from your window, and when we come, you and your family will be saved.

And that's exactly what happened.

When the walls fell, Rahab's house – built into the wall – did not fall. It stood tall, protected by the mercy of God.

Joshua told the two spies, "Go to the house of the woman and bring her and her family out."

So Rahab, her parents, her brothers and sisters, and all who belonged to her were led safely out of the city. She became part of God's people and would later be listed in the family tree of Jesus.

Back in the city, the Israelites remembered what God had commanded. Everything inside Jericho – its gold, silver, bronze, and iron – was to be given to the treasury of the LORD. The city was not to be rebuilt. It had been dedicated to God's purposes.

Joshua gave a warning: "Cursed is the man who tries to rebuild this city. At the cost of his firstborn son, he will lay its foundation. At the cost of his youngest son, he will set up its gates."

This wasn't just about a building. It was about obedience. Jericho belonged to God now. He had made its walls fall – not Israel.

That day, the people learned something important: victory comes not from strength, but from following God's plan.

Some might have thought the plan was strange. Marching around a city? Blowing trumpets? Staying silent? It didn't seem like a way to win a battle. But it was God's way.

And God's way always wins.

The soldiers obeyed, even when it felt unusual. The priests carried the Ark with care. The people stayed quiet for six whole days, even when they didn't understand.

Their obedience became their victory.

And Rahab's story taught another lesson – no one is too far from God to be saved. She had heard about God's power. She had chosen to believe. And because of her faith, she and her family were rescued.

Years later, people still told the story of Jericho.

Not as a tale of clever warriors, but as a testimony of faith.

Not as a military success, but as a miracle of God.

They remembered the horns.

They remembered the silence.

They remembered the shout.

And they remembered the God who brought down walls.

We all face walls in life – walls of fear, sin, doubt, pride, or pain. Sometimes we try to knock them down ourselves. But God says, “Trust Me. Obey Me. Walk in My ways.”

Like the Israelites, we may not understand His plan at first. It may not look like what the world expects. But when we listen and follow, amazing things happen.

And just like Rahab, anyone who turns to God with faith can be saved.

That’s the real story of Jericho.

Not just broken stones – but changed hearts.

Not just a fallen city – but a faithful God.

And a people who learned that obedience, even when it doesn’t make sense, always leads to blessing.

C) Narration

Parent/Tutor Says:

“Now it’s your turn to tell the story back to me in your own words. Who was there? What happened to the walls? What did God ask the people to do? Try to remember as much as you can. I’ll help you if you need it.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“I’m going to ask some questions now. I’ll choose the ones that suit your age.”

i) For Youngest Students (F–2):

1. What did the Israelites do around the city each day?
2. What happened when they shouted on the last day?
3. Who was Rahab, and what did she do?
4. What does this story teach us about listening to God?

ii) For Middle Primary (Years 3–4):

1. Why did God ask the people to march instead of fight?
2. What was special about the Ark of the Covenant?
3. How did Rahab show that she trusted God?
4. What does obedience mean, and why is it important in this story?

iii) For Upper Primary (Years 5–6):

1. What made the battle plan for Jericho different from normal battles?
2. What would have happened if the people hadn’t obeyed exactly?
3. Why do you think God wanted all the treasure given to Him?
4. What “walls” in our lives might God be asking us to trust Him with?

E) Activity Options

Parent/Tutor Says:

“Now let’s do some activities to help you understand the story better. You can choose one or more of these.”

F–2 Activity Options

Option 1: Jericho March Game

What You’ll Need:

- Blocks or boxes to build a wall
- Space to march around

Instructions:

1. Build a wall in the centre of the room.
2. Pretend to be the Israelites. March around the wall each day (once for six days).
3. On the seventh day, march around seven times, blow a pretend trumpet, and shout.
4. Knock down the wall together!

Option 2: Rahab’s Red Cord Craft

What You’ll Need:

- Red yarn or ribbon
- Paper and pencils

Instructions:

1. Draw a house on the paper and tape the red cord in the window.
2. Write “Rahab trusted God” under the picture.
3. Talk about how God protects those who believe in Him.

Years 3–4 Activity Options

Option 1: Build a Wall Model

What You’ll Need:

- Lego, cardboard, blocks, or sugar cubes

Instructions:

1. Build a wall to represent Jericho.
2. Draw little people or make stick figures of the Israelites.
3. March them around the wall and act out the story.
4. Knock it down after the shout!

Option 2: Rahab’s Story Mini-Book

What You’ll Need:

- Paper, pens, staples

Instructions:

1. Fold paper into a small booklet.
 2. Write or draw Rahab's story over a few pages.
 3. Add the red cord as a final page symbol.
 4. Share it with your family.
-

Years 5–6 Activity Options

Option 1: Create a Faith Timeline

What You'll Need:

- Long piece of paper
- Markers or pencils

Instructions:

1. Draw a timeline of the Jericho story.
2. Mark each key part: marching, the Ark, Rahab, the shout, and the fall.
3. Write one sentence of what we can learn from each part.

Option 2: Write a Prayer of Obedience

What You'll Need:

- Notebook or journal

Instructions:

1. Write a short prayer asking God to help you trust and obey Him like Joshua.
 2. Share your prayer aloud if you feel comfortable.
-

Multi-Age Activity

Drama Skit: The Battle of Jericho

Instructions:

1. Choose roles: Joshua, priests, Rahab, soldiers, and narrators.
 2. Act out each day of marching.
 3. Add the trumpet blast, the shout, and the wall coming down.
 4. End the skit with Rahab being saved and the people praising God.
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“Let's think about what we learned. Jericho was a strong city, but God didn't want the people to use their own strength. He wanted them to obey His plan.”

Read Aloud:

“By faith the walls of Jericho fell, after the army had marched around them for seven days.” – Hebrews 11:30

Discussion:

- Why do you think God wanted them to wait and obey instead of fight?
- What does this story teach us about trusting God’s timing?

Final Thought:

“Sometimes we don’t understand why God tells us to do something a certain way. But just like Joshua and the people, if we obey Him – even when it seems strange – He will work in powerful ways.”

Prayer:

Dear Lord,

Thank You for teaching us that faith and obedience are powerful. Help us to trust You, even when we don’t understand. Just like You helped Joshua and saved Rahab, help us to follow You with all our hearts. Amen.

Australian Curriculum (v9) Content Descriptions – By Year Level Band

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules, why rules are important in communities, and the consequences of rules not being followed.
- AC9HS3S01 — Develop questions to guide investigations about people, events, developments, places and systems.
- AC9HS3S07 — Present descriptions and explanations using ideas from sources and relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate people, events, developments, places and systems.
- AC9HS5S07 — Present descriptions and explanations, using relevant terms and conventions.

Lesson 12 – The Sun Stands Still

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of Joshua’s battle at Gibeon and the miracle of the sun standing still.
 - Understand the importance of bold, obedient prayer and trust in God’s power.
 - Recognise how God shows His greatness through those who follow Him.
 - Reflect on how we can trust God with impossible situations.
-

A) Introduction

Parent/Tutor Says:

“Today we’re going to hear an amazing story about the time God made the sun stop in the sky! But it wasn’t just about a miracle – it was about a man who prayed boldly and obeyed God. As you listen, I want you to think about how this story shows courage, trust, and obedience.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “The Sun Stands Still”

The sun was rising over the land of Canaan. Its light touched the hills and valleys where battles had been fought and victories won. Joshua stood at the edge of his camp, looking out over the land God had promised. He had seen many miracles – walls fall at Jericho, cities taken by faith – but today, something even more amazing was about to happen.

This was a day that would never be forgotten.

A messenger arrived breathless at the Israelite camp in Gilgal. He had come from Gibeon, one of the cities that had recently made peace with Israel. Though they had tricked Joshua into a treaty, the Israelites had agreed to protect them.

“Come quickly!” the man cried. “Don’t leave us! The kings of the Amorites have come together to attack us!”

Joshua listened carefully. Five kings – powerful leaders of cities like Jerusalem, Hebron, and Lachish – had joined forces. They were angry that Gibeon had made peace with Israel, and now they wanted to destroy the city before it became stronger.

Joshua didn’t stop to think twice. He didn’t let his pride get in the way, even though Gibeon had once tricked him. He had made a promise – and Joshua was a man who kept his word.

“Gather the men,” he said. “We march tonight.”

Through the dark hours of the night, Joshua and his army climbed hills and crossed rocky paths. The moon shone above them, lighting the way. Their feet were sore, but they kept going. God had already spoken to Joshua: “Do not be afraid of them. I have given them into your hand. Not one of them will be able to stand against you.”

When the sun came up, the Israelites were ready. The Amorite armies weren’t expecting them so soon. They were shocked to see Israel’s soldiers charging down the slopes, swords drawn, shouting in the name of the LORD.

The battle was fierce. But the enemy began to run. The five armies scattered, trying to escape into the hills.

Then something amazing happened.

As the Amorites fled, dark clouds began to gather. From the sky came a powerful hailstorm. Huge stones of ice rained down, striking the enemy soldiers. The Bible says more were killed by the hailstones than by the swords of the Israelites.

But Joshua knew the battle wasn’t finished. Some of the enemy soldiers were getting away, and once darkness came, they would disappear into caves and forests. If the sun set, the chance to finish the battle would be gone.

So Joshua did something no one had ever done before.

He prayed.

Standing in front of everyone, with dust and wind swirling around him, Joshua lifted his hands and shouted, **“Sun, stand still over Gibeon!
And moon, over the Valley of Aijalon!”**

The people stopped. The soldiers froze. Even the fleeing enemy turned to look.

And God listened.

The sun paused in the sky.

The moon stopped in its path.

Time seemed to stand still.

The Bible says there has never been a day like it before or since, when the LORD listened to a man in such a way. It was a miracle that no one could explain – a day that lasted longer so God’s people could finish what they had started.

With the daylight extended, Joshua and his army pursued the Amorite soldiers and defeated them. They did not stop until the victory was complete. The five kings were found hiding in a cave. Joshua ordered that the entrance be sealed with large stones so they couldn’t escape.

Later, Joshua brought the kings out and told his commanders to place their feet on their necks. This wasn’t to be cruel. It was a picture of what God had promised: that He would give Israel victory over their enemies.

Joshua told them, “Do not be afraid. Be strong and courageous. This is what the LORD will do to all your enemies.”

The kings were judged and buried in the cave. Their defeat sent a message to every city in the land – God was with Israel.

The campaign didn't end there. Joshua continued leading the people to victory in other cities. The southern region of Canaan fell, then the north. But the day people remembered most was the day the sun stood still.

Not because Joshua was powerful, but because he was obedient.

Not because he had a strong army, but because he had strong faith.

He had believed God's promise, acted in obedience, and prayed with boldness.

And God had answered.

The people of Israel were amazed. Some of them had doubted before. Some had been afraid. But now they saw that when God fights for you, nothing is impossible.

The Amorites had trusted in their numbers. They had five kings, five armies, and powerful weapons. But they didn't have God.

The Israelites had only one King – but He ruled the sun, the moon, and the earth itself.

Before the battle, there had been fear. The land of Canaan was full of strong cities and fierce warriors. But after the battle, there was awe. Everyone had heard how the sun had stood still.

Even many years later, parents would tell the story to their children. Scribes would write it down in scrolls. Priests would remind the people of what God had done.

Some wondered how it had happened. Did the earth stop turning? Did the light last longer by another miracle? No one could explain it. But no one could deny it. Something had happened that day that only God could do.

And it had happened because Joshua asked.

Joshua didn't pray for something selfish. He didn't pray to be famous or to look important. He prayed so that he could finish the mission God had given him. He knew the battle belonged to the Lord, and he wanted to obey fully.

That's what made Joshua's prayer different.

It was bold – but it was also humble. It was daring – but it was also full of trust.

Joshua knew that God had already promised victory. He simply asked for the time to complete it.

And God was pleased.

This story teaches us that we can pray big prayers when our hearts are aligned with God's purposes. We don't need to be afraid to ask for help. We don't need to think our prayers are too small or too strange. God listens when we walk in obedience.

Sometimes, we face hard things in life. We might not be fighting armies, but we might have struggles at school, in our families, or in our hearts. We might feel tired, or afraid, or not sure what to do.

That's when we need to be like Joshua.

Trusting God. Obeying His Word. And praying with boldness.

We may not need the sun to stand still – but we may need God to give us strength to keep going. And He will. Because the same God who stopped the sun still hears His people today.

Jesus showed us this too. He prayed boldly, not for His own comfort, but for God’s will. In the Garden of Gethsemane, He said, “Not my will, but Yours be done.” And when He died on the cross, He defeated the greatest enemy of all – sin.

Joshua’s long day brought victory in battle. Jesus’ darkest day brought victory forever.

So when we remember the day the sun stood still, we remember more than a miracle. We remember a man who obeyed. A leader who trusted. And a God who answers.

The story is still told because it points to a bigger truth:

That God is not limited by time.

He is not limited by armies.

He is not limited by fear.

And when we follow Him with bold, obedient hearts, nothing is impossible.

C) Narration

Parent/Tutor Says:

“Now it’s your turn to tell the story back to me. Try to remember who was in the story, what happened in the battle, and what Joshua prayed. I’ll help you if you get stuck.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“I’m going to ask you some questions now. Listen carefully and answer the ones that are for your age group.”

i) For Youngest Students (F–2):

1. Who asked Joshua for help?
2. What did God send to help during the battle?
3. What did Joshua pray for?
4. What can we learn about God from this story?

ii) For Middle Primary (Years 3–4):

1. Why did Joshua want the sun to stand still?
2. How did God show His power in this story?
3. What does this story teach us about bold prayer?
4. What does it mean to obey God even when something feels big or scary?

iii) For Upper Primary (Years 5–6):

1. Why was Joshua’s prayer so unusual?

2. How does this story show God's control over time and nature?
 3. What do you think would have happened if Joshua hadn't obeyed or prayed?
 4. What big prayers might God want you to pray today?
-

E) Activity Options

Parent/Tutor Says:

"Let's do some fun activities now to help us remember the story better. You can choose one from your age group, or we can do the group one together."

F-2 Activity Options

Option 1: Sun and Moon Mobile Craft

Materials: paper, scissors, string, crayons, glue

Instructions:

1. Draw and cut out a sun and a moon.
2. Colour them in and write: "The sun stood still" on the sun.
3. Hang them from a stick or coat hanger to make a mobile.
4. Talk about how God made the sun stand still for Joshua.

Option 2: Prayer Circle Game

Instructions:

1. Sit in a circle. Take turns saying one thing you want to pray for.
 2. Say together: "Nothing is too big for God!"
-

Years 3-4 Activity Options

Option 1: Comic Strip – Joshua's Bold Prayer

Instructions:

1. Draw 4-6 panels to tell the story.
2. Include Joshua's march, the hailstorm, the prayer, and the victory.
3. Add speech bubbles for Joshua and captions to explain the events.

Option 2: Prayer Jar Craft

Instructions:

1. Decorate a jar or box.
 2. Write down "big prayers" you want to ask God for.
 3. Place them in the jar and pray for one each day this week.
-

Years 5-6 Activity Options

Option 1: Journal Entry – If I Were Joshua

Instructions:

1. Pretend you are Joshua. Write a journal entry the night after the battle.
2. Describe how you felt, what you saw, and what it meant to trust God.
3. End with a prayer to thank God.

Option 2: Battle Map & Timeline

Instructions:

1. Draw a map of the region showing Gilgal, Gibeon, and Aijalon.
 2. Mark the journey of the army and key events: march, battle, hail, prayer.
 3. Write a timeline to go with it.
-

Multi-Age Group Activity

Act It Out: “When the Sun Stood Still”

Instructions:

1. Choose parts: Joshua, Gibeonite messenger, soldier, narrator, sun/moon.
 2. Use props or signs.
 3. March around the “stage,” pretend to fight, shout the prayer, and freeze when the sun “stops.”
 4. Reflect afterward: “What did we learn about obeying God and praying boldly?”
-

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“Let’s remember that Joshua didn’t just do something amazing – he obeyed God and asked boldly for help. He didn’t pray for fun or for pride. He prayed to finish what God asked him to do.”

Read Aloud:

“There has never been a day like it before or since, a day when the Lord listened to a human being. Surely the Lord was fighting for Israel!” – Joshua 10:14

Discuss Briefly:

- Why do you think God answered Joshua’s prayer?
- What does this teach us about how we should pray?

Final Encouragement:

“God loves when we pray with boldness, not because we’re great – but because we trust that He is. Whether your challenge is big or small, God wants you to come to Him in obedience and faith.”

Prayer:

Dear God,

Thank You for showing us that You are powerful and that You listen to Your people. Help us to pray boldly like Joshua. Help us to obey You, even when things seem impossible. We trust that You will help us in every battle.

Amen.

Australian Curriculum (v9) Content Descriptions

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules, why rules are important, and the consequences of rules not being followed.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present descriptions and explanations using ideas from sources.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate people and events.
- AC9HS5S07 — Present descriptions and explanations using findings and viewpoints.

