

# Day 1 LISTEN UP!

## BIBLE PASSAGES

The Ears  
1 Kings 3, 4:29–34; Various Proverbs

## LESSON FOCUS

Be wise—have ears that hear and do God's Word!

## SOLID ROCK VERSE CHALLENGE

Listen to counsel . . . that you may be wise. Proverbs 19:20

## ANIMAL PAL

Tembo the Elephant

## FUN PUN

Be all ears!  
(Do I have ears that hear and do God's Word?)

## Today's Lesson at a Glance

- Introduce It!  
Ears to Hear
- Teach It!  
Part 1: King Solomon  
Part 2: Puppet Pal—What Is Wisdom?  
Part 3: Wise UP! Game
- Apply It!  
Part 1: Solid Rock Verse Challenge  
Part 2: Go and Do

## Preparing for the Lesson

- Read 1 Kings 3–4 several times.
- Read this lesson several times and prepare the materials. For more information on the book of Proverbs, visit [answersvbs.com/ckfaq](http://answersvbs.com/ckfaq).
- Pray.

## Lesson Materials

### FROM TEACHER RESOURCE KIT

- ☐ Theme verse poster
- ☐ Day 1 memory verse poster
- ☐ Daily overview poster (AKA Fun Pun poster)
- ☐ W = H + D poster
- ☐ Wise UP! game posters (preferably laminated)

### FROM RESOURCE DVD-ROM

- ☐ Sound effects
- ☐ Scene 1, 2, and 3 signs
- ☐ King Solomon nametag
- ☐ Dream bubble pictures
- ☐ Wise UP! game cards and teaching explanations
- ☐ 2 copies of today's puppet script

### OTHER MATERIALS

- ☐ Bible or children's Bible
- ☐ Expedition guide costumes for teachers
- ☐ Device on which to play sound effects
- ☐ Discovery Backpack (any backpack will work)
- ☐ Optional: Toy elephant
- ☐ Loop of string (for King Solomon nametag)
- ☐ King Solomon props: crown, heart, sleeping bag, pillow, blanket, chair, baby doll, ruler
- ☐ Mounting putty or tape
- ☐ Boy or girl puppet (in costume) and puppet stage (tent)
- ☐ Clipboard
- ☐ Headphones for puppet
- ☐ Large piece of corrugated cardboard, foam core board, or two poster boards
- ☐ One large soft die
- ☐ Playing pieces, 1 per team
- ☐ Apply It! section supplies
- ☐ Memory Verse Music CD and player

### STUDENT EXTRAS

- ☐ Student guides (11-3-072), 1 per child
- ☐ Trail Guide (11-3-091), 1 per child
- ☐ W = H + D bookmark (11-3-077), 1 per child
- ☐ Tembo bookmark (11-3-078), 1 per child

## DEVOTION 1: LISTEN UP!

*For the Lord gives wisdom; from His mouth come knowledge and understanding. Proverbs 2:6*

During the 1980s, the then-famous actor Mr. T (of *A-Team* fame) popularized the phrase, “I pity the fool!” In his case, he defined a *fool* as someone who dared to get in his way. Since only a limited number of people have crossed paths with Mr. T, it seems there should be many more people who are wise than those who are fools.

In contrast, in the Bible we find a much broader definition of *fool*: one who says in his heart, “There is no God” (Psalm 14:1). And the wise are those who fear the Lord (Proverbs 9:10) and show their fear by hearing His Word and doing what it says (Deuteronomy 4:5–6). According to this definition, there are many more who are foolish than who are wise. (In fact, we are all born as fools.)

This week at *Camp Kilimanjaro*, we want to teach our kids that true wisdom is not based on an arbitrary definition made up by a celebrity or sports figure or smart teacher. True wisdom comes from the God of the Bible who alone is wise (1 Timothy 1:17) and who has given us a standard for wise living in His Word. After all, as our Creator, He knows how He created us to function and how we can best do that. We’ll be studying a variety of passages from the book of Proverbs, a book full of God-inspired principles for all areas of life.

