

Theme Development

Aim. God has a purpose and a plan for each child. All children, no matter what their circumstances, have potential. This series is designed to help them cope with adverse circumstances and show compassion.

Kids R Kool deals with issues relevant to our world. Many of these lessons have no pat “1-2-3” answers with “they lived happily ever after” endings. A deep trust in God and the students’ ability to overcome bad situations tie these stories together.

Setting. The Sundae Soda Shoppe is a 50’s ice cream parlor filled with memorabilia—antique Coke signs, a fake soda fountain, white round table and chairs, posters of cars or even a shelf filled with model cars, and a jukebox loaded to play the children’s choruses from the Kids R Kool CD/tape.

The Staff

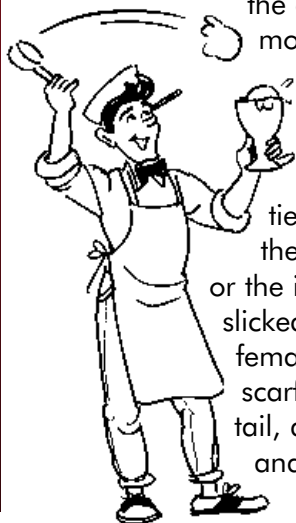
Pharmacist. In the 50’s most soda parlors were in the corner drugstore. The pharmacist/druggist was usually the owner or boss. So the teacher is the pharmacist. He or she is in charge and teaches the Bible story.



The pharmacist wears a white medical shirt and a nametag. Shop at resale shops, uniform stores, or ask a medical professional to loan you a lab coat. Or, use the vest pattern on page 116 to make a dark blue vest to be worn over a regular white shirt.

Soda Jerk. Meet the mascot

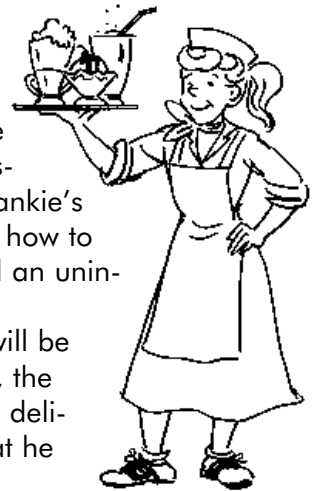
Frankie, the person behind the counter making the sodas and chatting with the customers. He (or she) is the most prominent person in the ice cream parlor. He is a teen dressed in typical 50’s attire, complete with white shirt, rolled-up pants, bow tie, and paper hat (see the teacher’s resource kit or the instructions on page 11), or slicked-back hair. If Frankie is female, she wears a white blouse, scarf tied around her neck, ponytail, a poodle skirt, bobby socks, and saddle oxfords.



Frankie is a fumbling teen whose body is growing faster than his brain, causing him to stumble, spill, and even stutter occasionally.

He experiences the same ups-and-downs as the kids in *kids POWER hour*. He is new on the job and sometimes makes mistakes (who doesn’t?). From Frankie’s experiences the children learn how to cope with their problems. Find an uninhibited teen to fill this role.

The customers (kool kids) will be just as entranced with Frankie, the soda jerk, as they are with the delicious ice cream and sodas that he serves.



Soda Jerk’s Cap. Included in the teacher’s resource kit is a paper cap like the ones worn by waiters in the 50’s.

If you do not have the kit or need extra hats, a pattern and instructions are on page 11.

The Kool Notes add a special flair to the ice cream parlor. Select any number of teens to be your “doo-wop” singers. Utilize your youth group in *kids POWER hour*, teaching them to work with kids. The Kool Notes sing hymns from the 50’s with a few “doo-wop, doo-wops” thrown in for fun. The members of this musical group also help with special activities. They do not need great musical talent, although some practice is required each week.