Lesson 13 – Dividing the Land

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Describe how the Promised Land was divided among the Israelite tribes.
 - Understand the importance of obedience and thankfulness in receiving what God provides.
 - Recognise the roles of Joshua, Caleb, and the Levites in the story of settlement.
 - Reflect on the meaning of choosing to follow God faithfully.
-

A) Introduction

Parent/Tutor Says:

“In today’s story, God’s people had finally finished fighting battles to enter the land He had promised them. But they still had work to do. They had to divide the land fairly and remember that it was a gift from God. As you listen, think about how we can receive God’s gifts with obedience and thankfulness.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “Dividing the Land”

The land was peaceful at last. For years, the people of Israel had battled many enemies. They had crossed rivers, marched through deserts, and trusted God through every challenge. But now, the land God had promised to their ancestors was finally theirs.

No more trumpets sounding for war. No more shouts of enemies or falling city walls. The swords were laid down. The people were no longer wanderers. They were home.

But there was still work to be done.

Joshua, the brave leader who had led them into battle, was now an old man. His hair was grey, and his hands, once strong and swift, moved more slowly. One day, God spoke to Joshua and said, “You are very old, and there is still much land to take possession of.”

Joshua had been faithful. He had obeyed God's instructions, led the people into the Promised Land, and won many battles. But now, he had a different task – he had to divide the land among the twelve tribes of Israel.

Each tribe needed a home. Each family needed a place to grow food, raise animals, and worship God. Joshua wasn't going to lead them in more battles. He was going to help them settle down.

He gathered the leaders of each tribe and told them it was time to begin. The land would not be taken by strength anymore. It would be received as a gift – a gift from God.

Some of the tribes had already received their land. The tribes of Reuben, Gad, and the half-tribe of Manasseh had chosen land on the east side of the Jordan River. They had promised to help in the battles before going home, and they had kept that promise.

Now it was time for the rest.

The first land was given to Judah. It was a large area in the south, full of hills and valleys. It included the city of Hebron. An old warrior named Caleb stepped forward. He was 85 years old, but he stood tall and proud.

"Give me the hill country," Caleb said to Joshua. "That's the land the LORD promised me when I was a young man. I know there are strong people there, but the LORD will help me drive them out."

Joshua smiled. He remembered Caleb's courage from long ago – when they had been spies in the land and Caleb had trusted God when others were afraid.

So Caleb went and claimed Hebron. Even at his age, he was full of strength and faith. He believed God would help him – and He did.

Next came the tribes of Ephraim and the other half of Manasseh. These were the descendants of Joseph. They were given land in the middle of the country, rich and fertile for farming.

But soon, they began to complain.

"This land is too small for us," they said. "We are a large tribe."

Joshua replied, "If you are many, then go clear the forests and make space."

They had been given land – but they didn't want to work for it. Joshua reminded them that God had given them what they needed, but they had to trust and be faithful to use it.

Then something strange happened. Seven of the tribes hadn't even tried to claim their land yet.

Joshua asked, "How long will you wait before you take the land the LORD has given you?"

He chose men from each of the seven tribes and told them to explore the land. They were to walk through it, describe it, and write down what they found. When they returned, Joshua would divide the land fairly.

The men went out, travelled through the regions, and brought back their reports. Then, at the city of Shiloh, where the tabernacle of the LORD was set up, Joshua began the sacred task.

Each tribe was given a portion.

Zebulun and Issachar received land in the Jezreel Valley, known for its grain and grapevines. Naphtali and Asher were given land in the north, with hills, trees, and sea breezes. Dan was assigned land near the coast, but later moved north because of fighting with the Philistines.

But there was one tribe that did not receive land like the others.

The tribe of Levi – the priests and teachers – was different. They were not given a region of their own. Instead, they were given 48 cities scattered throughout all the other tribes, each with pastureland for their animals. This way, every part of Israel would have priests nearby to teach God's law and lead in worship. The Bible says, "The LORD Himself is their inheritance."

Joshua also helped to set up cities of refuge. These were special places where someone who had hurt another person by accident could run to be safe. They would stay there until a fair trial could happen. These cities showed God's justice – but also His kindness and mercy.

Little by little, the land was filled with homes, farms, and families. The people dug wells, planted vineyards, and built villages. The tents they had used in the wilderness were replaced with stone houses and wooden doors.

The people were no longer wanderers.

They were settlers.

They were living in the land God had promised.

When the land had all been divided, Joshua gathered the people together one last time. They met at a place called Shechem, a very important location. It was where Abraham had first built an altar to God when he entered the land long ago.

Now, many years later, the people stood in that same place.

Joshua stood before them and reminded them of everything God had done. He told them the whole story – from Abraham to Moses, from Egypt to Jericho, and from the wilderness to the Promised Land.

"It was not your swords or your strength that gave you this land," Joshua said. "It was the LORD your God."

Then he gave them a choice.

"You must choose today whom you will serve," he said. "Will you serve the LORD, or will you follow the gods of the people around you?"

Then Joshua said something powerful.

"As for me and my house," he declared, "we will serve the LORD."

The people answered, "We will serve the LORD too!"

So Joshua made a covenant with the people that day. He wrote their promise in the Book of the Law. Then he took a large stone and placed it under a tree near the tabernacle.

"This stone will be a witness," Joshua said. "It has heard all the words you said. It will remind you not to forget your promise to the LORD."

And with that, Joshua's work was finished.

He had led the people with courage, helped them obey God, and divided the land with wisdom. He had served faithfully from beginning to end.

He died at the age of 110 and was buried in the land of his inheritance.

For many years after his death, the people of Israel continued to serve the LORD. They remembered Joshua's words and the promises they had made.

The land they lived in was more than just fields and mountains.

It was a gift.

A promise kept.

And every tribe, every family, and every field reminded them of one truth:

God is faithful.

And those who obey Him can live in the blessings He gives.

C) Narration

Parent/Tutor Says:

“Now I want you to tell me the story back in your own words. Try to remember what Joshua did, how the land was divided, and what the people promised at the end.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let's think more about what we've just learned. I'll ask you some questions for your age group.”

i) For Youngest Students (F-2):

1. What did Joshua help the people do after the battles?
2. Why didn't the tribe of Levi get their own land?
3. What did Caleb ask for?
4. What promise did the people make at the end?

ii) For Middle Primary (Years 3-4):

1. Why was it important for Joshua to divide the land fairly?
2. What does it mean that the land was a gift from God?
3. What did the people do at Shechem with Joshua?
4. How do we show thankfulness when God gives us something?

iii) For Upper Primary (Years 5-6):

1. How did the different tribes receive their land?
 2. What happened when some tribes didn't finish clearing their land?
 3. What can we learn from Caleb's faith and courage?
 4. Why is it important to obey God even after receiving His promises?
-

E) Activity Options

Parent/Tutor Says:

“Now let’s do an activity to help us remember the story better. You can pick one from your age group, or we can do the group one together.”

F–2 Activity Options**Option 1: Inheritance Patchwork Map**

Materials: Paper, coloured pencils, scissors, glue

Instructions:

1. Cut out 12 square “land patches” from paper.
2. Colour each one and label it with a tribe name.
3. Glue them onto a big sheet to make a patchwork map of the Promised Land.
4. Talk about how God gave each tribe a special place.

Option 2: Rock of Remembrance Craft

Materials: Small stone, markers or paint

Instructions:

1. Decorate a rock with a Bible word like “faith,” “promise,” or “trust.”
 2. Keep the rock somewhere special to remember God’s promises.
-

Years 3–4 Activity Options**Option 1: Tribe Roleplay Cards**

Instructions:

1. Write the name of a tribe on each card and give a short job or land type (e.g., Judah – mountains, Dan – near sea).
2. Students pretend to be that tribe and act out receiving their land.
3. Discuss how it would feel to receive a gift from God.

Option 2: Caleb’s Courage Poster

Instructions:

1. Create a poster about Caleb.
 2. Include his age, his promise, his bravery, and a Bible verse.
 3. Add a drawing of Hebron, his special land.
-

Years 5–6 Activity Options**Option 1: Shechem Covenant Scroll**

Instructions:

1. On a sheet of paper, write out what the people promised Joshua.
2. Add your own personal promise to God.
3. Roll it up like a scroll and tie it with ribbon.

Option 2: Promised Land Challenge Map

Instructions:

1. Draw a map of the land divided among the 12 tribes.
 2. Mark where Caleb lived, where the Levites' towns were, and where the cities of refuge were.
 3. Write one lesson you learned next to each location.
-

Multi-Age Activity

Drama – “Choose This Day Whom You Will Serve”

Instructions:

1. Act out the final meeting between Joshua and the people at Shechem.
 2. Include parts for Joshua, elders, and the people.
 3. Add a pretend “big stone” and make a declaration as a group: “We will serve the LORD!”
-

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“This story reminds us that God keeps His promises. But once we receive something from God, He wants us to live in a way that honours Him. The Israelites had to choose to follow God after they received the land.”

Read Aloud:

“But as for me and my house, we will serve the LORD.” – Joshua 24:15

Discuss Briefly:

- Why is it important to thank God for what He gives us?
- What are some promises God gives us in the Bible?

Final Encouragement:

“God has given us many good things – our homes, our families, His love. But He wants us to remember Him and live in a way that shows we belong to Him. Just like Joshua said, we can also choose: ‘As for me and my house, we will serve the LORD.’”

Prayer:

Dear God,

Thank You for keeping Your promises. Help us to obey You and be thankful for everything You give. Help us to choose each day to follow You.

Amen.

Australian Curriculum Links:

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules and why rules are important in communities.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present descriptions and explanations using ideas from sources.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate people, events, developments, places and systems.
- AC9HS5S07 — Present descriptions and explanations using findings and viewpoints.

Lesson 14 – Covenant Renewed

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Describe what happened at Shechem when Joshua gathered the people.
 - Understand what it means to remember God's faithfulness and choose to obey Him.
 - Reflect on how we can renew our own commitment to God as families and individuals.
 - Recognise symbols and stories that help communities remember their promises.
-

A) Introduction

Parent/Tutor Says:

"Have you ever made a promise and then later needed to be reminded of it? In today's story, God's people gather at a place called Shechem to remember all that God had done for them. Their leader Joshua asked them to make a choice – to keep serving God or to turn away. Let's listen to how they answered."

B) Informational Story

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

Story: "Covenant Renewed"

It was a day to remember. The people of Israel had finished taking possession of the land. The battles had been won. The cities had been divided among the twelve tribes. Now it was time to look back – and to look forward.

Joshua, the leader of the Israelites, was very old. His hair was white, and his voice was soft, but his heart was still strong. He had led God's people after Moses, through many battles, across rivers and into cities. Now he wanted to speak to the people one last time.

He called them all to a special place: Shechem.

Shechem was more than just a town. It was full of history. Long ago, Abraham had built an altar there after God first promised to give his family the land. Jacob had buried foreign idols under a tree there, choosing to follow the one true God. Later, when Moses led the people, Shechem was the place where the tribes had stood on two mountains – Mount Gerizim and Mount Ebal – to shout out God's blessings and warnings.

Now, once again, the people stood between the mountains. Mothers, fathers, children, and elders gathered under the large oak tree that had seen many generations pass. It was peaceful, but everyone knew something important was about to happen.

Joshua stood before them and spoke in a loud voice. He didn't talk about himself or all the battles he had won. He spoke the words God had given him.

"This is what the LORD, the God of Israel, says..."

And then he told their story.

He reminded them how God had called Abraham from a faraway land and promised to bless his family. He spoke of how God had rescued the Israelites from Egypt with mighty plagues, led them through the Red Sea, and provided food in the wilderness. He reminded them that God had helped them win battles against powerful kings and given them cities and farms they had not built themselves.

"I gave you land you did not work for," Joshua said, "and cities you did not build. You eat from vineyards and olive trees you did not plant. Everything you have comes from Me."

The people listened quietly. Some nodded. Others wept softly. They knew it was true.

Then Joshua said something even more important:

"Now it's your turn to choose. Will you serve the LORD who has done all these things for you? Or will you serve the gods your ancestors once worshipped?"

The people looked at one another.

Joshua's voice grew firm.

"If serving the LORD seems too hard for you, then choose today whom you will serve. But as for me and my household – we will serve the LORD."

The crowd responded with one voice:

"We will serve the LORD!"

But Joshua looked at them seriously.

"You are not able to serve the LORD if your hearts are not truly with Him," he said. "He is a holy and jealous God. If you say yes now and then turn away later, there will be consequences."

Still, the people answered:

"No! We will serve the LORD!"

So Joshua took a large stone and set it under the old oak tree. Then he wrote their promises in the Book of the Law.

"This stone," he said, "has heard everything you said. It will be a reminder to you so that you do not forget your promise."

And from that day on, the stone stood as a witness.

The people went home after the meeting, but something had changed. They weren't just living in God's land now – they had made a choice to live as God's people.

Joshua didn't just want them to remember the past. He wanted them to live rightly in the future. He knew how easy it was to forget. That's why he asked them to gather and choose again.

God had been faithful.

Would they be faithful in return?

This wasn't the first time the Israelites had promised to follow God. They had done it at Mount Sinai, when Moses gave them the Ten Commandments. They had done it again when they crossed the Jordan and built the stone memorial at Gilgal.

But this time felt different.

The people weren't standing in the middle of battles anymore. They were living in homes, planting fields, and raising families. It was easy to get comfortable and forget.

Joshua knew that. And that's why he warned them.

"Don't think this is a small thing," he said. "This is a covenant – a sacred promise."

And the people meant it. That day, they stood before God and promised to follow Him.

Not just with words, but with hearts.

Not just for a moment, but for a lifetime.

The stone remained in Shechem under the tree. Long after Joshua died, it stayed there. When people walked by, they pointed and said, "That's the stone that heard the promise."

Children asked their parents, "What promise?" And the parents replied, "The day we chose to serve the LORD."

And so the memory was passed on.

Years later, people would forget again. They would turn to idols. But the story of Shechem would still be told.

It would remind them to come back. To remember. To recommit.

Even Jesus, many generations later, walked near Shechem. He spoke to a woman at a well, telling her about living water and worshipping God in spirit and truth. God was still calling people to choose.

And today, the choice is still before us.

Not just once, but every day.

Will we serve the LORD?

Will we remember all He has done?

Will we choose to follow Him with all our hearts?

Joshua said, "As for me and my house, we will serve the LORD."

What about us?

C) Narration

Parent/Tutor Says:

“Now I’d like you to tell me the story back in your own words. Try to remember where the people gathered, what Joshua said, and what choice the people made.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s think more deeply about this story and what it means for us today. I’ll ask a few questions depending on your age.”

i) For Youngest Students (F–2):

1. What did Joshua ask the people to choose?
2. What did the big stone under the tree remind them of?
3. Who do you want to serve in your life?

ii) For Middle Primary (Years 3–4):

1. Why did Joshua remind the people of everything God had done for them?
2. What did the people say when Joshua asked them to choose?
3. What helps you remember God’s faithfulness in your life?

iii) For Upper Primary (Years 5–6):

1. Why do you think Joshua warned the people that they might not stay faithful?
 2. What does it mean to “renew a covenant”?
 3. What is something you can do this week to show that your family serves the LORD?
-

E) Activity Options

Parent/Tutor Says:

“Now let’s choose an activity to help us remember the story and what it means. Choose one from your age group, or we can do the group one together.”

F–2 Activity Options

Option 1: My Family Follows God Poster

Instructions:

1. Draw a picture of your family.
2. Above the picture, write or trace the words: “As for me and my house, we will serve the LORD.”
3. Decorate with symbols like a cross, heart, or Bible.

Option 2: Memory Stone Craft

Instructions:

1. Find a small stone or use paper to cut out a “stone shape.”
2. Write a simple message like “Serve God” or “Remember God’s promise.”
3. Place it somewhere in the house where it will remind you to follow God.

Years 3–4 Activity Options

Option 1: Write a Family Promise Card

Instructions:

1. Write your own short family promise to follow God.
2. Include something you'll do this week to live out that promise.
3. Decorate the card and hang it on the wall.

Option 2: Shechem Scene Drawing

Instructions:

1. Draw the people gathered at Shechem.
 2. Include Joshua, the oak tree, the stone, and the mountains in the background.
 3. Add speech bubbles showing what Joshua and the people said.
-

Years 5–6 Activity Options

Option 1: Covenant Speech Rewrite

Instructions:

1. Write your own version of Joshua's speech in modern language.
2. Begin with a summary of what God has done in your life or family.
3. End with a strong commitment: "We will serve the LORD."