But what happens to “wisdom” in a worldview where there is no god? If there is no god—no ultimate standard of truth and wisdom—and we are simply the product of random processes operating on chemicals over time, then the thoughts in our brains are nothing more than the product of random chemical interactions. And the *immaterial* concept of wisdom has no logical basis in mere *physical* chemical reactions. Further, how do we determine which chemical interactions lead to “wise” actions and which lead to “foolish” actions on our own? Is Mr. T our standard of what is wise and foolish? Are you? We quickly descend that proverbial (ahem!) slippery slope into the proverbial (ahem!) moral morass with no ultimate standard to tell us who are the wise, what actions are wise, or how we can become wise.

Apart from the perfect, truthful, unchanging, eternal, triune God of the Bible, in whom are hidden all the treasures of wisdom and knowledge (Colossians 2:3) and from whom come knowledge and understanding (Proverbs 9:10), *we cannot know what true wisdom is.*

The all-wise God of the Bible has created each person in His image, giving us the ability to reason and to develop

wise courses of action based on the principles He’s given in His Word. And He has revealed Himself to everyone so that no one is without excuse. Those who deny His existence are willfully ignorant and foolish (Romans 1:18–21).

We can praise Him that He freely gives wisdom to those who ask for it (James 1:5). Today, let’s be quick to seek wisdom from God as we teach our children to Listen UP! to His Word.

The proverbs of Solomon the son of David, king of Israel:

To know wisdom and instruction,  
To perceive the words of understanding,  
To receive the instruction of wisdom,  
Justice, judgment, and equity;  
To give prudence to the simple,  
To the young man knowledge and discretion—  
A wise man will hear and increase learning,  
And a man of understanding will attain wise counsel,  
To understand a proverb and an enigma,  
The words of the wise and their riddles.  
The fear of the Lord is the beginning of knowledge,  
But fools despise wisdom and instruction.  
(Proverbs 1:1–7)

My son, if you receive my words,  
And treasure my commands within you,  
So that you incline your ear to wisdom,  
And apply your heart to understanding;  
Yes, if you cry out for discernment,  
And lift up your voice for understanding,  
If you seek her as silver,  
And search for her as for hidden treasures;  
Then you will understand the fear of the Lord,  
And find the knowledge of God.  
For the Lord gives wisdom;  
From His mouth come knowledge and understanding;  
He stores up sound wisdom for the upright;  
He is a shield to those who walk uprightly;  
He guards the paths of justice,  
And preserves the way of His saints.  
Then you will understand righteousness and justice,  
Equity and every good path.  
(Proverbs 2:1–9)

- ☐ Bible or children's Bible
- ☐ Expedition guide costumes for teachers
- ☐ Sound effects (Resource DVD-ROM)
- ☐ Device on which to play sound effects
- ☐ Daily overview poster (AKA Fun Pun poster—Teacher Resource Kit)
- ☐ Discovery Backpack (any backpack will work)
- ☐ Optional: Toy elephant
- ☐ Mounting putty or tape (for hanging posters)

## PRE-PREP

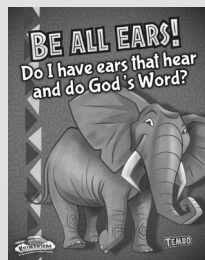
1. Prepare your costumes.
2. Get the sound effects ready to play, either on a laptop or downloaded onto a mobile device.
3. Put the Bible and toy elephant in the Discovery Backpack.

◆ Be familiar with the lesson, but don't memorize it. Place it on an animal print clipboard or in an animal print folder to use as a reference. Decorate the back of your clipboard (which the kids will see as you hold it) to say  $W = H + D$ .

◆ The Bible and mounting putty or tape are listed just once in each day's lesson, but plan to use them throughout.

◆ Incorporate a couple Safari Sillies into the intro each day. See the Resource DVD-ROM. Today, jokes about the ears or elephants work great!

◆ Teach the Swahili word for ears, which is *masikio* (ma-SEEK-ee-o).



## INTRODUCE IT!

### Ears to Hear (5 minutes)

**Teacher One:** *Jambo* (JAWM bo—hello) and welcome to *Camp Kilimanjaro*, trekkers! We hope you're ready for a fabulous week at this high adventure camp. We're located at the base of Mount Kilimanjaro, the highest mountain in Africa. I'm \_\_\_\_ (Safari Sue, Ranger Ron, Adventurous Amy, Trekker Tom, or whatever name you choose).

**Teacher Two:** And I'm \_\_\_\_ (name of your choice). We'll be your expedition guides this week. Are you ready to have a great time?