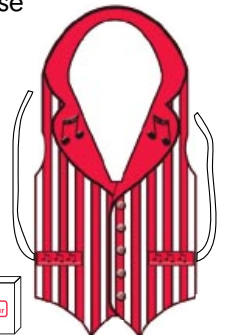
If a P.A. system is not available for *kids POWER hour*, purchase toy mikes (or even inflatable ones). A microphone seems to drive the shyness right out of children and teens.

An alternate idea is to select older students each week to be Kool Notes. The number can vary from week to week. Do not limit your selections to talented singers only. Most children, even those with no talent, love to sing so be an equal opportunity selector. A practice session will be required each week. Use children who cannot come to practice in other positions.

The Kool Notes wear striped vests with a music note logo. Three vests are included in the resource kit. If you do not

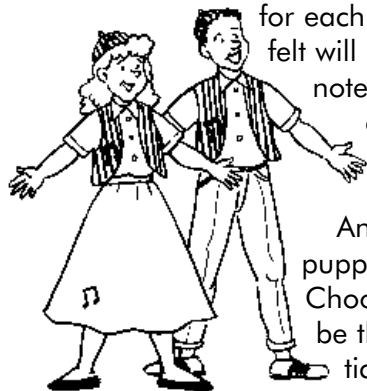


PLUG-IN To carry through on the 50’s theme, “doo-wops” are added to the songs for fun, just as “ooh’s” and “aah’s” often are added to special numbers for enhancements.





have the kit, enlarge the pattern given on page 116. Purchase 1/2 yard of red and white striped fabric for each vest; a sheet of black felt will make several music note logos. Make white caps like Frankie's to complete the uniform.



Another option is to use puppets for the Kool Notes. Choose children weekly to be the puppeteers. A practice session is necessary.

The kool kids enjoy the fun atmosphere, participate in the lesson, and dress as kids in the 50's. Guys can don white shirts with the sleeves rolled up, jeans with the pants cuffed up, sunglasses, letter sweaters or jackets. The girls can wear their hair in a ponytail, a scarf around the neck, bobby socks and saddle oxfords, sweaters, and/or poodle skirts.

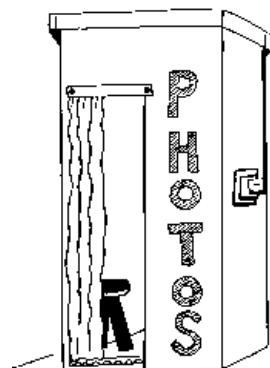
Advertise the theme well in advance so that the children can borrow vintage clothing from grandparents, aunts, uncles, or friends. The adults probably will be glad to help the children assemble these clothes.

Ask members of the staff to watch for items at garage sales and second-hand stores. Keep these items in a special closet for the children to borrow. They can put them on when they arrive and remove them before they leave. Make dressing 50'ish fun, but not so important that children feel uncomfortable if they are not wearing a certain style.

In borrowed, oversized clothing, the children will look adorable and should have their pictures taken. So set up a photo booth. A large refrigerator box with one side cut out for a doorway and a curtain for privacy will do. Place a stool inside for the child to sit on. Cut a hole opposite him for the camera to fit in. If possible, use a Polaroid so that the child can take his picture home immediately.

Or, use a regular or digital camera and take orders from parents for copies. Make sure that in one session the class poses for a group picture.

Determine the charge for copies by processing prices. Profit from this venture can



go to cover the expenses of the soda shoppe or to help a missionary or a cause chosen by the class. When sending the money to the recipient, let each kool kid write a note. Send a class picture along with the contribution.

The clerks are your helpers. They reflect the essence of the spirit of an ice cream parlor. If they are dressed in a 50's style, the children will want to do the same. The clerks are the sprinkles on top of the sundaes because they give an extra flavor to the session. They are the praise leaders during scriptural readings, songs, special reports, or presentations. They help take pictures, lead in class participation, maintain order, serve and clean up.