Option 2: Stone of Witness Object Lesson

Instructions:

1. Find a stone and paint it with the words "We will serve the LORD."
 2. On paper, write a paragraph explaining what the stone means to you.
 3. Share it with your family and display it as a reminder.
-

Multi-Age Activity

Drama: "The Gathering at Shechem"

Instructions:

1. Assign roles: Joshua, families, narrator, and a stone.
 2. Act out the gathering at Shechem.
 3. Have Joshua give his speech and the people reply. End by placing a pretend stone under a tree or a chair.
 4. Discuss together: "What does it mean to make a promise to God?"
-

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“This story reminds us that following God is a choice. Joshua helped the people remember all the good things God had done, and then he asked them to decide who they would serve.”

Read Aloud:

“But as for me and my house, we will serve the LORD.” — Joshua 24:15

Discuss Briefly:

- Why do we need to remember God’s promises?
- What does it mean for a family to choose to follow God?

Prayer:

Dear God,

Thank You for everything You have done for us. Help us to remember Your love and always choose to serve You. We want our family to follow You together.

Amen.

Australian Curriculum Links:

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules, why rules are important, and consequences of rules not being followed.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present descriptions and explanations using subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop investigative questions.
- AC9HS5S07 — Present explanations using findings and viewpoints.

Lesson 15 – Gideon’s Victory

Theme: Obedience in Weakness and Victory Through Faith

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Describe who Gideon was and how he helped Israel.
 - Explain how obedience to God led to Israel’s victory through Gideon
 - Compare Gideon’s leadership to modern examples of courage and faith .
 - Reflect on how God uses people who are willing to obey, even when they feel weak.
-

A) Introduction

Parent/Tutor Says:

“Have you ever felt like you were too small or too weak to do something important? In today’s story, God chose someone who didn’t feel very strong or brave. His name was Gideon. But because Gideon obeyed, God used him to save the whole country! Let’s find out how.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “Gideon’s Victory”

The sun was setting over the hills of Israel, and in a small town called Ophrah, a man named Gideon was hiding in a winepress. He wasn’t making wine – he was trying to thresh wheat in secret, quietly, so that the enemies wouldn’t find him.

Israel was in trouble again.

The people had turned away from God and started worshipping idols. So God had allowed the Midianites, a cruel and powerful tribe, to attack. The Midianites didn’t build cities or try to live among the people – they just came at harvest time, stole the crops, took the animals, and ruined everything. They rode on camels and came in huge numbers. The Bible says they were “like a swarm of locusts.” They filled the land and left nothing behind.

The Israelites were afraid. Many of them hid in caves and mountains. They had almost nothing to eat. That’s why Gideon was hiding while trying to thresh wheat – he didn’t want to be seen.

Then something amazing happened.

The Angel of the LORD appeared and sat under an oak tree nearby. He looked at Gideon and said something surprising:

“The LORD is with you, mighty warrior.”

Gideon looked up, confused. “Me? Mighty warrior? If the LORD is with us, why has all this bad stuff happened to us?”

But the Angel replied, **“Go in the strength you have. I am sending you.”**

Still, Gideon didn’t believe it. “I’m from the weakest family, and I’m the youngest! I can’t save Israel!”

But God said again, **“I will be with you.”**

That made all the difference.

Gideon wanted to be sure. He asked God for a sign, and when the Angel touched Gideon’s offering with His staff, fire came out of the rock and burned it up. Gideon built an altar there and called it “The LORD is Peace.”

But peace didn’t come by hiding. It came through obedience.

That night, God told Gideon to tear down the altar to Baal that belonged to his own father, and to cut down the pole that was used to worship a false goddess. Gideon obeyed – but he was afraid. So he did it at night.

In the morning, the townspeople were furious. “Who did this?” they shouted.

When they found out it was Gideon, they wanted to kill him. But Gideon’s father stood up for him. “If Baal is a real god, let him punish Gideon himself,” he said. So the people backed off, and from then on, they called Gideon “Jerub-Baal,” which means “Let Baal fight his own battle.”

Then the Midianites gathered again to attack Israel. The Spirit of the LORD came upon Gideon, and he blew a trumpet to call the people to join him. Thousands came – thirty-two thousand soldiers! But God had other plans.

“You have too many men,” God said. “If you win with this many, you’ll think you did it yourselves.”

So Gideon told the soldiers, “If you’re afraid, you can go home.”

And twenty-two thousand left! Only ten thousand were left.

Still, God said, “That’s too many.”

So God gave Gideon a test. He told him to watch how the men drank water from the river. Most of them got down on their knees and drank with their faces in the water. But 300 men scooped water with their hands and stayed alert.

“Those 300,” God said, “will be your army.”

Three hundred men against thousands.

That night, Gideon was still nervous. So God told him, “If you’re afraid, go down to the enemy camp and listen.”

Gideon crept to the edge of the camp and heard two soldiers talking. One said, “I had a dream. A loaf of barley bread came rolling into our camp and knocked over a tent!”

The other soldier replied, “That must mean God has given Gideon victory!”

Gideon smiled. He returned to camp worshipping God. He believed. And now he was ready.

He divided the 300 men into three groups. Each man had a clay jar, a torch inside it, and a trumpet. No swords.

At night, they surrounded the enemy camp. At Gideon’s signal, they broke the jars, raised the torches, and blew the trumpets.

“A sword for the LORD and for Gideon!” they shouted.

The enemy was terrified. In the darkness and confusion, the Midianites began to panic. They thought a huge army was attacking from every side. They turned on each other with their swords and ran away.

The Israelites chased them and won the battle. But it wasn’t their strength that gave them victory – it was their obedience and faith.

After the battle, the people wanted to make Gideon their king.

But Gideon said, **“No. I will not rule over you. The LORD will rule over you.”**

Even though he said the right thing, Gideon still made a mistake. He asked the people to give him gold from the things they had taken from the enemy. With that gold, he made a special garment called an ephod and placed it in his hometown. Sadly, the people began to worship the ephod instead of God.

Gideon lived for many more years, and during his lifetime, Israel had peace.

But after Gideon died, the people forgot. They turned back to idols and broke the covenant again.

Still, Gideon is remembered – not because he was perfect – but because he trusted God when he felt weak. The Bible says in the book of Hebrews that Gideon was a man of faith.

His story teaches us that we don’t have to be strong, brave, or important for God to use us.

We just have to say yes.

C) Narration

Parent/Tutor Says:

“Now I’d like you to tell me the story back in your own words. Try to remember where Gideon was when God spoke to him, how the army got smaller, and what they used to win the battle.”

D) Reflective Thinking Questions

Parent/Tutor Says:

“Let’s think more deeply about this story and what it means for us today. I’ll ask a few questions depending on your age.”

i) For Youngest Students (F–2)

1. What was Gideon doing when the Angel of the LORD spoke to him?
2. How many men did God choose for the army?
3. What did the soldiers shout during the battle?

ii) For Middle Primary (Years 3–4)

1. Why did God want only 300 soldiers to fight?
2. What did the enemy do when they saw the torches and heard the trumpets?
3. What does this story teach us about trusting God even when we feel small?

iii) For Upper Primary (Years 5–6)

1. Why did God reduce the army from 32,000 to 300 men?
 2. How does Gideon’s fear and his obedience both play a part in this story?
 3. Can you think of a time when you felt weak, but God helped you through it?
-

E) Activity Options

Parent/Tutor Says:

“Now let’s do an activity to help us remember this lesson. Choose one that fits your age, or we can do the family one together.”

F–2 Activity Options

Option 1: Torch & Trumpet Craft

Instructions:

1. Make a torch from orange and yellow tissue paper and a cardboard roll.
2. Roll paper into a cone for a trumpet.
3. Act out the moment when Gideon’s army shouted and won the battle.

Option 2: Gideon Puppet Story

Instructions:

1. Make a simple paper puppet of Gideon with a paper bag or popsicle stick.
 2. Retell the story using your puppet.
-

Years 3–4 Activity Options

Option 1: Jar and Torch Model

Instructions:

1. Use a plastic cup or jar to represent the clay pot.
2. Place a paper “torch” inside and decorate it.
3. Write on the jar: “God gives victory through obedience.”

Option 2: Comic Strip – Gideon’s Battle

Instructions:

1. Draw a 4-panel comic of Gideon's story: the call, the shrinking army, the battle plan, and the victory.
 2. Add speech bubbles and captions.
-

Years 5–6 Activity Options

Option 1: Diary Entry from Gideon

Instructions:

1. Write a diary entry from Gideon the night before the battle.
2. Include his feelings, prayers, and trust in God.

Option 2: Role Play Debate – Gideon's Strength

Instructions:

1. Act out a conversation between two Israelites – one who thinks Gideon is too weak and one who believes in God's power.
 2. End with both agreeing to trust God together.
-

Multi-Age Activity

Drama – “From Winepress to Warrior”

Instructions:

1. Assign roles: Narrator, Gideon, Angel, Soldiers, Midianites.
 2. Act out the story with simple props: trumpet, jar, torch.
 3. Finish with everyone shouting: “A sword for the LORD and for Gideon!”
-

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“This story teaches us that God is not looking for the biggest or the strongest person – He is looking for someone who will obey and trust Him. Gideon didn't feel brave, but God said, ‘I will be with you.’ And that was enough.”

Read Aloud:

“Go in the strength you have... I will be with you.” – Judges 6:14,16

Prayer:

Dear God,

Thank You for choosing Gideon, even though he felt weak. Thank You that You are strong, even when we are afraid. Help us to obey You and trust that You will be with us.

Amen.

Australian Curriculum Links:

Foundation (F)

- **AC9HSFS05** — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1S04** — Discuss perspectives related to objects, people, places and events.
- **AC9HS1S06** — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- **AC9HS3K06** — Who makes rules, why rules are important in communities, and the consequences of rules not being followed.
- **AC9HS3S01** — Develop questions to guide investigations about people, events, developments, places and systems.
- **AC9HS3S07** — Present descriptions and explanations using ideas from sources and relevant subject-specific terms.

Years 5–6

- **AC9HS5K07** — How members of communities with shared beliefs and values work together to achieve a common purpose.
- **AC9HS5S01** — Develop questions to investigate people, events, developments, places and systems.
- **AC9HS5S07** — Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.

TOPIC 6

FROM JUDGES TO KINGS

Lesson 16 – Samson & Delilah

Theme: Obedience, Consecration, and Redemption

Target Age: 5–12 years (F–6)

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of Samson, including his divine calling and final act of faith
 - Explain how Samson’s choices affected others and how God used him despite his failures
 - Reflect on the idea of being “set apart” for God and compare it to personal obedience today
 - Recognise that obedience and repentance are important in God’s plan
-

A) Introduction

Parent/Tutor Says:

“Have you ever been given a job or responsibility that felt very important? In today’s lesson, we will hear the story of a man named Samson who was chosen by God even before he was born. He was very strong, but he didn’t always make good choices. Let’s find out how God used him anyway – and how Samson found his strength again through obedience.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “Samson & Delilah”

In the land of Israel, there was a time when the people no longer remembered the LORD their God. Again and again, they turned away from Him. They followed the idols of the nations around them, disobeyed His commandments, and forgot the mighty things He had done to rescue them from Egypt. Because of this, God allowed the Philistines, their enemies, to rule over them for many years.

But even when God's people forgot Him, He never forgot them.

One day, a woman from the tribe of Dan was going about her work when suddenly an angel of the LORD appeared to her. She had never been able to have children, and this made her very sad. But the angel brought good news.

"You will have a son," he said, "and he will be very special. From the time he is born, he must never drink wine, eat anything unclean, or have his hair cut. He will be set apart for God as a Nazirite. And one day, he will begin to rescue Israel from the Philistines."

The woman was amazed. She ran to tell her husband, Manoah. Manoah prayed to God, asking Him to send the man again and teach them how to raise the boy. God heard his prayer and sent the angel a second time. Manoah asked many questions. "What is his mission? What rules must we follow?" The angel repeated the instructions. Then, before their eyes, he rose into the flames of their altar fire and disappeared into the sky. They knew they had seen a messenger from heaven.

When the boy was born, they named him Samson, which means "sunlight." As Samson grew, the Spirit of the LORD began to move in him. God had chosen him, and his strength became like nothing anyone had ever seen.

As a young man, Samson saw a woman from the Philistine town of Timnah. She was not an Israelite, but Samson wanted to marry her. His parents tried to change his mind, but Samson insisted. What they didn't know was that God would use this marriage to bring Samson into conflict with the Philistines.

On the way to see the woman, a lion jumped out at Samson. Without even using a weapon, he tore it apart with his bare hands. He didn't tell anyone. Later, when he returned to the lion's body, he found bees had made a hive inside it. He scooped out the honey and ate it.

At his wedding, Samson made up a riddle about the lion and the honey. He told it to thirty Philistine guests and made a bet. If they could solve it, he'd give them thirty changes of clothes. But they couldn't guess the answer. Instead, they pressured his new wife to get the answer from him. She cried until he gave in, and then she told the men. When they solved the riddle, Samson knew they had cheated.

He became furious. In anger, he left the wedding, went to another town, and struck down thirty Philistines to pay his debt. When he came back, he found that his wife had been given to someone else. Again, Samson sought revenge. He caught 300 foxes, tied them in pairs with flaming torches between their tails, and let them loose in the Philistine fields. The crops were destroyed.

The Philistines were enraged. They came to attack Samson, but he struck them down. At one point, he used the jawbone of a donkey to defeat a thousand Philistine soldiers. Another time, he lifted the heavy city gates of Gaza and carried them up a hill. Everyone feared his strength.

But strength alone doesn't make someone wise or godly.

Then came Delilah.

Samson loved Delilah, a woman who lived in the valley of Sorek. The Philistine rulers offered her a great deal of silver if she could find out the secret of Samson's strength.

She asked him, "Tell me, how can you be tied up and made weak?"

Samson didn't tell her the truth. Instead, he gave her silly answers: "Tie me up with fresh bowstrings," he said once. Another time he said, "Use new ropes." Each time, she tied him while he slept and called, "Samson! The Philistines are coming!" Each time, he broke free easily.

Delilah nagged him every day. She cried. She pleaded. She said, “How can you say you love me when you won’t share your heart with me?”

At last, Samson gave in.

He told her, “I’ve been a Nazirite since birth. My hair has never been cut. If my head is shaved, I’ll lose my strength.”

Delilah knew this was the truth.

That night, while Samson slept on her lap, she called for a man to shave off the seven braids of his hair.

“Samson! The Philistines are coming!” she shouted again.

Samson jumped up – but this time, his strength was gone.

The LORD had left him.

The Philistines captured him. They gouged out his eyes and took him to Gaza. There, they tied him in chains and made him grind grain in prison.

It was a dark time for Samson – literally and spiritually.

But even in prison, God was not done with him.

Samson’s hair began to grow again. More importantly, his heart began to change. He had been proud, careless, and disobedient. But now, blind and broken, he remembered his calling. He began to pray.

One day, the Philistines held a great festival to honour their god Dagon. Thousands of people gathered in the temple. They said, “Bring out Samson so we can laugh at him!”

A young servant led Samson by the hand into the centre of the temple. Samson asked, “Put my hands on the pillars that hold up the roof so I can lean on them.”

Then he prayed, “Sovereign LORD, remember me. Please give me strength just once more.”

With one final effort, Samson pushed against the pillars. The stone columns cracked. The roof collapsed. The entire building fell, crushing everyone inside – including Samson.

In his death, Samson defeated more Philistines than he ever had while alive.

His family came and buried him in his hometown. He had judged Israel for twenty years.

Samson was not perfect. He made many mistakes. He didn’t always honour the vow God gave him. But in the end, he turned back to God.

And God heard him.

The story of Samson became a story told for generations. Parents told their children how God gave Samson strength, how he failed, and how he returned to the LORD. They said, “God can use anyone who turns back to Him.”

In the New Testament, Samson’s name appears in the list of heroes of faith in Hebrews 11. He is remembered not because he was strong, but because in his final hour, he trusted God.

His life reminds us that God's gifts come with responsibility. That pride leads to weakness. And that even when we mess up, God's mercy is greater.

Samson's final act of strength wasn't about showing off – it was an act of obedience. He said, "Let me do one more thing for God."

And God answered.

That is grace. That is redemption.

That is the true strength in Samson's story.

No matter how far we've fallen, God says, "Come back to Me." And when we do, He forgives, restores, and gives us strength to do His will again.

Samson's life was messy – but it was never forgotten.

Because in the end, he remembered God.

And God remembered him.

C) Narration Activity

Parent/Tutor Says:

"Now that you've listened to the story, I'd like you to tell me everything you remember. Try to tell the story back in your own words, from the beginning to the end. You can include who Samson was, what happened with Delilah, and how God used Samson in the end."

D) Reflective Thinking Questions

Parent/Tutor Says:

"Let's now think more deeply about what this story means and what we can learn from it. Choose the set of questions that matches your age level."

i) For Youngest Students (F–2):

1. Who gave Samson his strength?
2. Why did Delilah want to know Samson's secret?
3. What happened when Samson lost his strength?
4. How did God use Samson in the end?

ii) For Middle Primary Students (Years 3–4):

1. Why was Samson's hair important to his promise to God?
2. What did Samson do when he was in prison?
3. What does this story teach us about making good choices?
4. What does this story show us about God's forgiveness?

iii) For Upper Primary Students (Years 5–6):

1. How did Samson’s pride and poor choices affect his life and others?
 2. What signs of repentance and faith do we see in Samson at the end of the story?
 3. Why do you think God still used Samson, even after he failed?
 4. What does it mean to live a life that is “set apart” for God?
-

E) Activity Options

Parent/Tutor Instructions:

“Choose an activity below based on your child’s age level. Let them create, act, or explore the story in a fun and meaningful way.”