**Teacher One:** Good! Well, Mount Kilimanjaro is an amazing mountain! At the bottom, it's hot—about 100 degrees! As you trek up, you first go through a steamy rainforest filled with plants and amazing animals. Then it gets milder in the areas called the heather and moorland. Next, it begins to get very cold, and you'll need your warm coat as you pass through the alpine desert. Once you get to the top in the Arctic zone, you'll be at a super chilly 0 degrees or colder, with rocks, glaciers, and snow! So we're excited to have you here at one of the coolest, most extreme spots in the whole world!

**Teacher Two:** We want to be sure you're ready for the sights and sounds that may greet you, so let's try a little listening game to figure out these sounds from Africa. Try to guess what sound I'm playing. Play each sound effect and take guesses.

Sound effect #1 is a lion's roar. A lion's roar can be heard for over four miles!

Sound effect #2 is a drum beating. Africa is known for its drums.

Sound effect #3 is someone speaking in another language—Swahili. Swahili is the main language spoken in this area of the world.

Sound effect #4 is the trumpet of an elephant. The big-eared African elephant is the largest land animal and lives freely only in Africa.

Sound effect #5 is the bray of a zebra. Zebras live freely only on the savanna of Africa.

Sound effect #6 is a waterfall. This can be heard at the base of the mountain where the rainforest is.

**Teacher One:** Good job, trekkers! Your ears are listening UP! In His great wisdom, God designed our ears in an amazing way to get sounds from the air to our brain! It's important to listen UP, especially to instructions. We've got an animal pal with us today to remind us to listen UP.

**Today's animal pal is Tembo. Tembo means "elephant" in Swahili.** Show the Fun Pun poster and practice saying "Tembo" (TEM-bo) together. If you have a toy elephant, pull it from the Discovery Backpack. **Tembo is an African elephant and has big ears. God designed his big ears to help keep him cool by fanning himself and by providing surface area for heat to escape his body. His big ears remind us to listen UP!**

**Teacher Two:** Well, when it comes to listening, I have THE most important thing to listen to in the whole world right here in my Discovery Backpack. Do you want to see it?

Slowly and dramatically pull out your Bible.

**Teacher Two:** The Bible is the most important thing in the world to listen to. It's pretty amazing to think that God, who made the universe, has communicated with us! He doesn't talk out loud to us, but He does speak to us through His Word. When the Bible speaks, God speaks!

**Teacher One:** And when God speaks, we need to listen UP! This week, we're going to zone in on something in particular that He talks a lot about—wisdom, or being wise.

**Teacher Two:** Well, if we're going to hear about wisdom, we've gotta start with a man named Solomon. He was the wisest man ever, and he wrote many wise sayings that are in the Bible.

Take a few moments to see if they've heard of the book of Proverbs and know where it is in the Bible. Show them that it's in the middle and is part of the Old Testament. If they have their Bibles, have them open to Proverbs. They can work in small groups or by themselves to find it.

**Teacher One:** Let's take a peek at Solomon's life now and find out how he got to be so wise.

## TEACH IT!

### Part 1: King Solomon (10 minutes)

#### Scene 1: Solomon Asks for Wisdom (from 1 Kings 3:1–15)

Choose an outgoing boy to come up and play King Solomon. He won't talk (unless you want to interact a bit with him), but can silently make facial expressions and gestures to follow what you're saying. Teacher One tells the account, and Teacher Two helps with the props. Before Teacher One begins the account, Teacher Two or a child should walk along the front with the "Scene 1" sign.

**Teacher One:** Our Bible account comes from the book of 1 Kings, chapters 3 and 4. About 1,000 years before Jesus came to earth (or 3,000 years ago), a young man named Solomon became king of the nation called Israel. The Israelites were the descendants of a man named Abraham and lived in the country we call Israel. Solomon was the son of David, who was the second king of Israel. When King David died, Solomon became the king.

Teacher Two puts the Solomon nametag and crown on "King Solomon."

**Teacher One:** Solomon loved the Lord. He listened to and did what God commanded.

Teacher Two hands Solomon a big red heart for him to hold up.

**Teacher One:** Now Solomon went to a place called Gibeon to give offerings to God. At Gibeon the Lord appeared to Solomon in a dream by night.