F–2 Age Group:

Option 1: Make a Samson Puppet

- Materials: Paper bag or toilet roll, markers, yarn (for hair), glue
- Instructions: Make a puppet of Samson. Add long yarn hair and strong arms. As you craft, talk about what made Samson strong (not muscles – but God!).

Option 2: Build a Temple Pillar Model

- Materials: Blocks, plastic cups, or cardboard rolls
 - Instructions: Build two pillars and a “roof.” Use a small doll or paper cut-out for Samson. Retell the story and gently knock the temple down when Samson prays for strength.
-

Years 3–4 Age Group:

Option 1: “Samson’s Strength Comes From God” Poster

- Draw Samson with long hair and strong arms. Around him, write words that describe true strength (faith, obedience, trust).
- Write a verse at the bottom: “The joy of the Lord is your strength” (Nehemiah 8:10).

Option 2: Write a “Prayer of Return”

- Pretend you are Samson in prison. Write a short prayer asking God to forgive you and give you strength. Decorate your paper with symbols of hope like stars, hearts, or the cross.
-

Years 5–6 Age Group:

Option 1: Diary Entry from Samson

- Write two entries: one while he is in prison, reflecting on his regrets; the second on the day of the temple collapse, asking God for strength one last time.
- Share what Samson might have learned about God’s grace.

Option 2: Debate or Role-play: “Is Strength Always Good?”

- Act out a short scene between Samson and a young child, where Samson explains what he learned about strength, obedience, and God’s forgiveness.
 - Discuss as a family: What is better – being strong or being obedient?
-

All-Ages Multi-Child Option: “Strength from God” Game and Discussion

- Write down “gifts from God” on slips of paper: strength, courage, kindness, wisdom, etc.
 - Mix in “temptations”: pride, selfishness, fear, etc.
 - Draw and sort the papers into two piles: things that honour God vs. things that lead us away.
 - Discuss how we can use our gifts in a way that pleases God.
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“Let’s look at what the Bible teaches us through Samson’s story.”

Read aloud:

“But he said to me, ‘My grace is sufficient for you, for my power is made perfect in weakness.’” – 2 Corinthians 12:9

Samson’s strength wasn’t just about muscles – it came from God. But when he forgot his calling, he became weak. God still loved him, and when Samson turned back to God, he was forgiven and used for a great purpose.

Even when we mess up, if we turn back to God and say, “Remember me,” He always hears. Samson teaches us that obedience matters more than talent, and that God’s power works through humble hearts.

Close in Prayer:

“Dear God, thank You for loving us, even when we make mistakes. Help us to obey You and remember that true strength comes from You. Teach us to be faithful, just like Samson in the end. In Jesus’ name, Amen.”

Australian Curriculum Links:

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules, why rules are important in communities, and the consequences of rules not being followed.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present descriptions and explanations using relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate people and events.
- AC9HS5S07 — Present descriptions and explanations using findings and viewpoints.

Lesson 17 – Ruth & Boaz

Theme: Obedience, Loyalty, and the Redeemer
Christian Homeschool Course – Primary (Ages 5–12)

Lesson Objectives

By the end of this lesson, students will be able to:

- Retell the story of Ruth and Boaz in their own words
 - Describe how acts of kindness and obedience shaped the future of Israel
 - Reflect on God’s provision and redemption through the quiet faithfulness of ordinary people
 - Understand how God honours loyalty, humility, and obedience
 - Understand the idea of loyalty, kindness, and God’s care through everyday actions.
 - Recognise how ancient Israelite customs like gleaning and family redeemers helped people in need.
 - Reflect on how small choices of obedience and love can change lives.
 - Appreciate how Ruth’s story is part of God's bigger plan of redemption.
-

A) Introduction

Parent/Tutor Says:

“Today we’re going to hear a beautiful true story from the Bible. It’s not a story of battles or kings, but of a woman named Ruth, who was loyal and kind, and a man named Boaz, who chose to do what was right. This story reminds us that God sees every act of faith and obedience, even when it seems small.”

B) Informational Story

Parent/Tutor Says:

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: “Ruth & Boaz”

A long time ago, in the land of Israel, there was a very sad time when many people forgot to follow God. These were the days of the judges, and there were no kings. Sometimes, people did whatever they thought was right – even when it wasn’t. But during those hard days, a very beautiful story unfolded. It wasn’t a story of battles or kings, but of kindness, loyalty, and God’s quiet love.

There was a woman named Naomi who lived in Bethlehem with her husband Elimelek and their two sons. A great famine came to the land. The crops would not grow, and there was not enough food to eat. So, Naomi’s family packed their belongings and moved to a country called Moab, where they hoped to find food and a better life.

While they were living in Moab, Naomi’s husband died. Her two sons grew up and married women from Moab. One wife was named Orpah, and the other was named Ruth. Naomi still loved and cared for her family, even though her heart was heavy with grief. Then, something even sadder happened. Both of Naomi’s sons died. Now Naomi and her two daughters-in-law were all widows.

Naomi was heartbroken. She decided to return to Bethlehem because she heard that the Lord had blessed the land again and the harvests had returned. She told Orpah and Ruth, “Go back to your own families. You are still young. You can remarry and have children. You don’t need to stay with me.”

Orpah wept and hugged Naomi. She kissed her goodbye and walked away. But Ruth did not leave. She held Naomi’s hand tightly.

“Please don’t ask me to go,” Ruth said. “Where you go, I will go. Where you live, I will live. Your people will be my people, and your God will be my God. Where you die, I will die, and I will be buried there too.”

Naomi saw that Ruth was determined to stay, so they journeyed together all the way to Bethlehem.

When they arrived in Bethlehem, the people were surprised. “Is this Naomi?” they asked.

Naomi said, “Don’t call me Naomi, which means ‘pleasant.’ Call me Mara, which means ‘bitter.’ I left here full, but the Lord has brought me back empty.”

Ruth stayed close to Naomi. They had no home, no money, and no food. But Ruth was not lazy or afraid. She said, “Let me go into the fields and pick up the leftover grain.” In Israel, God had made a special law: farmers must leave some of the harvest behind for poor people to gather. This was called gleaning.

So Ruth went to work. She picked up bits of barley left behind by the harvesters. It was hot, hard work. She bent low again and again, gathering what she could. She didn’t know it, but the field she chose belonged to a kind and godly man named Boaz.

Boaz came to the field and greeted his workers, “The Lord be with you!” They answered, “The Lord bless you!” Boaz looked across the field and noticed Ruth.

“Who is that young woman?” he asked.

“She is the Moabite who came back with Naomi,” one worker said. “She has worked hard since morning with hardly any rest.”

Boaz went to Ruth. “Don’t go to any other field,” he said kindly. “Stay close to my servant girls. I’ve told the men not to bother you. And when you’re thirsty, you may drink from our jars.”

Ruth bowed down. “Why are you so kind to me? I’m just a foreigner.”

Boaz replied, “I’ve heard what you did for Naomi. You left your family and your country to help her. May the Lord bless you for what you have done.”

At lunchtime, Boaz invited Ruth to eat with the harvesters. She dipped her bread in vinegar and ate until she was full. Then Boaz told his workers, “Let her pick even from the best stalks. Drop some on purpose for her.”

That evening, Ruth returned home with almost a full sack of barley. Naomi’s eyes widened. “Where did you glean today?”

Ruth said, “The man’s name was Boaz.”

Naomi smiled for the first time in a long while. “Boaz is one of our family redeemers!”

In Israel, a family redeemer was someone who could help a relative in need. If someone had to sell their land or became very poor, a family redeemer could buy back the land and help the family. If a woman’s husband died and she had no children, the family redeemer could marry her so that the family line would continue.

Naomi saw that God might be writing a new story for them.

Ruth kept working in Boaz's field through the harvest. One night, Naomi gave her special instructions. "Wash, put on your best clothes, and go to the threshing floor where Boaz is working. Wait until he lies down to sleep. Then uncover his feet and lie there."

This may sound unusual today, but in that time, it was a quiet and respectful way to ask Boaz to be a redeemer.

Ruth did exactly as Naomi told her. In the dark of night, Boaz awoke and found her at his feet. "Who are you?" he asked.

"I am Ruth," she answered. "Please spread the corner of your garment over me, for you are a redeemer."

Boaz was deeply moved. "You have shown great kindness. You didn't chase after younger men. Don't be afraid. I will do everything you ask. But there is one man who is more closely related to Naomi than I am. If he won't redeem, I will."

Early the next morning, Boaz sent Ruth home with six measures of barley – enough food to last many days.

Then Boaz went straight to the town gate. That's where business and legal matters happened in Israel. He sat down with ten elders and waited. When the closer relative passed by, Boaz said, "Sit down, friend."

Boaz explained the situation: "Naomi is selling land that belonged to her husband. Will you redeem it?"

The man said, "Yes, I will."

Then Boaz added, "If you buy the land, you must also marry Ruth the Moabitess."

The man changed his mind. "I can't. It might harm my own inheritance."

So he took off his sandal and gave it to Boaz. That was their way of saying, "It's your right now."

Boaz stood and declared, "You are all witnesses that I have bought the land and that Ruth will be my wife."

Everyone cheered. "May the Lord bless your home! May Ruth be like Rachel and Leah who helped build Israel!"

Boaz married Ruth. And the Lord gave them a son. They named him Obed.

Naomi held the baby in her arms. The women of the town said, "Naomi has a son!" They meant that joy had returned to her life.

Obed grew up and became the father of Jesse. And Jesse became the father of David – the shepherd who would one day be king.

Many years later, another baby would be born in Bethlehem from this same family line. His name was Jesus. He is the greatest Redeemer of all, sent by God to save people from sin and bring them into God's family.

The story of Ruth and Boaz shows us that God cares about people who are hurting and poor. He uses kind, loyal people to do His work – even when the world feels broken and dark. Ruth was not an Israelite. She was from Moab. But she chose to trust in the God of Israel. Boaz was strong and wealthy, but he used his strength to protect others and honour God.

There were no mighty battles in Ruth’s story. No miracles or plagues. Just barley, bread, kindness, and trust. And in those small things, God was working out something big – something that would one day change the whole world.

C) Narration

Parent/Tutor Instructions:

"Now I’d like you to retell the story of Ruth and Boaz in your own words. Start from Naomi and Ruth leaving Moab and try to remember what happened step by step. You can tell me aloud, or draw pictures to help remember the story if you like. If you forget something, that’s okay – just do your best!"

D) Reflective Thinking Questions

Parent/Tutor Instructions:

"Let’s think a bit more about what we’ve learned. Choose the questions for your child’s age group. Allow them time to think and answer in their own words."

i) Youngest Students (F–2):

1. Why did Ruth choose to go with Naomi?
2. What is gleaning, and why did Ruth do it?
3. How did Boaz help Ruth?
4. How do you think Ruth felt when she had a baby and Naomi smiled again?

ii) Middle Primary Students (Years 3–4):

1. What does this story teach us about kindness and loyalty?
2. What do you think a “family redeemer” is?
3. How did Ruth obey God, even when she was sad?
4. How do you think small choices like gleaning and sharing grain can be part of God’s big plan?

iii) Upper Primary Students (Years 5–6):

1. How does Ruth’s decision to stay with Naomi show courage and obedience?
 2. Why was Boaz’s kindness important in a world where women like Ruth had very few rights?
 3. What are some ways that Ruth’s story prepares us to understand Jesus as our Redeemer?
 4. What do you learn about God from this story, especially in times of suffering or hardship?
-

E) Activity

Parent/Tutor Instructions:

"Choose one or more hands-on or creative activities below for your child’s age group. Each activity helps them explore what they’ve learned in the story."

F–2 Students:

Activity Option 1 – Ruth’s Gleaning Basket Craft

1. Give your child a small paper or cardboard basket shape.

2. Cut out or draw barley stalks on yellow paper.
3. On each stalk, write or draw one kind thing they could do for someone.
4. Put the stalks in the basket.
5. Say: “Just like Ruth gathered barley, you are gathering kind actions.”

Activity Option 2: Loyalty Hearts

- Materials: red or pink paper, markers
- Instructions: Cut out heart shapes. Write “Where you go, I will go...” on each heart. Decorate it and give it to someone you want to show love and loyalty to.
- Talk about how Ruth stayed with Naomi even when it was hard.

Activity Option 3 – Dramatic Reenactment: Ruth and Naomi’s Journey

1. Dress up and act out the part where Ruth says, “Where you go, I will go.”
2. Use a scarf or shawl and a small bag to ‘travel’ from Moab to Bethlehem.
3. Switch roles and repeat.

Years 3–4 Students:

Activity Option 1: Boaz’s Welcome Poster

- Create a poster showing Boaz’s kindness to Ruth. Include a drawing of the field, a picture of Boaz offering help, and a verse like “The LORD bless you.”
- Extension: Write 2–3 sentences about how we can make newcomers feel welcome today.

Activity Option 2: Act it Out – “Ruth in the Field”

- Characters: Ruth, Boaz, workers, Naomi
- Retell the part of the story where Ruth gleans and meets Boaz. Use a basket and pretend barley.
- After acting, discuss: “What does it mean to show kindness when no one asks you to?”

Activity Option 3 – “Boaz’s Field” Diorama

1. Use a shoebox or tray to make a 3D field with paper grain, tiny people (drawn or Lego), and labelled areas.
2. Include Ruth gleaning, Boaz watching, and workers harvesting.
3. Label parts: ‘Gleaning’, ‘Harvesting’, ‘Kindness’, ‘God’s Plan’.

Activity Option 4 – Boaz’s Blessing Scroll

1. On parchment-coloured paper, write a speech from Boaz blessing Ruth and Naomi.
2. Decorate with barley heads and kind words like “Loyalty”, “Courage”, “Obedience”.

Years 5–6 Students:

Activity Option 1 – Write a Modern “Ruth” Letter

1. Write a fictional letter from Ruth to a friend in Moab explaining why she stayed with Naomi and what happened next.
2. Include her faith in God and what she learned through the hard times.

Activity Option 2 – “Family Redeemer” Discussion & Poster

1. Create a visual chart comparing Boaz and Jesus as redeemers.

2. Include things like “Gives protection,” “Pays a cost,” “Shows kindness,” “Brings new life.”
3. Add a Bible verse at the bottom: “*Christ has redeemed us...*” (*Galatians 3:13*)

Activity Option 1: “Ruth’s Journey” Diary

- Write 2 diary entries as if you are Ruth: one on the road to Bethlehem, and one after Boaz agrees to redeem her.
 - Extension: Add a paragraph reflecting on how Ruth’s obedience led to a big blessing.
-

Multi-Age Option 1: “The Line of Ruth” Family Tree Art

1. Create a family tree starting with Ruth and Boaz → Obed → Jesse → David.
2. At the top, add Jesus as the promised Redeemer.
3. Decorate with barley, hearts, and crosses to show both history and hope.
4. Read Matthew 1:5–6 together and locate Ruth’s name in Jesus’ family line.
5. Discuss what it means that Ruth’s story became part of God’s plan to send Jesus.

Multi-Age Option 2: Build a “Redeemer Tree” Together

- Use a small tree branch or posterboard. Make leaf-shaped cards.
 - On each leaf, write something that a redeemer might do (e.g., help the poor, show kindness, protect someone, pay a debt).
 - Talk about how Jesus is our greatest Redeemer who saves us from sin.
-

F) Biblical Connection & Wrap-Up

Parent/Tutor Says:

"The story of Ruth and Boaz teaches us that God sees us even when we feel small or alone. He used Ruth’s obedience and Boaz’s kindness to help Naomi and bring joy back into their lives. Even when life was hard, Ruth trusted God – and He gave her a very special reward: she became part of the family line of Jesus!

God is still writing stories like this today. He brings people into His family and uses ordinary acts of love to do great things.

Let’s read this verse together:

‘The Lord bless you and keep you.’ – Numbers 6:24

That’s what Boaz prayed over Ruth. And God did bless her!

Now let’s say a short prayer:

“Dear God, thank You for Ruth’s kindness and Boaz’s honour. Help us to obey You, love others, and trust Your plan, even when it’s hard. Amen.”

Australian Curriculum Links for Lesson 17

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K07** — Why people participate within communities and how students can actively participate and contribute to communities.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present descriptions and explanations using relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate people and events.
- AC9HS5S07 — Present explanations using findings and viewpoints.

Lesson 18 – The Birth of Samuel

Subject: History, Geography & Civics (F–6)

Course Theme: Obedience, Prayer, and Hearing God

Lesson Objectives By the end of this lesson, students will:

- Recognise how personal prayer and obedience to God shaped the life of Samuel.
 - Understand how God hears prayers and chooses humble people to do important things.
 - Identify how individuals like Hannah and Samuel contributed to shaping their community.
 - Reflect on how they can listen to God and respond in obedience.
-

A) Introduction Parent/Tutor Says: “Today we are going to learn about a boy in the Bible named Samuel. He lived in a time when people were not listening to God, but he chose to listen and obey. First, I will read you a story. I want you to listen carefully, because afterward, you will get a chance to tell the story back to me in your own words.”

B) Informational Story Parent/Tutor Says: “I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

Story: The Birth of Samuel

It was the time of the judges, and the spiritual condition of Israel was grim. Though the tabernacle remained at Shiloh and sacrifices continued, true worship was rare, and genuine leadership was fading. Eli, the priest, had served faithfully for years, but his eyesight was dim and his sons were corrupt. Hophni and Phinehas, supposed priests of the LORD, stole from the offerings and lay with women who were not their wives. This kind of behaviour was not right, as they treated something that was meant to be sacred, as though it was common. And the people of Israel followed their example.

It was a time of religion without reverence. Of noise without holiness.

And in the shadows of this corruption lived a woman with a broken heart.

Hannah.

Her name meant “grace,” but her life felt empty. She loved her husband, Elkanah, and he loved her. But she didn’t seem to be able to conceive and have a child. Each year, when the family went to Shiloh to offer sacrifices, Elkanah gave portions to Peninnah, his other wife, and to her children – but to Hannah, he gave a double portion, “because he loved her, though the LORD had closed her womb.”

Peninnah mocked her. She boasted that she had children, but Hannah did not, turning Hannah’s sorrow into scorn. Day after day, she provoked her to tears. The pain of her infertility became heavier with each passing year. Hannah’s heart grew raw.

And yet, she worshipped.

One year, after they had eaten and drunk in Shiloh, Hannah stood up.

She walked quietly to the door of the tabernacle, where Eli was seated on his chair. There, she bowed low and wept bitterly, her shoulders shaking. No one else would hear her cry – but God would.

She made a vow.

“O LORD Almighty, if You will look upon Your servant’s misery and not forget me, but give me a son, then I will give him to You all the days of his life, and no razor shall touch his head.”

It was a Nazirite vow – a life wholly set apart to God.

As she prayed, Eli watched. Her lips moved but no sound came out. He frowned, misjudging her devotion. “How long will you stay drunk?” he said harshly. “Put away your wine!”

Hannah looked up with tear-filled eyes.

“No, my lord,” she said, her voice trembling. “I am not drunk. I have poured out my soul before the LORD. Do not take me for a wicked woman. I have been praying here out of great anguish and grief.”

Eli’s rebuke softened. “Go in peace,” he said. “And may the God of Israel grant you what you have asked of Him.”

She walked away, her face no longer downcast.

In time, Hannah conceived. She gave birth to a son and named him Samuel, meaning “God has heard.” Her heart rejoiced – not because she had a child to keep, but because she had a child to give.

When the boy was weaned, likely around age three, she did what many would find impossible.

She travelled again to Shiloh, bringing a young bull, flour, and wine. She found Eli and said, “Pardon me, my lord. As surely as you live, I am the woman who stood here beside you praying to the LORD. I prayed for this child, and the LORD has granted me what I asked of Him. So now I give him to the LORD. For his whole life he will be given over to the LORD.”

And she left him there.

It was a sacrifice born of trust, not despair. Hannah’s story teaches us that what we give to God is not lost – it is multiplied.

Samuel served at Shiloh under Eli. He wore a little linen ephod, like a priest, though he was only a boy. Each year, Hannah returned with a new robe she had sewn with love, measuring his growth with stitches and hope. God saw her faithfulness and blessed her with more children – three sons and two daughters.

But Samuel was her first, and he was the LORD’s.

Meanwhile, Eli’s sons continued in wickedness. They treated the LORD’s offerings with contempt and slept with the women who served at the tabernacle entrance. Though Eli rebuked them, he did not restrain them.

So God sent a prophet with a warning.

He told Eli that judgment was coming – that his house would fall, and that God would raise up a faithful priest.

And then came the night.

Samuel was lying in the tabernacle near the ark of God. It was still dark. The lamp of God had not yet gone out.

And the LORD called, “Samuel!”

The boy ran to Eli. “Here I am,” he said. “You called me.”

“I did not call,” Eli replied. “Go back and lie down.”

It happened again.

And again.

Finally, Eli understood. “If He calls again, say, ‘Speak, LORD, for Your servant is listening.’”

Samuel returned to his bed. The voice came again.

“Samuel! Samuel!”

And the boy answered, “Speak, LORD, for Your servant is listening.”

God gave him a message of judgment – a hard word for Eli. In the morning, Eli asked, “What did the LORD say?”

Samuel hesitated, but Eli urged him.

So, Samuel told him everything.

Eli sighed. “He is the LORD. Let Him do what is good in His eyes.”

From that day, the LORD was with Samuel.

He grew in wisdom, and all Israel came to know him as a prophet.

The Word of the LORD returned to Israel.

And it all began with the cry of a barren woman... and the whisper of a child in the dark.

Samuel’s story is one of obedience, His mother’s obedience and his own. His life was an answer to prayer and a vessel for God’s purposes. He bridged the era between judges and kings, anointing both Saul and David, standing before crowds and kings alike with courage born of calling.

But his strength was never in power or position – it was in attentiveness, in listening to God.

When God spoke, Samuel listened.

In a world full of noise, he heard the still small voice. In a time when few obeyed, he served faithfully. He is a reminder that one obedient life can change the course of a nation.

And it all began with a woman who dared to pray and a child who dared to listen.

Samuel’s legacy echoes through history – not in battles or monuments, but in words... words from God that called His people back.

May we, too, be a people who say, “Speak, LORD, for Your servant is listening.”

C) Narration Parent/Tutor Instructions: “Now that you’ve heard the story, I want you to tell it back to me in your own words. You can begin with, ‘Once there was a woman named Hannah...’ and keep going from there. Try to remember as much as you can.”

D) Reflective Thinking Questions Parent/Tutor Instructions: Ask the relevant set of questions based on the age of each child.

i) Foundation–Year 2:

1. Who was Hannah, and what did she want?
2. What did Hannah promise God?
3. What did little Samuel hear in the night?
4. Why is it good to listen to God?

ii) Years 3–4:

1. Why do you think God chose to speak to Samuel, a child?
2. How did Hannah’s prayer help her community in the end?
3. What does this story teach us about how families and faith shape a community?
4. How can we make quiet time to listen to God?

iii) Years 5–6:

1. How did Samuel’s obedience help change the direction of Israel’s history?
 2. In what ways did Hannah and Samuel contribute to their community?
 3. What does the phrase “The Word of the LORD was rare in those days” mean to you?
 4. What lessons can we learn about prayer, trust, and obedience?
-

E) Activity Options Parent/Tutor Instructions: Choose one or more activities for your child’s age group. Give support as needed.

i) Foundation–Year 2 Activities Option 1: Samuel’s Listening Ears

- Draw a big face of a child on paper.
- Cut out and paste two big ears labelled “I will listen to God.”
- Decorate the ears with things they might hear from God (e.g. Be kind, Be honest).

Option 2: Hannah’s Prayer Box

- Give your child a small box to decorate.
- Let them write or draw one prayer to put inside the box.
- Say together: “God hears my prayers.”

ii) Years 3–4 Activities Option 1: Prayer and Promise Journal

- Fold a booklet or use a notebook.
- Title one page “My Prayers” and another “God’s Promises.”
- Add drawings or sentences about things they are praying for and Bible verses.

Option 2: Samuel's Night Story Comic

- Make a 4-panel comic strip about the night God called Samuel.
- Include speech bubbles and captions.

iii) Years 5–6 Activities Option 1: Samuel's Leadership Timeline

- Draw a timeline of Samuel's life: his birth, God's call, and later leadership roles (priest, prophet, judge).
- Add short notes about what he did at each stage and how he obeyed God.

Option 2: Modern-Day Listening Skit

- Write and act out a short skit: a child today hears from God in prayer.
- The skit should show someone responding in obedience like Samuel.

Multi-Age Option: "Speak, LORD" Door Hanger Craft

- Each child creates a door hanger that says: "Speak, LORD, your servant is listening."
- Decorate with stars, beds, or symbols of quietness.
- Hang it near their bed as a reminder to be attentive to God.

F) Biblical Connection & Wrap-Up Parent/Tutor Says: "Samuel learned to listen to God even when he was very young. Jesus also listened and obeyed His Father in everything. In the Bible, Jesus said, 'My sheep listen to my voice; I know them, and they follow me.' (John 10:27)"

Let's pray together: 'Lord, help me be like Samuel. Help me listen to Your voice, obey Your Word, and trust You. Thank You for hearing our prayers, just like You heard Hannah. Amen.'"

Australian Curriculum Links for Lesson 18

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K07 — Why people participate within communities and how students can actively participate and contribute to communities.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present explanations using relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop investigative questions.
- AC9HS5S07 — Present descriptions and explanations using findings and viewpoints.

Lesson 19: Israel Asks for a King & God Chooses Saul

Theme: Obedience to God in Leadership

Character Focus: Obedience

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of Israel asking for a king and God choosing Saul.
- Recognise the consequences of choosing human leadership over trusting God.
- Identify the importance of rules and leadership in communities and compare them with God's commands.
- Explore how leaders are chosen and what makes a good leader.
- Understand that true obedience means following God, even when others want a different way.
- Apply the lesson of obedience in their own lives, by respecting parents, teachers, and God's Word.

A) Introduction

Parent/Tutor Says:

"Today we are going to learn about a very important time in the history of God's people, Israel. For many years, Israel had no king. God Himself was their King, and He guided them through judges and prophets. But one day, the people decided they wanted to be like other nations. They wanted a king they could see. Let's find out what happened when they asked for a king, and how God chose Saul to be their first king."

B) Informational Story – *Israel Asks for a King & God Chooses Saul*

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

.....

Long ago, before Israel had kings, the people lived in a very unusual way compared to the nations around them. They didn't have one ruler who wore a crown, sat on a throne, or commanded an army at all times. Instead, they had something far greater. God Himself was their King. He led them through special men and women called judges. Whenever Israel faced danger, God raised up a judge to rescue and guide them. It was an amazing arrangement, because no human ruler could compare to God's wisdom, power, and care.

But the people of Israel had hearts just like ours – sometimes thankful and obedient, and other times stubborn and forgetful. Over time, they began to look around at the nations nearby. Those nations had mighty kings who rode into battle, kings who built palaces, kings who looked powerful. Israel began to think, *"Why don't we have a king like that? We want to be like them!"*

At this time, the prophet Samuel was old. Samuel had served God faithfully since he was a boy. Do you remember how Samuel first heard God's voice in the temple as a child? Now, years later, he had led Israel through many challenges. But Samuel's sons, Joel and Abijah, were not like him. They were judges in Beersheba, but instead of being fair, they took bribes and twisted justice. The people saw this and felt disappointed.

So the elders of Israel – the respected leaders of each tribe – decided to visit Samuel. One hot day, with dust rising from the road, they travelled to the town of Ramah where Samuel lived. They came with heavy steps and serious faces. When they entered Samuel's house, their voices were firm:

"Samuel, you are old, and your sons do not walk in your ways. Appoint for us a king to lead us, just like all the other nations have."

Samuel's heart sank. For years he had prayed, judged, taught, and listened to God on their behalf. Now the people were rejecting not only him, but also the special way God had chosen to rule His people. Samuel felt sorrow, but he did the right thing: he prayed.

And God answered him.

"Listen to the people, Samuel," God said. "It is not you they are rejecting. They are rejecting Me as their King. From the day I brought them out of Egypt, they have often turned away from Me. Give them a king, but warn them first. Tell them what it will mean."

So, Samuel gathered the people. His voice was steady as he warned them:

"This is what a king will do. He will take your sons to drive his chariots and fight in his armies. He will take your daughters to cook and serve. He will take your best fields, your vineyards, and your flocks. You will cry out because of the king you chose, but the LORD will not answer you in that day."

The people listened – but their hearts were set. They shook their heads.

"No! We want a king over us. Then we will be like all the other nations, with a king to lead us and fight our battles."

God said again to Samuel, "Give them a king."

Far away in the hill country of Benjamin lived a tall, strong young man named Saul. Saul was the son of Kish, a wealthy farmer. Saul stood head and shoulders above other men. He was handsome and strong, but at this time he was also humble and shy. He had no idea that God was preparing him to be Israel's first king.

One day, Kish's donkeys wandered away. This was a serious problem – donkeys were valuable for farming and carrying loads. Kish turned to Saul.

"Take one of the servants with you and go look for the donkeys."

So Saul and his servant travelled across the land. They walked through the hills of Ephraim, then the region of Shalisha, then Shaalim, and finally the land of Zuph. But the donkeys were nowhere to be found. Saul

sighed. His feet were sore, and his stomach was empty.

“Let’s go back,” he said. “Father will start worrying about us instead of the donkeys.”

But the servant had another idea. “In this town, there is a man of God. Everything he says comes true. Let’s go and ask him which way to go.”

That man of God was Samuel. And God had spoken to Samuel the day before:

“Tomorrow I will send you a man from Benjamin. You must anoint him as ruler over My people.”

When Samuel saw Saul coming, God whispered, “This is the man.”

Samuel welcomed Saul and invited him to a special feast. He gave Saul the seat of honour and the best portion of meat. Saul was amazed.

“Why are you treating me this way? I am from the smallest tribe of Israel – the tribe of Benjamin. My family is not important.”

But Samuel smiled. He knew God had chosen Saul.

The next morning, Samuel took Saul aside. He poured oil from a flask over Saul’s head. The oil trickled down his hair and face. This was the sign that Saul was anointed – the chosen one of God. Samuel said, “The LORD has chosen you to be ruler over His people.”

Then Samuel told Saul about several signs that would confirm God’s choice:

- He would meet two men near Rachel’s tomb who would tell him the donkeys were found.
- He would meet three men carrying goats, bread, and wine, who would give him food.
- He would meet a group of prophets playing instruments, and God’s Spirit would come upon him.

And just as Samuel said, it happened! When Saul met the prophets, the Spirit of God rushed upon him, and he began to prophesy. People who knew Saul were astonished. They whispered, “Is Saul also among the prophets?”

Finally, the time came to make Saul king before all the people. Samuel called the tribes together at Mizpah. Lots were cast to show God’s choice. First the tribe of Benjamin was chosen, then the clan of Matri, then Saul son of Kish. But when they looked for him, Saul was missing!

They asked the LORD, and God revealed, “He is hiding among the baggage.”

The people ran and found Saul crouched among the supplies. They pulled him out, and when he stood up, he was taller than anyone else. Samuel raised his voice:

“Here is the man the LORD has chosen! There is none like him among all the people.”

And the people shouted, “Long live the king!”

But not everyone was pleased. Some people sneered and said, “How can this man save us?” They looked down on Saul. Saul did not argue. He stayed silent.

Soon after, Saul had a chance to prove himself. Nahash the Ammonite marched against the city of Jabesh-Gilead and threatened to destroy it. When Saul heard this, the Spirit of God came upon him with power. He gathered the armies of Israel, and together they defeated the Ammonites. The people cheered, “Saul is our king!”

Some shouted, “Bring out those who doubted him! Let us kill them!”

But Saul said wisely, “No one will be put to death today. For this day the LORD has rescued Israel.”

It was a strong and noble beginning for Israel's first king.

Samuel then gave a farewell speech. He reminded the people:

"Now you have a king. But remember – if you and your king obey the LORD, all will go well. But if you turn away, His hand will be against you."

To prove his words, Samuel prayed, and though it was harvest time, God sent thunder and rain. The people trembled with fear.

"Pray for us!" they begged.

Samuel comforted them:

"Do not be afraid. You have done this evil, yet do not turn aside from the LORD. Serve Him with all your heart. The LORD will not forget His people. As for me, I will never stop praying for you, and I will teach you the good and right way."

Samuel's words still echo through history: God's people must obey Him first, no matter who their human leader is. Saul looked tall and strong, but his future success would not depend on his height or his armies. It would depend on whether he obeyed God's Word.

This story teaches us something important: people often look at outward appearance, but God looks at the heart. Israel thought a king would make them safe, but safety comes only from God. And one day, many years later, God would send the perfect King – not Saul, not David, not Solomon, but Jesus. Jesus would not take from His people; He would give His life for them. He would not hide among baggage; He would ride humbly into Jerusalem on a donkey. He would not fail in obedience; He would obey His Father perfectly.

Israel's first king showed that no human ruler could replace God. But Jesus, the true King, would rule with love, justice, and perfect obedience – and He still reigns today in every heart that trusts Him.