Teacher Two escorts Solomon to a sleeping bag, where he lies down and is handed a pillow with which he can pretend to be asleep.

**Teacher One:** God said to him in the dream, "Ask! What shall I give you?" Wow! What a question! What would you say if God asked you that? (Take a few quick answers.) Well, here's what Solomon said.

"O Lord, You have made me king, but I am a little child." (Well, actually he was probably about 20, but he said that because he knew he was young and inexperienced!) "I'm in the midst of a great number of people. Therefore, I ask for . . ."

Teacher Two walks behind him with the dream bubble *Picture 1: Long Life* as Teacher One says "long life." Ask the class to give a thumbs up or thumbs down, depending on if they think that's what Solomon asked God for. Continue in the same way with *Picture 2: Riches*, then *Picture 3: Victory over Enemies*. Finally, Teacher Two passes by with *Picture 4: Wise Heart*. This is the thumbs up!

**Teacher One:** Solomon said, "I ask for a wise and understanding heart so I can judge wisely and know the difference between good and evil."

According to the Bible, this speech pleased the Lord. So God said to him, "You haven't asked for . . ."

◆ If your group is young and inexperienced with using a Bible, it could take a little time to help them find Proverbs.

- ☐ Scene 1, 2, and 3 signs (Resource DVD-ROM)
- ☐ King Solomon nametag (Resource DVD-ROM) with a loop of string
- ☐ King Solomon props: crown, heart, sleeping bag, pillow, blanket, chair, baby doll, ruler
- ☐ Dream bubble pictures (Resource DVD-ROM)

#### PRE-PREP

1. Photocopy and cut out the King Solomon nametag and put it on a loop of string so it will fit over someone's head.
2. Photocopy the dream bubble pictures and the Scene 1, 2, and 3 signs.

◆ Open your Bible to 1 Kings 3 so they see the account is coming from God's Word.

◆ Point out where Solomon falls on the biblical timeline of history. You can also purchase a timeline at [answersbookstore.com](http://answersbookstore.com) (00-5-058).

◆ Put the sleeping bag on a low table so when Teacher Two walks past with the dream bubble pictures, Teacher Two can put them right by Solomon's head as if he's dreaming.

◆ The teacher may want to pantomime or prompt "Solomon" with some of the actions to help the class get the idea.

◆ If you have a shorter time period, skip Scene 2.

Teacher Two again walks behind Solomon with the first three pictures as Teacher One continues.

**Teacher One:** “. . . long life for yourself, and you haven’t asked for riches for yourself, and you haven’t asked for the life of your enemies. Because you haven’t asked for these things, I’m giving you a wise and understanding heart, so that there hasn’t been anyone like you before or will there be anyone like you after. AND . . . I’m also giving you what you didn’t ask for . . . riches and honor. If you walk in My ways and keep My commandments, then you will also have long life.”

**Then King Solomon awoke.**

Teacher Two wakes up Solomon, who gets up and walks over to the side for a minute until the start of the next scene. Or you can choose someone new to play King Solomon in Scene 2. Before moving on, ask what it means to walk in God’s ways. (The Scripture shows it involves keeping God’s commands.) Ask if they can think of some commands God wants us to keep.

## **Scene 2: Two Women and Two Babies (from 1 Kings 3:16–28)**

Have the same Solomon or a new Solomon come up. Put a blanket over the chair as if it’s a throne, and have him sit down as you bow with a flourish. Next, choose two girls and have them come up. Have them stand on either side of King Solomon’s “throne.” They won’t talk (unless you want to interact with them), but can make facial expressions and gestures to follow what you’re saying, along with passing a baby doll back and forth. Before Teacher One begins the account, Teacher Two or a child should walk along the front with the “Scene 2” sign.

**Teacher One:** After Solomon became king, two women came to the king and stood before him. And one woman said, “O my lord, this woman and I live in the same house; and I gave birth while she was in the house.”

Teacher Two hands Girl One the baby doll.

**Teacher One:** “Then it happened, three days after I gave birth, this woman also gave birth. And we were together; no one else was in the house but us. We went to sleep.”

Both girls should lie down.

**Teacher One:** “And this woman’s son died in the night. So she arose in the middle of the night and took my son from my side while I was asleep, and she laid the dead child with me.”

Girl Two gets up, takes the baby from Girl One and goes back to sleep, holding the baby doll.