C) Narration

Parent/Tutor Says:

"Now it's your turn. Please retell the story to me in your own words. Try to include these parts:

- What the people of Israel asked Samuel for.
- How God felt about their request.
- Who Saul was and how he was chosen.
- What happened when Samuel showed Saul to the people."

(Encourage the child to recall as much detail as possible. Younger students may give a shorter retelling; older students should aim for a fuller retelling with more detail.)

D) Reflective Thinking

Parent/Tutor Says:

"Let's think about some questions together. I'll ask different ones depending on your age."

For Younger Students (F–2)

1. Why did the people want a king?
2. Who did God choose to be their first king?

3. What do you think makes a good leader?

For Middle Primary Students (Years 3–4)

1. What warnings did Samuel give the people about having a king?
2. Why do you think the people wanted to be like the other nations?
3. How does this story show us the importance of obeying God’s way instead of copying others?

For Upper Primary Students (Years 5–6)

1. What was the difference between God being Israel’s King and having a human king?
 2. What lessons can we learn from Saul hiding among the baggage?
 3. How can we apply Samuel’s words – “Serve God with all your heart” – to our own lives today?
-

E) Learning Activities

Parent/Tutor Says:

“Now let’s do some activities to help us understand the story better. I’ll give you some choices for your age group.”

Younger Students (F–2)

Option 1: Crown Craft

- Cut a strip of cardboard long enough to wrap around the child’s head.
- Let the child decorate it with drawings, stickers, or foil.
- On the crown, write: *“Obedience is better than a crown.”*
- Talk about how Saul became king, but God wanted obedience more than anything.

Option 2: Donkey Hunt Game

- Hide 5–6 pictures of donkeys (or toy animals) around the room.
 - Tell the child, “Just like Saul searched for his father’s donkeys, you must find them!”
 - After the game, discuss how God used even the donkey hunt to lead Saul to Samuel.
-

Middle Primary Students (Years 3–4)

Option 1: Samuel’s Warning Poster

- Provide a large sheet of paper.
- Write at the top: *“What will happen if Israel has a king?”*
- Let students draw pictures of Samuel’s warnings (sons in armies, daughters as cooks, losing land, etc.).
- Discuss: Why was this a serious warning?

Option 2: Role Play – The Elders Ask for a King

- One child plays Samuel, the others play the elders.
- Re-enact the scene where the elders demand a king.
- Let Samuel explain God’s warning.

- Afterwards, discuss how it felt to play each role.
-

Upper Primary Students (Years 5–6)

Option 1: Leadership Traits Chart

- Make a chart with 3 columns: *Saul at the Beginning*, *Warnings from Samuel*, *Jesus the Perfect King*.
- Fill in each column with examples from the story.
- Reflect: What makes Jesus a better King than Saul?

Option 2: Saul's Inner Thoughts (Creative Writing)

- Write a short diary entry as if you were Saul on the night after Samuel anointed him.
 - Begin with: *"Today something unbelievable happened..."*
 - Encourage students to express Saul's surprise, fear, and humility.
-

Multi-Age Activity

Building the Scene Together (Family Drama)

- Act out the whole story as a family or group:
 - Elders asking Samuel for a king.
 - Saul searching for donkeys.
 - Samuel anointing Saul.
 - Saul hiding among the baggage.
 - The people shouting, "Long live the king!"
 - End with Samuel's farewell words: *"Serve the LORD with all your heart."*
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

"In the story, Israel wanted a king they could see instead of trusting the God they could not see. Sometimes we also look for human answers instead of trusting God. But God wants us to obey Him first. Saul's story began well, but later he forgot to obey God. The best King we can follow is Jesus, because He always obeyed His Father perfectly. When we obey Jesus, we show that He is our true King."

Bible Verse:

1 Samuel 12:24 – *"Only fear the LORD, and serve Him in truth with all your heart; for consider what great things He has done for you."*

Australian Curriculum Links for Lesson 19

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules, why rules are important, and the consequences of rules not being followed.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present explanations using relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate leadership and decisions.
- AC9HS5S07 — Present explanations using findings and viewpoints.

Lesson 20: David & Goliath

Theme: Obedience, Courage, and Trust in God

Character Focus: Obedience

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of David and Goliath in their own words.
 - Identify how David showed obedience and courage through trust in God.
 - Recognise the difference between relying on human strength and relying on God.
 - Explore the importance of rules, leadership, and community participation in God's plan.
 - Apply the lesson by choosing obedience to God in their own challenges.
-

A) Introduction

Parent/Tutor Says:

“Today's lesson is about one of the most famous stories in the Bible: David and Goliath. But this story is not just about a boy beating a giant. It's about obedience, courage, and trust in God. Let's hear the story and then think about what it means for us today.”

B) Informational Story – *David & Goliath*

Parent/Tutor Says:

“I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

The Valley of Elah was wide and open, with hills on both sides and a small stream running through the middle. For weeks it had been filled with the noise of two armies: the Philistines on one hill, the Israelites on the other. Tents were scattered across the slopes, fires sent smoke into the air, and the sound of clanging armour echoed each morning. Yet despite all the noise and movement, no battle had begun.

Why? Because of one man.

Every day, morning and evening, a giant named Goliath came down into the valley. He was from the city of Gath, one of the Philistine strongholds. He was enormous – over nine feet tall. His armour shone bronze in the sunlight, weighing more than some men could even lift. His spear shaft was as thick as a weaver's beam, and the iron spearhead weighed as much as a small child. He wore a massive helmet, greaves on his legs, and a javelin slung across his back. He looked terrifying.

Each time he came forward, he roared:

“Why do you line up for battle? Choose a man to fight me! If he can kill me, we will be your servants. But if I overcome him, then you will be our servants!”

The sound of his voice echoed off the hills and made the ground seem to tremble. The Israelites looked at each other with pale faces. No one dared move. Even King Saul – once the tallest man in Israel – stayed in his tent, silent and afraid.

Day after day, Goliath came out and shouted his challenge. Forty days passed, and no one answered. The Philistines grew bolder. The Israelites grew weaker in courage.

Meanwhile, back in Bethlehem, a young shepherd boy named David was looking after his father's sheep. He was Jesse's youngest son, with seven older brothers. David was not a soldier. He was small compared to them, but his heart was brave and his faith was strong. He loved writing songs to God while strumming his harp. He spent many nights under the stars, singing about God's greatness. And he was no weakling – when a lion or a bear attacked his sheep, David chased after it and struck it down.

One morning, Jesse called David in from the fields.

"Take this roasted grain and bread to your brothers at the battle lines," Jesse said. "And bring this cheese to their commander. See how your brothers are doing and bring back word."

So David left the sheep with another shepherd, rose early, and began the long walk to the Valley of Elah. Dust clung to his sandals, and the sun burned hot overhead. But David walked quickly, eager to see his brothers and find out what was happening.

When he arrived at the camp, he heard the usual shouting. Soldiers hurried toward the battle lines, banging their shields and clanging their swords. Then Goliath's booming voice rang out once more. David stopped and listened. His eyes widened – not in fear, but in anger.

"Who is this uncircumcised Philistine," David asked the men nearby, "that he should defy the armies of the living God?"

The soldiers muttered nervously, "Saul has promised great reward to the man who kills him – riches, his daughter in marriage, and exemption from taxes." But none dared step forward.

David's oldest brother Eliab overheard him. His face turned red with anger.

"Why have you come down here? And with whom did you leave those few sheep in the wilderness? I know your pride and wickedness of heart – you just came to watch the battle!"

David lifted his hands. "Now what have I done? I was only asking a question."

But his question spread quickly through the camp, and soon word reached King Saul. Saul sent for David.

When David entered the king's tent, Saul blinked in surprise. He expected a strong warrior, but instead saw a boy with bright eyes and a shepherd's staff in his hand.

"You are not able to fight this Philistine," Saul said. "You are only a youth, and he has been a warrior since he was young."

David answered firmly:

"Your servant has been keeping his father's sheep. When a lion or a bear came and carried off a sheep, I went after it, struck it, and rescued the sheep from its mouth. When it turned on me, I seized it by its hair and killed it. The LORD who delivered me from the paw of the lion and the paw of the bear will deliver me from this Philistine."

Saul stared at him. For a moment, he remembered the faith he once had. He nodded slowly.

"Go, and the LORD be with you."

Then Saul placed his own armour on David – helmet, coat of mail, and sword. David tried walking in it, but the weight nearly made him stumble. He shook his head and took it all off.

“I cannot go in these. I am not used to them.”

Instead, David took his staff, chose five smooth stones from the stream, and placed them in his shepherd’s bag. With sling in hand, he stepped out toward the valley.

The Philistines jeered when they saw him. Goliath moved forward, towering like a mountain, his shield-bearer in front. When he saw David, he burst into laughter.

“Am I a dog, that you come at me with sticks? Come here, and I will give your flesh to the birds and wild animals!”

David’s voice rang out across the valley:

“You come against me with sword and spear and javelin, but I come against you in the name of the LORD Almighty, the God of the armies of Israel, whom you have defied. This day the LORD will deliver you into my hands, and I’ll strike you down and cut off your head. All the world will know there is a God in Israel. And everyone here will know that it is not by sword or spear that the LORD saves – for the battle is the LORD’s, and He will give you into our hands.”

The armies held their breath.

Then David ran forward. His hand slipped into his bag, pulled out a stone, and placed it in the sling. The leather straps whirled as he swung it round and round. Then he let go.

The stone flew straight and fast, guided by God’s hand. It struck Goliath right in the forehead. The giant’s eyes widened, his knees buckled, and with a crash like thunder he fell face down on the ground.

Silence covered the valley.

Then shouts erupted. David ran forward, pulled Goliath’s own sword from its sheath, and cut off his head. He lifted it high. The Philistines screamed in terror and fled, while the Israelites surged forward with a roar of triumph. The enemy was chased all the way to the gates of Ekron.

That day, a shepherd boy defeated a giant – not with sword or spear, but with faith and obedience to God.

When the battle ended, Saul asked, “Whose son is this youth?”

“This is the son of Jesse of Bethlehem,” came the reply.

From then on, David’s name was remembered throughout Israel. People sang:

“Saul has slain his thousands, and David his tens of thousands!”

But David never forgot what really mattered. He had not fought to become famous. He had fought for the honour of God’s name.

And just as God had been faithful in the field with the sheep, so He was faithful in the valley with the giant.

The story of David and Goliath is not just about courage. It is about obedience and trust. David’s strength was not in his sling or his stone, but in the God he obeyed and trusted with all his heart.

And many years later, another Shepherd – Jesus – would step into a valley on behalf of His people. He too would face a giant, greater than Goliath: sin and death. He too would fight alone while others trembled. And He too would win – not with a weapon, but with the power of God. By His victory on the cross, we are set free.

The Valley of Elah still whispers its lesson: giants fall, not because we are strong, but because God is.

C) Narration

Parent/Tutor Says:

“Now it’s your turn. Please retell the story to me in your own words. Try to include these parts:

- Who Goliath was and what he shouted.
 - How the Israelites and Saul felt.
 - What David said and did.
 - How David won the battle and why.”
-

D) Reflective Thinking

Parent/Tutor Says:

“Let’s think together about what this story teaches us.”

For Younger Students (F–2)

1. Why was Goliath scary?
2. What did David take with him to fight?
3. Who helped David win the battle?

For Middle Primary Students (Years 3–4)

1. Why didn’t the soldiers want to fight Goliath?
2. How was David different from King Saul?
3. What does this story teach us about trusting God when we feel small?

For Upper Primary Students (Years 5–6)

1. Why did David refuse to wear Saul’s armour?
 2. What does David’s courage show us about obedience to God?
 3. How does this story help us face our own “giants” (like fears, temptations, or hard tasks)?
-

E) Learning Activities

Parent/Tutor Says:

“Let’s do some activities to help us think more deeply about the story.”

Younger Students (F–2)

Option 1: Sling & Stone Craft

- Cut a strip of cardboard and shape it into a sling.
- Use small paper balls as “stones.”
- Act out David pretending to sling a stone.
- Talk about how David trusted God, not the sling.

Option 2: “Giant vs. Shepherd” Measuring Game

- Mark out Goliath’s height (around 3 metres) on the wall using tape or chalk.
 - Measure each child against it.
 - Discuss: “David was small compared to Goliath, but God was bigger than both.”
-

Middle Primary (Years 3–4)

Option 1: Storyboard the Battle

- Fold paper into 6 boxes.
- Draw key scenes: (1) Goliath’s challenge, (2) David arriving, (3) Saul giving armour, (4) David choosing stones, (5) stone hitting Goliath, (6) victory celebration.
- Write one sentence under each picture.

Option 2: Role Play – David’s Words

- Act out David’s conversation with Saul, his brothers, and Goliath.
 - Use simple props (stick for staff, toy stone for sling).
 - Talk about how David’s words show trust in God.
-

Upper Primary (Years 5–6)

Option 1: Courage Journal

- Write about a “giant” in your own life (a fear, hard subject at school, or challenge).
- Next, write how you can face it with God’s help, just like David did.

Option 2: Debate – Strength vs. Faith

- Split into two groups: one argues why strength and weapons win battles, the other argues why faith in God is stronger.
 - End with reflection: “What does the Bible say about true strength?”
-

Multi-Age Activity

Giant Battle Reenactment

- Use chairs, blankets, or boxes to build “armies” on two sides.
 - Choose a “Goliath” (tallest family member or stuffed toy on a chair).
 - Act out the challenge, David’s words, and the sling throw.
 - Finish with everyone shouting: “*The battle is the LORD’s!*”
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“The story of David and Goliath shows that God is not looking for the biggest or strongest person. He is looking for people who obey Him and trust Him. David didn’t win because he was skilled, but because he trusted God’s power. In the same way, Jesus faced the biggest giant of all – sin and death – and He won the victory on the cross. When we face our own giants, we can obey God and trust Him to fight for us.”

Bible Verse:

1 Samuel 17:47 – *“The battle is the LORD’s, and He will give you into our hands.”*

Australian Curriculum Links for Lesson 20:

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K07 — Why people participate within communities and how students can actively participate and contribute to communities.
- AC9HS3S01 — Develop questions to guide investigations.
- AC9HS3S07 — Present explanations using relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop investigative questions.
- AC9HS5S07 — Present explanations using findings and viewpoints.

Lesson 21: David & Saul

Theme: Obedience, Honour, and Waiting on God

Character Focus: Obedience

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of David and Saul's relationship.
 - Understand how jealousy can destroy relationships and how obedience brings honour.
 - Recognise why David refused to harm Saul, even when he had the chance.
 - Explore what it means to wait for God's timing instead of rushing ahead.
 - Apply the lesson by learning how to show honour to others, even when treated unfairly.
-

A) Introduction

Parent/Tutor Says:

"Last lesson we heard about David and Goliath. David trusted God and won a great victory. But what happened next? David became very famous – and King Saul became very jealous. In this story, we will learn how David showed obedience and honour even when Saul tried to hurt him. We will also learn why it is important to wait for God's timing."

B) Informational Story – *David & Saul*

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

David & Saul

David's victory over Goliath made him famous overnight. Just the day before, he had been a shepherd boy delivering bread and cheese to his brothers. But after facing the giant with nothing but a sling, he became the most talked-about young man in Israel.

Songs began to spread:

"Saul has slain his thousands, and David his tens of thousands!"

The people cheered for David, and children shouted his name in the streets. Saul, at first, was pleased. He invited David into his palace. David played the harp for him and soothed his troubled heart. He made David a commander in the army. Everywhere David went, he succeeded. Everyone loved him.

Saul's son Jonathan loved David most of all. He made a covenant of friendship with him, promising loyalty and love. As a sign of this covenant, Jonathan gave David his royal robe, his belt, his sword, and his bow. This was more than just a gift – it was a sign that Jonathan accepted that David would one day be king.

But the louder the people sang, the more Saul's heart darkened. Every time he heard the song about David killing tens of thousands, his jealousy burned hotter. He clenched his fists. He muttered to himself: "They credit David with tens of thousands, but me with only thousands. What more can he get but the kingdom?"

From that day on, Saul kept a jealous eye on David.

One evening, while David was playing music for the king, Saul gripped his spear tightly. His eyes narrowed. Suddenly, with a wild cry, he hurled the spear straight at David! David dodged and fled the room. It happened again another day. Saul's hatred had grown too strong.

Still, David did not fight back. He obeyed God's command to honour the king.

Saul tried another trick. He offered his daughter Michal to David as a wife, but only if David killed one hundred Philistines. Saul hoped David would die in the battle. But David returned victorious – with double the number. Michal loved David dearly, and their marriage only made Saul's jealousy worse.

Jonathan, however, continued to defend his friend. He pleaded with his father not to kill David. For a short time, Saul listened and swore he would not harm him. But soon his dark thoughts returned, and once again he sent men to watch David's house and kill him. Michal warned David and helped him escape through a window. David ran into the wilderness.

From then on, David lived like a fugitive. He hid in caves, deserts, and forests. He was joined by hundreds of men – people in trouble, in debt, or unhappy. David became their leader. But even with an army around him, he refused to harm Saul.

One day, Saul entered a cave in En Gedi to rest – not knowing David and his men were hiding deeper inside. David's men whispered excitedly:

"This is the day the LORD promised! Kill him now!"

David crept forward silently. His men held their breath. His knife glimmered in the darkness. But instead of killing Saul, David carefully cut off a corner of his robe.

Even this made David's heart beat with guilt. "The LORD forbid that I should do such a thing to my master, the LORD's anointed," he whispered.

When Saul left the cave, David followed at a safe distance. He bowed low and called out:

"My lord the king! Why do you listen to men who say, 'David seeks your harm'? Today the LORD gave you into my hands in the cave, but I spared you. See, here is the corner of your robe. I will not lift my hand against you."

Saul's eyes filled with tears. His voice shook.

"You are more righteous than I. You have repaid me with good, though I have done you evil. Surely you will be king. Swear to me you will not destroy my family."

David swore an oath.

But Saul's heart did not change. His jealousy returned.

Later, David crept into Saul's camp at night. The king was sleeping, his spear stuck in the ground beside his head. David's companion Abishai whispered, "Let me kill him with one thrust of the spear."

But David shook his head. “Do not destroy him. Who can lay a hand on the LORD’s anointed and be guiltless?”

Instead, he took Saul’s spear and water jug. From a distance, David called to the camp: “Why have you not guarded your master, Abner? Look, here is the king’s spear and water jug!”

Saul recognised his voice and wept again. “I have sinned. You have considered my life precious today. I have acted foolishly.”

David returned the spear but did not return to Saul’s service.

Years passed. Jonathan and David met one last time in the wilderness. They wept together, promising faithfulness in the name of the LORD. Jonathan told David not to be afraid: “You will be king over Israel, and I will be second to you.”

But soon after, Jonathan was killed in battle beside his father Saul. Saul, badly wounded, fell on his own sword rather than be captured.

When David heard of their deaths, he tore his clothes in grief. He fasted, he wept, and he wrote a lament: “Saul and Jonathan – beloved and lovely, in life and in death they were not divided. How the mighty have fallen!”

David never rejoiced at Saul’s death. He mourned the king who had hated him, because he always honoured the LORD’s anointed.

This long story shows us the difference between Saul and David. Saul grasped for power and lost everything. David waited for God’s timing and trusted His plan. David’s obedience shaped him into a leader who honoured God.

Waiting on God is not weakness. It is obedience. And David’s story points us to Jesus – the King who also suffered, who was misunderstood, betrayed, and hunted, but who obeyed His Father perfectly.

C) Narration

Parent/Tutor Says:

“Please retell the story of David and Saul. Tell me about Saul’s jealousy, Jonathan’s friendship, the cave at En Gedi, and the night in Saul’s camp. Try to include how David showed obedience and honour to God.”

D) Reflective Thinking

Younger Students (F–2)

1. Why was King Saul jealous of David?
2. What did Jonathan give David to show friendship?
3. What did David do when he found Saul in the cave?

Middle Students (Years 3–4)

1. Why did David refuse to harm Saul even when he had the chance?
2. How does Jonathan’s friendship show honour and loyalty?

3. What can we learn about waiting for God's timing from David's story?

Upper Students (Years 5–6)

1. Compare Saul's actions with David's. What do they show about their character?
 2. Why do you think David felt guilty even after cutting Saul's robe?
 3. How does this story teach us about responding to injustice in our own lives?
-

E) Learning Activities

Younger Students (F–2)

Option 1: Corner of the Robe Craft

- Cut out robe shapes from paper.
- Cut off a corner and glue it onto another sheet.
- Write: *"David spared Saul's life – he obeyed God."*

Option 2: Spear and Harp Game

- Use rolled-up paper as a "spear" and a cardboard harp.
 - Act out Saul throwing the spear and David playing music.
 - Talk about how David chose to help rather than hurt.
-

Middle Students (Years 3–4)

Option 1: Cave Scene Diorama

- Build a small cave out of a box.
- Use paper figures for David, Saul, and David's men.
- Re-enact the story of David sparing Saul's life.

Option 2: Friendship Covenant Scroll

- On paper, write a "covenant of friendship" like Jonathan made with David.
 - Decorate with symbols of loyalty (e.g., shield, sword, robe).
-

Upper Students (Years 5–6)

Option 1: Wilderness Journal

- Write three diary entries as David:
 - The day Saul threw the spear.
 - The day in the cave.
 - The day he heard Saul and Jonathan had died.
- Reflect on waiting for God's timing.

Option 2: Debate – Honour vs. Revenge

- One side argues why David should have killed Saul.
 - The other argues why David honoured God by sparing him.
 - End by discussing: What would Jesus want us to do?
-

Multi-Age Activity

Drama Re-enactment – The Cave and the Spear

- Act out both events: the cave at En Gedi and the night in Saul's camp.
 - One person narrates, others act the parts.
 - At the end, everyone shouts together: *"We will wait for God's timing!"*
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

"David's story with Saul shows us that obedience means trusting God's timing. Even when he was treated unfairly, David refused to

take revenge. Jesus taught us to love our enemies and bless those who hurt us. Just like David, we can choose honour instead of anger and trust God to make things right."

Bible Verse:

Romans 12:19 – *"Do not take revenge, my dear friends, but leave room for God's wrath, for it is written: 'It is mine to avenge; I will repay,' says the Lord."*

Australian Curriculum for Lesson 21:

Foundation (F)

- AC9HSFS05 — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- AC9HS1S04 — Discuss perspectives related to objects, people, places and events.
- AC9HS1S06 — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- AC9HS3K06 — Who makes rules, why rules are important in communities, and the consequences of rules not being followed.
- AC9HS3S01 — Develop questions to guide investigations about people, events, developments, places and systems.
- AC9HS3S07 — Present descriptions and explanations using ideas from sources and relevant subject-specific terms.

Years 5–6

- AC9HS5K07 — How members of communities with shared beliefs and values work together to achieve a common purpose.
- AC9HS5S01 — Develop questions to investigate people, events, developments, places and systems.
- AC9HS5S07 — Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.

Lesson 22: David Becomes King

Theme: Obedience, Humility, and Trust in God's Timing

Character Focus: Obedience

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of how David became king.
 - Understand how David honoured God's timing instead of rushing ahead.
 - Recognise how David treated his enemies with respect and justice.
 - Explore how humility, patience, and obedience are key parts of good leadership.
 - Apply these lessons in their own lives by learning to wait on God and show honour to others.
-

A) Introduction

Parent/Tutor Says:

“David had already been chosen by God to be the next king, but many years passed before he finally wore the crown. In this lesson we will learn how David became king – not by rushing or forcing his way, but by waiting for God's timing. Let's listen carefully to see how David honoured God through patience, humility, and obedience.”

B) Informational Story – *David Becomes King*

Parent/Tutor Says:

“I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?”

David Becomes King

The battlefield at Mount Gilboa was silent now, but the ground was stained with blood. Israel had lost to the Philistines. Among the fallen were King Saul and his sons, including Jonathan – David's dearest friend.

When news of Saul's death reached David, it was not joy that filled his heart but grief. Though Saul had hunted him like an enemy, David had never stopped calling him *the LORD's anointed*. David tore his clothes, fasted, and wept.

Soon a man came into David's camp, an Amalekite messenger, carrying Saul's crown and bracelet. He claimed, "I found Saul wounded, and at his request, I killed him. Here is his crown." The man thought he would receive a reward. But David's face grew stern. "How could you not fear to kill the LORD's anointed?" he asked. Then David ordered his men to put the Amalekite to death.

David wrote a lament to honour both Saul and Jonathan:

"Your glory, O Israel, lies slain on your heights.

How the mighty have fallen!

Saul and Jonathan – in life they were loved and gracious,
swifter than eagles, stronger than lions.

Daughters of Israel, weep for Saul,
who clothed you in scarlet and finery."

Even in death, David showed honour.

But what would he do next? He did not rush to take the throne. Instead, David prayed.

"Shall I go up to Judah?" he asked.

"Yes," the LORD replied.

"To which town?" David asked again.

"To Hebron," said the LORD.

So David, his wives, his men, and their families all travelled to Hebron. There the tribe of Judah anointed him as their king. David was thirty years old.

But not all Israel followed him. Saul's son, Ish-Bosheth, was made king over the northern tribes by Abner, Saul's commander. For two years the kingdom was divided.

During that time, David remained patient. He did not try to kill Ish-Bosheth or Abner. He trusted God's timing. Yet conflict rose. At Gibeon, Joab, David's commander, clashed with Abner. In the battle, Joab's brother Asahel chased Abner and was killed. Hatred grew between the two sides.

Later, Abner quarrelled with Ish-Bosheth. Tired of the struggle, he came to David. "The LORD promised you would be king over all Israel," he said. "Let us make a covenant, and I will bring the tribes to you."

David welcomed Abner. But Joab, furious over Asahel's death, tricked Abner and killed him. David was devastated. He mourned publicly, saying, "A prince and a great man has fallen today." He even fasted and walked at Abner's funeral. The people saw David's grief and said, "This king is different. He does not seek blood, but justice."

Soon Ish-Bosheth was murdered in his own home by two of his captains. They carried his head to David, thinking they would please him. But David was horrified. "You killed an innocent man in his own house, on his own bed! Should I reward this?" he cried. He ordered their execution.

At last, the elders of all Israel came to David at Hebron. They said, "We are your own flesh and blood. Even while Saul was king, you were the one who led us in battle. And the LORD said, 'You will shepherd My people and become their ruler.'"

So David made a covenant with the elders before the LORD. Then they anointed him king over all Israel.

This time, the crown was not taken by force. It was given with unity and peace.

One of David's first acts was to capture Jerusalem, a city held by the Jebusites. It became his capital, the City of David. From there, he would rule for forty years.

David's rise to the throne was not about ambition or revenge. It was about humility and obedience. He mourned his enemies, punished wrongdoers, honoured God's chosen, and waited for God's timing.

David knew he was still a shepherd. Only now, instead of sheep, he shepherded a nation.

And David's story points forward to Jesus. Jesus, too, was chosen long before He wore a crown. He suffered, waited, and trusted His Father. He refused to take shortcuts to power. Instead, He humbled Himself to death on a cross. And in God's timing, He was raised up as King of kings.

Like David, we are called to wait for God's timing, to show honour, and to obey. The true crown belongs not to those who grasp for it, but to those who trust the LORD.

C) Narration

Parent/Tutor Says:

"Now it's your turn. Please retell the story in your own words. Include these parts:

- What David did when Saul and Jonathan died.
 - Why he became king of Judah first, and not all Israel.
 - How Abner and Ish-Bosheth died.
 - How David finally became king of all Israel."
-

D) Reflective Thinking

Younger Students (F–2)

1. What did David do when Saul and Jonathan died?
2. Why did David punish the men who killed Saul's son?
3. Who made David king in the end?

Middle Students (Years 3–4)

1. Why did David wait before becoming king over all Israel?
2. How did David show respect for God's timing instead of rushing ahead?
3. What can we learn from the way David treated his enemies?

Upper Students (Years 5–6)

1. What does David's patience teach us about leadership?
 2. Why do you think the people began to trust David after he mourned Abner and Ish-Bosheth?
 3. How does this story point us to Jesus, the true King?
-

E) Learning Activities

Younger Students (F–2)

Option 1: Crown Craft with Words

- Make a paper crown.
- Write on it: “*The LORD chooses the king.*”
- Talk about how God chose David, not people.

Option 2: Lament Song

- Sing a simple sad tune while saying: “*How the mighty have fallen.*”
 - Explain how David mourned instead of celebrating.
-

Middle Students (Years 3–4)

Option 1: Map of David’s Journey

- Draw a map showing Bethlehem, caves, Hebron, and Jerusalem.
- Trace David’s journey from shepherd boy to king.

Option 2: Story Sequence Cards

- Write important events on cards (Saul’s death, David in Hebron, Abner’s death, Ish-Bosheth’s death, David crowned).
 - Mix them up and then put them in order.
-

Upper Students (Years 5–6)

Option 1: Leadership Reflection Essay

- Write a short essay on this question: “*What makes David a good leader?*”
- Use examples from the story to show patience, honour, and trust.

Option 2: Debate – Ambition vs. Waiting

- One side argues for taking opportunities quickly.
 - The other argues for waiting on God’s timing.
 - End with reflection: Which did David choose?
-

Multi-Age Activity

Dramatization – The Elders Crown David

- Act out the elders of Israel meeting David at Hebron.
- One child plays David, others play the elders.
- Everyone repeats together: “*You will shepherd God’s people.*”

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“David waited for God’s timing to become king. He did not grab power or take revenge. He showed humility, patience, and obedience. This points us to Jesus, who also waited and obeyed His Father, even to death on the cross. Just like David, we can trust God’s timing in our lives and learn to obey Him even when waiting is hard.”

Bible Verse:

1 Peter 5:6 – *“Humble yourselves, therefore, under God’s mighty hand, that He may lift you up in due time.”*

Australian Curriculum Links for Lesson 22:

Foundation (F)

- **AC9HSFS05** — *Share narratives and observations about the past and places, using sources and terms.*

Years 1–2

- **AC9HS1S04** — *Discuss perspectives related to objects, people, places and events.*
- **AC9HS1S06** — *Develop narratives and share observations using sources and subject-specific terms.*

Years 3–4

- **AC9HS3K06** — *Who makes rules, why rules are important in communities, and the consequences of rules not being followed.*
- **AC9HS3S01** — *Develop questions to guide investigations about people, events, developments, places and systems.*
- **AC9HS3S07** — *Present descriptions and explanations using ideas from sources and relevant subject-specific terms.*

Years 5–6

- **AC9HS5K07** — *How members of communities with shared beliefs and values work together to achieve a common purpose.*
 - **AC9HS5S01** — *Develop questions to investigate people, events, developments, places and systems.*
 - **AC9HS5S07** — *Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.*
-

Lesson 23: The Ark Brought to Jerusalem

Theme: Obedience, Reverence, and Joy in God's Presence

Character Focus: Obedience

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of David bringing the Ark to Jerusalem.
 - Understand why Uzzah's death teaches us about God's holiness.
 - Recognise the difference between joyful worship and careless disobedience.
 - Explore how reverence and joy belong together when we honour God.
 - Apply these lessons by learning to worship God with both obedience and gladness.
-

A) Introduction

Parent/Tutor Says:

"Today's story is about one of the most important days in King David's life. He brought the Ark of the Covenant to Jerusalem. But something shocking happened along the way! This story teaches us that worshipping God must be done with both joy and reverence. Let's hear what happened."

B) Informational Story – *The Ark Brought to Jerusalem*

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

The Ark Brought to Jerusalem

Jerusalem was alive with excitement. King David had made it his new capital city, and now he wanted something more important than palaces or armies. He wanted to bring the Ark of the Covenant – the symbol of God's presence – into the heart of Israel's life.

For years, the Ark had been far away. The Philistines once captured it, but plagues struck them until they returned it. It ended up in Kiriath-Jearim, at the house of Abinadab, and stayed there for decades. Israel fought battles, kings rose and fell, but the Ark remained tucked away.

David wanted to change that.

He gathered thirty thousand men. Musicians came with lyres, harps, tambourines, cymbals, and trumpets. The air filled with joyful music as they placed the Ark on a brand-new cart pulled by oxen. Abinadab's sons, Uzzah and Ahio, guided it proudly.

The parade was joyful, but not careful.

When they reached the threshing floor of Nacon, the oxen stumbled. The Ark tilted. Uzzah stretched out his hand to steady it. The moment his fingers touched the Ark, he fell dead.

Silence crushed the celebration. Drums stopped. Harps fell quiet. Faces went pale. David froze in shock and grief. “How can the Ark of the LORD ever come to me?” he whispered.

The procession ended. The Ark was taken aside to the house of Obed-Edom, a man from Gath. For three months it stayed there. During those months, Obed-Edom’s household flourished. His crops grew, his animals multiplied, his family was blessed.

When David heard this, he realised: God’s presence was not dangerous when honoured. The problem was not the Ark – it was the way they had treated it. They had copied the Philistines by putting it on a cart, instead of obeying God’s command that Levites carry it on poles. Worship had been full of joy, but without reverence.

So David prepared a second procession.

This time, priests consecrated themselves. The Ark was carried by Levites on their shoulders. Every six steps, the people stopped and offered a sacrifice. Trumpets blared. Voices shouted. David danced before the LORD with all his might, wearing a simple linen ephod.

He was not worried about looking like a king. He wanted to show his love for God.

The people joined in with singing and shouting. The city shook with joy. Cakes and bread were handed out. Everyone shared in the feast of God’s presence.

But not everyone was pleased. Michal, David’s wife, watched from a window. She despised him for dancing in such a humble way. “How the king of Israel has made a fool of himself today,” she sneered when he returned home.