**Teacher One:** “And when I rose in the morning, there was my son, dead. But when I examined him, indeed, he was not my son.”

Girl One looks shocked.

**Teacher One:** Then the other woman said, “No! The living one is my son, and the dead one is your son.” And the first woman said, “No! The dead one is your son, and the living one is my son!”

Girl One and Girl Two pass the baby back and forth. Have it end up with Girl One.

**Teacher One:** Then the king said, “Bring me a sword.”

Teacher Two hands him a ruler (his “sword”).

**Teacher One:** Solomon said, “Divide the living child in two, and give half to one woman, and half to the other.”



**Teacher One:** Then the woman who told the truth and had the living son said, “Give her the living child! By no means kill him!” She said this because she loved the child and didn’t want to see him hurt.

Girl One hands the baby to Girl Two.

**Teacher One:** The second woman said, “Let the child be neither mine nor yours. Divide him in two!”

Girl Two hands the baby to King Solomon.

**So the king answered and said, “I will give the first woman the child, and by no means kill him. She is his mother.”**

King Solomon hands the baby back to Girl One.

**Teacher One:** And all of Israel heard of the king’s judgment and they were amazed because they saw the wisdom God had given him.

Have the volunteers sit down and ask how that showed that King Solomon made a wise choice. (He knew the real mom wouldn’t let her child be killed.) Continue with the next scene, which doesn’t need a King Solomon.

### Scene 3: Solomon’s Great Wisdom (from 1 Kings 4:29–34)

Before Teacher One begins the account, Teacher Two or a child should walk along the front with the “Scene 3” sign.

**Teacher One:** Now, as I recall this last part of the Bible account, listen up for a couple numbers that I’m going to be saying. Also, listen up for any time you hear me say the word “all.” When you do, repeat it after me. Here we go.

**God gave Solomon wisdom and great understanding. Solomon’s wisdom was greater than all (all!) the men of the East and all (all!) the wisdom of Egypt. He was wiser than all (all!) men. His fame spread to all (all!) surrounding nations. He spoke 3,000 proverbs and wrote 1,005 songs. And he spoke of trees and birds and creeping things and fish. And men from all (all!) nations came to hear the wisdom of Solomon.**

### Part 2: Puppet Pal—What Is Wisdom? (5 minutes)

Each day, the puppet pal (Akili) will reinforce the lesson the kids just heard. It’s a quick, but important, part of the day, and they will enjoy the puppet! If you don’t have a teaching assistant or a co-teacher, enlist someone (a group guide or other volunteer) ahead of time to work the puppet each day. If alone, have the puppet enter from a travel-looking suitcase (travel stickers on it) with the lid flipped up.

The puppet can be a boy or a girl. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain words for emphasis, or make an exaggerated action for things like groaning, turning its head, or sneezing. Use your free hand to do things with the puppet’s hands or arms. If it doesn’t have a rod attached to its arm, you may want to use a dowel rod and attach one. Use various gestures with the rod. For example, if the puppet is “thinking,” put the puppet’s hand on its chin. When the puppet is talking, make sure the mouth is open. (This is the opposite of what people often do!) In other words, the mouth should be open on most syllables. You don’t have to open very wide, which will help you move the mouth faster and more naturally.

Your puppet should come up from inside the tent, looking out the window or door, or from behind the tent. Or, if your mountain is free-standing, the puppet can come from behind the mountain. (The supply list will assume it’s from the tent, but it works

- ☐ Boy or girl puppet (in costume) and puppet stage (tent)
- ☐ Clipboard
- ☐ 2 copies of today’s puppet script (Resource DVD-ROM)
- ☐ Headphones for puppet
- ☐ W = H + D poster (Teacher Resource Kit)

#### PRE-PREP

1. Dress the puppet in a baby-sized T-shirt with the VBS logo taped on, or a mini safari outfit, such as a mini safari vest and animal print bandana.
2. Make mini headphones. Twist two black chenille stems together, then bend into a head-band shape. Glue a black pom pom to each side.
3. Tape one script inside the puppet stage (tent) and attach the other to a clipboard for reference.
4. One teacher should be in the tent or behind the tent with the puppet.

◆ “Akili” is pronounced Ah-KEE-lee.

great to pop out from behind the mountain if you have a free-standing mountain!) When entering, hold your arm back and down and have the puppet take three steps forward, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

**Puppet:** Akili comes up with headphones on, supposedly jamming to music. Sing loudly and off key for a few seconds.

**Teacher:** Whoa, whoa, whoa, what’s going on here, Akili?

**Puppet:** Oh, hi, \_\_\_\_, I’m just listening to my favorite Jambo Jive music. Start singing off key again.

**Teacher:** Well, hey, would you mind listening UP for a minute?

**Puppet:** Sure, bro. No problemo. Goodbye to Jambo.

**Teacher:** Hey, I keep hearing that word *jambo* over and over. What does it mean, Akili?

**Puppet:** Jambo is the Swahili word for hello! Swahili is a language many people speak in Africa. So . . . *jambo*, everyone!

**Teacher:** Oh, *jambo* to you, too! Let’s say *jambo* to Akili, everyone! Do so. And Akili, I’ve been wondering what your name means in Swahili. It’s such a cool name, isn’t it, boys and girls? Let’s all say Akili. Do so.

**Puppet:** Both boys and girls have the name Akili in Africa. It means “wisdom.”

**Teacher:** Oh, we were just talking about wisdom.

**Puppet:** Start singing softly again and (if you’re able) sneak the headphones back on.

**Teacher:** Uh, Akili, did you know that part of being wise is learning to listen UP?

**Puppet:** Akili is now singing full blast again and isn’t paying any attention. Teacher has to get right in his (or her) face and loudly say the next line, getting louder with each call.

**Teacher:** Akili! Akili!! Akili!!!

**Puppet:** Jump a mile. Don’t sneak up on me like that! You scared me!

**Teacher:** Akili, let’s take a minute to hear what God’s Word has to say about being wise. Did you know that wisdom comes from God? (Proverbs 2:6)

**Puppet:** That’s cool.

**Teacher:** Yep! God is completely wise and has all wisdom. God wants us to learn to be wise, like He is. He has given us instructions for being wise in His special book, the Bible. There’s one part of the Bible in particular called the book of Proverbs that’s full of wise sayings to help us live a wise life. Open your Bible to the book of Proverbs.

**Puppet:** That’s pretty cool! It looks like it’s right about in the middle of the Bible.

**Teacher:** It is! And God used King Solomon to write most of the book of Proverbs.

**Puppet:** Oh, yeah, Solomon’s the one who asked God for wisdom instead of asking for riches or long life.

**Teacher:** You got that right! And he wrote lots of proverbs—over 3,000! Around 500 of them are recorded in Proverbs, and they’re about all kinds of things, from how to choose your friends wisely to speaking with kind words and listening to your parents. In fact, Solomon was writing the proverbs as advice to his son, and he started some with: “Listen, my son.”

**Puppet:** Well, if his son needed to listen, maybe I need to hear what God's Word has to say, too!

**Teacher:** Yes! We all do! But did you know that being wise is more than just hearing what God's Word says?

**Puppet:** What do you mean?

**Teacher:** You not only need to hear it, but you also need to do it!

**Puppet:** Scratches head. Huh?

**Teacher:** Well, God says that we are to obey our parents (Ephesians 6:1). If your mom told you not to touch a hot pan, but you touched it anyway, would that be a wise choice?

**Puppet:** No! Big ouchie!

**Teacher:** God also says we are not to lie (Ephesians 6:25). If you lied to your teacher, would that be a wise choice?

**Puppet:** Shakes head empathically no. No way!

**Teacher:** So you see, if you want to be wise, you need to hear the right thing to do from God's Word, and you need to do it!

**Puppet:** Oh . . . so wisdom (W) = hearing (H) + doing (D)?

**Teacher:** Hold up the  $W = H + D$  poster. **Absolutely! Hear what God's Word says, and then do it! That's how to be wise! Trekkers, let's see if we can tell Akili what  $W = H + D$  means without looking at the poster.** Take the poster down for a minute and take answers. Then review a little by asking the trekkers to tell Akili who the puppet pal is today (Tembo) and what his big ears remind us of (to listen UP/to hear and do God's Word). Share with the children that the most important step to becoming wise is to become a child of God. Briefly review the gospel. (This will be taught in more detail on Day 2.)