David answered, “It was before the LORD, who chose me instead of your father. I will become even more undignified than this. I will be humble in my own eyes.”

For David, true worship was not about appearances. It was about honouring God with all his heart.

From then on, Jerusalem was known not just as David’s city, but as the place where God’s presence dwelt. David’s reverence and joy became an example for generations.

This story reminds us: God is holy. He must not be treated casually. But His presence is also full of joy. Obedience and gladness belong together. David learned this lesson the hard way – and so can we.

C) Narration

Parent/Tutor Says:

“Please retell the story of how David brought the Ark to Jerusalem. Tell me about the first procession, Uzzah’s death, Obed-Edom’s blessing, and the second joyful celebration.”

D) Reflective Thinking

Younger Students (F–2)

1. What did the Ark of the Covenant remind Israel about God?
2. Why did Uzzah die when he touched the Ark?
3. What did David do the second time to show more respect for God?

Middle Students (Years 3–4)

1. Why do you think the first procession failed?
2. How did Obed-Edom's household show that God's presence brings blessing?
3. Why did David dance when the Ark entered Jerusalem?

Upper Students (Years 5–6)

1. What does Uzzah's death teach us about the holiness of God?
 2. How does David show both reverence and joy the second time?
 3. What can we learn from Michal's reaction compared to David's worship?
-

E) Learning Activities

Younger Students (F–2)

Option 1: Ark Craft

- Make a small box from cardboard. Cover with gold paper.
- Place two paper cherubim on top.
- Write: "*God is holy.*"

Option 2: David Dances Game

- Play worship music. Let children dance like David.
 - Pause and discuss: "David danced not to be silly, but to praise God with joy."
-

Middle Students (Years 3–4)

Option 1: Journey Map

- Draw a simple map showing Kiriath-Jearim, Obed-Edom's house, and Jerusalem.
- Mark the two journeys of the Ark.

Option 2: Song of Celebration

- Write a short song or poem that David and the people might have sung as the Ark entered Jerusalem.
 - Perform it with clapping or rhythm.
-

Upper Students (Years 5–6)

Option 1: Compare Two Journeys

- Make a chart with two columns: *First Journey* and *Second Journey*.
- List what was wrong the first time and what was right the second.
- Reflect: Why does obedience matter in worship?

Option 2: Debate – Dignity vs. Humility

- One group argues that kings should always be dignified.
 - The other argues that humility before God is more important.
 - End with: “What do you think God values most?”
-

Multi-Age Activity

Drama – The Two Processions

- Act out the first attempt with Uzzah’s death (acted gently and respectfully).
 - Then act out the second with David dancing and the people rejoicing.
 - Pause to ask: “What was different the second time?”
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“This story shows us two important truths: God is holy, and He deserves reverence. But He also gives joy, and He deserves our celebration. David learned to worship God with both. Jesus brings God’s presence to us today – not in a golden box, but in our hearts through the Holy Spirit. We can worship Him with joy and reverence every day.”

Bible Verse:

John 4:24 – “*God is spirit, and His worshipers must worship in the Spirit and in truth.*”

Australian Curriculum Links for Lesson 23

Foundation (F)

- AC9HSFS05 — *Share narratives and observations about the past and places, using sources and terms.*

Years 1–2

- AC9HS1S04 — *Discuss perspectives related to objects, people, places and events.*
- AC9HS1S06 — *Develop narratives and share observations using sources and subject-specific terms.*

Years 3–4

- AC9HS3K07 — *Why people participate within communities and how students can actively participate and contribute to communities.*
- AC9HS3S01 — *Develop questions to guide investigations about people, events, developments, places and systems.*
- AC9HS3S07 — *Present descriptions and explanations using ideas from sources and relevant subject-specific terms.*

Years 5–6

- **AC9HS5K07** — *How members of communities with shared beliefs and values work together to achieve a common purpose.*
- **AC9HS5S01** — *Develop questions to investigate people, events, developments, places and systems.*
- **AC9HS5S07** — *Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.*

Lesson 24: God's Covenant with David

Theme: Obedience, Promise, and God's Faithfulness

Character Focus: Obedience

Objectives for the Lesson

By the end of this lesson, students will be able to:

- Retell the story of God's covenant with David.
 - Understand that God promised David an everlasting kingdom fulfilled in Jesus.
 - Recognise why David wanted to build God a house and why God's plan was different.
 - Explore how promises from God shape our lives today.
 - Apply the lesson by learning to trust God's promises with obedience and faith.
-

A) Introduction

Parent/Tutor Says:

"King David had brought the Ark of the Covenant to Jerusalem, and he wanted to build God a great temple. But God had a different plan – one even greater than David imagined. In today's story, we'll learn how God made a covenant, or a special promise, with David. This promise points us to Jesus, the greatest King of all."

B) Informational Story – *God's Covenant with David*

Parent/Tutor Says:

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember. Ok – Are you ready?"

God's Covenant with David

Jerusalem was alive with joy. The Ark of the Covenant had finally been brought into the city. David had danced before the LORD, the people had sung, and bread and cakes had been shared. It was one of the happiest days in Israel's history.

But after the celebration ended, David sat in his palace, thinking. His palace was grand, built of fine cedar wood, with carved beams and solid stone walls. Yet the Ark of God – the symbol of God's presence – was still inside a tent.

David's heart stirred. "How can I live in a palace of cedar while the Ark of God remains in a tent?" he asked.

The prophet Nathan agreed. "Do whatever you have in mind, for the LORD is with you."

That night, however, God spoke to Nathan with a surprising message.

“Go and tell My servant David: Are you the one to build Me a house? I have never lived in a house. From the day I brought Israel out of Egypt until now, I have moved from place to place with a tent as My dwelling. Wherever I went, did I ever ask the leaders of Israel, ‘Why have you not built Me a house of cedar?’”

Instead, God reminded David of His faithfulness:

“I took you from the pasture, from tending sheep, and made you ruler over My people Israel. I have been with you wherever you went. I have cut off all your enemies. Now I will make your name great, like the names of the greatest men on earth.”

Then came the greatest promise of all:

“The LORD Himself will establish a house for you. When your days are over, I will raise up your offspring to succeed you. He will build a house for My name, and I will establish the throne of his kingdom forever. I will be his Father, and he will be My son. Your house and your kingdom will endure forever before Me; your throne will be established forever.”

Nathan told David everything God had said.

David was overwhelmed. He went into the tent of the LORD and sat before Him. “Who am I, O LORD God, and what is my family, that You have brought me this far?” he prayed. “You have spoken about the future of the house of Your servant. Is this Your usual way of dealing with man? What more can David say to You? You know Your servant. You do all these great things to make Your servant know You. How great You are, O Sovereign LORD! There is no one like You, and there is no God but You.”

David praised God’s promises. He remembered how God had chosen Israel, rescued them from Egypt, and made them His people. He prayed, “Do as You have promised, so that Your name will be great forever. Then people will say, ‘The LORD Almighty is God over Israel!’”

From that day, David knew that though he would not build a temple, his son would. But more than that, his family line would last forever. And out of that line, one day, would come Jesus – the Son of David, the Son of God, the King whose kingdom would never end.

David’s desire was good, but God’s plan was better. David wanted to build a house for God, but God promised to build a house for David – a family and kingdom that would last forever.

This covenant changed everything. It gave Israel hope, it shaped their prayers, and it pointed their eyes forward to the Messiah.

And it reminds us still today: God’s promises are bigger than our plans.

C) Narration

Parent/Tutor Says:

“Please retell the story in your own words. Tell me what David wanted to do for God, what God promised instead, and how David responded.”

D) Reflective Thinking

Younger Students (F–2)

1. What did David want to build for God?
2. What did God promise to build for David instead?
3. Who is the forever King from David's family?

Middle Students (Years 3–4)

1. Why didn't God want David to build Him a house?
2. What does God's promise show us about His faithfulness?
3. How did David respond when he heard God's covenant?

Upper Students (Years 5–6)

1. How is God's covenant with David different from ordinary promises?
 2. Why do you think David felt unworthy when God gave him this covenant?
 3. How does Jesus fulfil God's promise to David?
-

E) Learning Activities

Younger Students (F–2)

Option 1: Crown Craft

- Make a paper crown.
- Write on it: *"Jesus is the forever King."*

Option 2: Tent and Palace Drawing

- Draw David's palace and the tent where the Ark stayed.
 - Talk about how David wanted to build a house for God.
-

Middle Students (Years 3–4)

Option 1: Promise Chain

- Cut paper strips and write parts of God's promise on each.
- Link them into a chain.
- Discuss how God's promises connect together.

Option 2: David's Prayer Poster

- Write David's words: *"How great You are, O Sovereign LORD! There is no one like You."*
 - Decorate with drawings of stars, crowns, and hearts.
-

Upper Students (Years 5–6)

Option 1: Covenant Timeline

- Create a timeline: Abraham’s promise, Moses and the Law, David’s covenant, Jesus the Messiah.
- Show how God’s promises build on each other.

Option 2: Essay or Speech

- Write a short piece explaining why God’s covenant with David is important for Christians today.
 - Share how it points us to Jesus.
-

Multi-Age Activity

Drama – “David’s Prayer”

- Act out Nathan giving David God’s message.
 - Have one child play David, praying and praising God afterward.
 - Everyone joins in by saying together: *“How great You are, O Sovereign LORD!”*
-

F) Biblical Connection & Wrap-up

Parent/Tutor Says:

“David wanted to build God a house, but God gave David a greater promise. God promised that David’s family would last forever, and from it would come Jesus, the King of kings. This teaches us that God’s plans are always greater than ours, and His promises never fail.”

Bible Verse:

Luke 1:32–33 – *“The Lord God will give Him the throne of His father David, and He will reign over Jacob’s descendants forever; His kingdom will never end.”*

Australian Curriculum Links for Lesson 24:

Foundation (F)

- **AC9HSFS05** — Share narratives and observations about the past and places, using sources and terms.

Years 1–2

- **AC9HS1S04** — Discuss perspectives related to objects, people, places and events.
- **AC9HS1S06** — Develop narratives and share observations using sources and subject-specific terms.

Years 3–4

- **AC9HS3K06** — Who makes rules, why rules are important in communities, and the consequences of rules not being followed.
- **AC9HS3S01** — Develop questions to guide investigations about people, events, developments, places and systems.
- **AC9HS3S07** — Present descriptions and explanations using ideas from sources and relevant subject-specific terms.

Years 5–6

- **AC9HS5K07** — *How members of communities with shared beliefs and values work together to achieve a common purpose.*
- **AC9HS5S01** — *Develop questions to investigate people, events, developments, places and systems.*
- **AC9HS5S07** — *Present descriptions and explanations, drawing on ideas, findings and viewpoints from sources, using relevant terms and conventions.*

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

Foundation–Year 2: “Following God’s Instructions”

Task Overview:

Students create a simple illustrated story or diorama showing a time when one of God’s people obeyed His instructions (e.g., Noah building the Ark, Abraham moving to a new land, or Moses leading the Israelites).

Students will:

1. Identify the significant person and what they did.
2. Describe what happened when they obeyed or disobeyed.
3. Identify the tools or materials used (early technologies).
4. Show how people worked together and followed God’s rules.

Evidence: Drawing/diorama, short oral explanation, and teacher observation.

Achievement Standards Targeted (Year 2):

- Identify the significance of a person, group, place and/or building.
 - Identify the effects of changes in technologies on people’s lives.
 - Identify how people and places are interconnected both at local and broader scales.
 - Develop questions, collect, sort and record related information.
 - Use sources and subject-specific terms to present narratives about the past.
-

Years 3–4: “The Journey of Obedience – From Egypt to the Promised Land”

Task Overview:

Students create a **travel journal, illustrated map, or digital presentation** following the Israelites’ journey from Egypt through the wilderness to Canaan.

Students will:

1. Describe key events and challenges faced on the journey (e.g., crossing the Red Sea, receiving the Ten Commandments).
2. Explain how obedience or disobedience affected the community.
3. Identify the environment’s features (desert, mountains, rivers) and how people used resources along the way.
4. Describe how leadership, laws, and cooperation helped the people survive.

Evidence: Illustrated journal/map, short written or oral explanation.

Achievement Standards Targeted (Year 4):

- Describe the diversity of experiences of people in ancient times.
 - Describe the events and causes of significant movements or journeys.
 - Describe effects of human decisions on people and environments.
 - Develop questions, locate and record information from sources.
 - Interpret and analyse information to identify perspectives and draw conclusions.
 - Use subject-specific terms to present descriptions and explanations.
-

Years 5–6: “God’s Covenant People – Building a Nation of Order”

Task Overview:

Students write a **research report or presentation** analysing how obedience to God’s laws shaped the Hebrew nation. They use examples such as the giving of the Ten Commandments, the Tabernacle system, or Joshua’s leadership in Canaan.

Students will:

1. Explain the role of significant people (e.g., Moses, Joshua, Aaron) in establishing order and leadership.
2. Explain how laws, rituals, and governance structures reflected God’s order.
3. Evaluate two sources (e.g., Scripture, artefact images, secondary text) for what they show about Hebrew life.
4. Draw conclusions about how obedience created peace and stability.
5. Present findings using correct historical terms and visual aids.

Evidence: Written or oral report, annotated sources, and teacher notes.

Achievement Standards Targeted (Year 6):

- Explain the roles of significant people, events and ideas in shaping early civilisations.
 - Explain how beliefs and laws influenced social organisation.
 - Develop questions, and locate, collect and organise information and data from sources.
 - Evaluate sources for origin, purpose and perspectives.
 - Evaluate evidence to draw conclusions.
 - Present descriptions and explanations using relevant terms and conventions.
-

TEACHER CHECKLIST (All Bands)

Criteria	F-2	3-4	5-6
Identifies significant person/event from Ancient Hebrew history	☐	☐	☐
Describes cause and effect of obedience/disobedience	☐	☐	☐
Shows understanding of environment and community life	☐	☐	☐
Uses evidence or sources appropriately	☐	☐	☐
Organises and presents information clearly	☐	☐	☐
Applies concept of obedience to explain order or peace	☐	☐	☐

ASSESSMENT RUBRICS

Foundation–Year 2 Rubric – “Following God’s Instructions”

Achievement Level	Identifies significant person/event	Describes effects of obedience/disobedience	Shows interconnections (people/places)	Collects & records info	Presents narrative with terms
Excellent	Clearly identifies person and event with reasons	Explains cause/effect using detail and insight	Demonstrates multiple links between people, place, and God’s instructions	Independently gathers and organises details	Uses accurate historical and biblical terms confidently
Strong	Identifies person/event with some explanation	Describes clear effect of obedience/disobedience	Shows some interconnections	Collects info with some guidance	Uses appropriate subject words
Sound	Identifies person/event	Mentions what happened	Shows a simple link	Sorts basic info	Uses some correct terms
Developing	Needs prompting to identify person/event	Limited mention of effect	Minimal connection shown	Needs help collecting info	Few or unclear terms
Beginning	Cannot identify topic	No understanding of event	No clear link shown	Unable to collect info	Lacks terminology

Years 3–4 Rubric – “The Journey of Obedience”

Achievement Level	Describes events/experiences	Explains cause/effect of obedience	Identifies environmental features and effects	Interprets perspectives	Presents information using HASS terms
Excellent	Thorough and vivid description of multiple events	Explains how obedience shaped the group’s success	Accurately relates geography to survival	Analyses differing perspectives thoughtfully	Uses precise historical vocabulary fluently
Strong	Clear description of key events	Explains one or two effects clearly	Links environment and human actions	Identifies perspectives	Uses correct HASS terms consistently
Sound	Simple recount of events	Mentions obedience with some effect	Describes basic environment use	Recognises one perspective	Uses some subject terms
Developing	Limited or unclear description	Minimal cause/effect detail	Basic or inaccurate geography	Little understanding of perspectives	Few or vague terms
Beginning	Needs assistance describing events	No mention of obedience or cause/effect	No environmental awareness	No perspective	Lacks terminology

Years 5–6 Rubric – “God’s Covenant People”

Achievement Level	Explains significant people/events/ideas	Explains influence of laws and beliefs	Evaluates sources	Draws conclusions on obedience/order	Presents using conventions
Excellent	Insightful explanation of several people/events	Analyses laws and beliefs with strong reasoning	Critically evaluates multiple sources	Synthesises evidence into clear conclusions about obedience and order	Presents well-organised, fluent report using historical conventions
Strong	Clear explanation of people/events	Describes laws and beliefs with some analysis	Evaluates at least two sources accurately	Draws logical conclusions	Presents clearly using correct terminology
Sound	Basic description of people/events	Mentions laws and beliefs	Comments briefly on sources	Draws a simple conclusion	Uses basic structure and terms
Developing	Identifies few examples	Limited understanding of beliefs or laws	Minimal mention of sources	Weak conclusion	Inconsistent structure
Beginning	Needs help identifying topic	No connection to beliefs/laws	Does not use sources	No conclusion	Disorganised or incomplete