**Puppet:** Cool beans! I'll remember that. Well, time for some more Jambo Jive! Later!

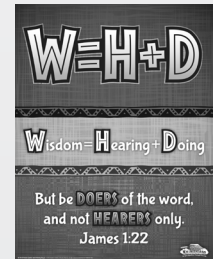
**Teacher:** Later, Akili! Thanks for chatting.

### Part 3: Wise UP! Game (5–10 minutes)

Most days, you will play a round of Wise UP! toward the end of your lesson. Divide into two teams. (You will keep the same teams all week, so it's easiest if it's boys vs. girls.)

Play the game in one of two ways. One, play as long as time allows, and then mark where the teams are. Continue from that spot the next day with the same teams. Or, play each day as a separate round and start over at the beginning the next time you play.

Put the game cards, playing pieces, and die on the board. Take turns drawing cards and answering questions. After each question, the teacher should explain the quick teaching explanation before moving to the next question. If the team gets the question correct, they roll the die and move their playing piece. Play as long as time allows.



- ☐ Wise UP! game posters (Teacher Resource Kit), preferably laminated
- ☐ Wise UP! game cards and teaching explanations (Resource DVD-ROM)
- ☐ Large piece of corrugated cardboard, foam core board, or two poster boards
- ☐ One large soft die
- ☐ Playing pieces, 1 per team

#### PRE-PREP

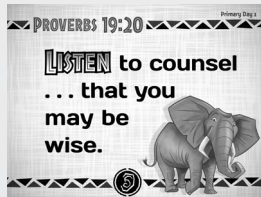
1. Mount the Wise UP! game posters on a large piece of corrugated cardboard, foam core board, or two poster boards. It's helpful if they're laminated first.
2. Photocopy and cut out the game cards and gather the game pieces.



- ◆ You can use the Wise UP! game at any point in the week when you have a few extra minutes.
- ◆ The large die is easy for everyone to see, and the teacher can toss it to different people so everyone gets a turn. You only need one, so if they come as a pair, cut the strings off and use in two different classrooms.



- ☐ Memory Verse Music CD and player
- ☐ Student guides and supplies for Part 1 and Part 2
- ☐ Trail Guide, 1 per child
- ☐ W=H+D bookmark, 1 per child
- ☐ Tembo bookmark, 1 per child
- ☐ Day 1 memory verse poster (Teacher Resource Kit)
- ☐ Theme verse poster (Teacher Resource Kit)



◆ You may want to do the Solid Rock Verse Challenge before playing the Wise UP! game on some days.

◆ It's fun to teach the Swahili word for *good-bye*, which is *khwahehi* (kwa-HAY-ree).

## Apply It!

In the remaining time, complete one or more of the following ideas in class. Review the student guides, or send them home at the end of the day as a review. Review the Trail Guides and stamp for attendance (or stamp during snack time). Pass out the W=H+D and Tembo bookmarks, or have group guides pass them out at the end of the day.

Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose, so decide what you will do and add them to your supply list accordingly.

## Part 1: Solid Rock Verse Challenge

**Today's Verse:** "Listen to counsel . . . that you may be wise." Proverbs 19:20

Practice the verse several times by playing the appropriate song from the memory verse CD and using the memory verse poster as a reference, then try the following challenge.

**Challenge:** Did you make a savanna drum today in craft time? Pound out different rhythms on your drum. Or, if you didn't make one, pound out rhythms on the floor! Maybe your rhythms are slow and steady. Maybe they're fast and crazy! You decide! Say your verse several times, each time going along with a different rhythm.

**Tomorrow's Verse:** "Trust in the Lord with all your heart, and lean not on your own understanding." Proverbs 3:5

Try the challenge again using tomorrow's verse. You may also want to practice the week's theme verse, using the theme verse poster as a reference.

## Part 2: Go and Do

1. Find the book of Proverbs in the Bible. Remember: it's in the middle. Tell someone something you learned about Proverbs today.
2. James 1:5 says, "If any of you lacks wisdom, let him ask of God . . . and it will be given to him." Talk to God (that's prayer!) and ask Him to give you wisdom.
3. Ask an adult to share a time he (or she) heard what to do from the Bible but ignored the advice and didn't do it. What happened?
4. Check [answersvb.com/ckkids](http://answersvb.com/ckkids) for more fun information.

Ask yourself these questions: Am I hearing and reading God's Word every day? Am I doing what I hear?