Select enthusiastic people to help. Usually older teens are your best source. Ask them to not only participate during the *kids POWER hour* sessions, but to provide daily prayer and support for the success of it.

Sundae Soda Shoppe Decor

This series can be a fun time for both teachers and children. But it is up to you to create the excitement via your attitude, preparation, and the environment.

Set a date for decorating. Put out a call for helpers. Have the necessary items on hand to minimize frustration.

In the resource kit is a large door sign for the outer entry to the Sundae Soda Shoppe. Once inside, the entire room should be reminiscent of the 50's. Adorn the walls with oversized music notes, old long-play records, tin print advertisements, and other nostalgic items. (See the resource kit.) Visit garage sales, antique and second-hand stores looking for inexpensive items. Faded colors and rust do not matter.



Walls. Transform your room into the Sundae Soda Shoppe by taping red and white checked paper (tablecloths?) as a border around the wall (about one-third way up the wall). Or attach sheets of red and white construction paper to the walls in a checkerboard pattern. See fountain art on page 7.

Cover the top two-thirds with memorabilia.

On the wall behind the soda fountain hang a dry erase board. Write the menu and other important information on this board. Also post the *POWER line* board from the resource kit on this wall.

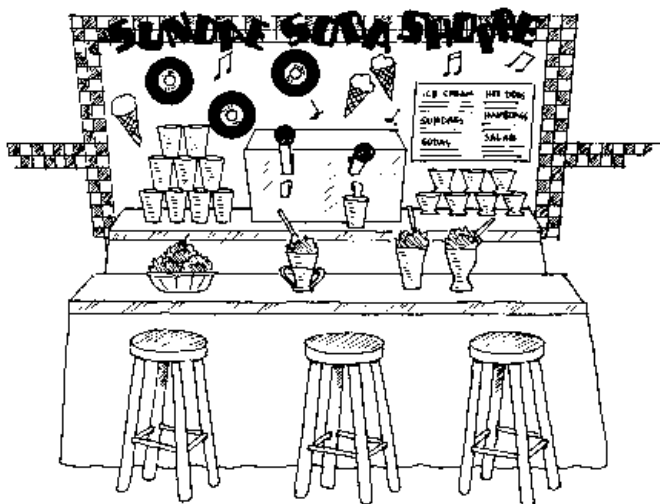
Decorate the walls with antique Coke signs, Pepsi signs, posters of old cars, old letter jackets or sweaters, and other products from the 50's. If possible, suspend real 78- and 45-rpm records from

the ceiling with fishing line (out of the reach of children's hands or heads; some of these may be quite valuable). Or use the paper records provided in the resource kit.

Visit the library or Internet for more ideas on the nostalgic look.

Chairs. Borrow a patio set of round white table and chairs. Set this to one side. This will give your room an ice cream parlor look.

Soda Fountain and Counter. The Sundae Soda Shoppe has to have a soda fountain. Start with a long table set on concrete blocks or paint cans. Make it bar height—Frankie's waist is a good measurement. Once you have the counter secured, decorate it. Cover the top with a white tablecloth. Then skirt it to match the rest of the room's red-and-white checkerboard look. Attach a 2-inch wide silver ribbon to the top front edge of the table, giving the counter a silver chrome edge.



Leave room behind the counter for Frankie to stand and to place a table for the fountain. Place barstools in front of the counter for the students involved in skits and dialogues.

Place items such as napkin holders and straw dispensers on top of the counter. Some dollar stores carry the old glass and chrome sugar jars and salt and pepper shakers. Remember, nostalgia is everything in this décor.

Purchase some inexpensive clear soda glasses or large old-fashioned metal fountain mugs.

Crumple a large sheet of white tissue paper and place it in the bottom of a glass for ice cream. Add a sheet of crumpled pink tissue paper. Top this with another piece of white tissue paper (whipped topping). Insert a straw. Add a fake cherry. Place these delicious-looking ice cream sodas on the counter as

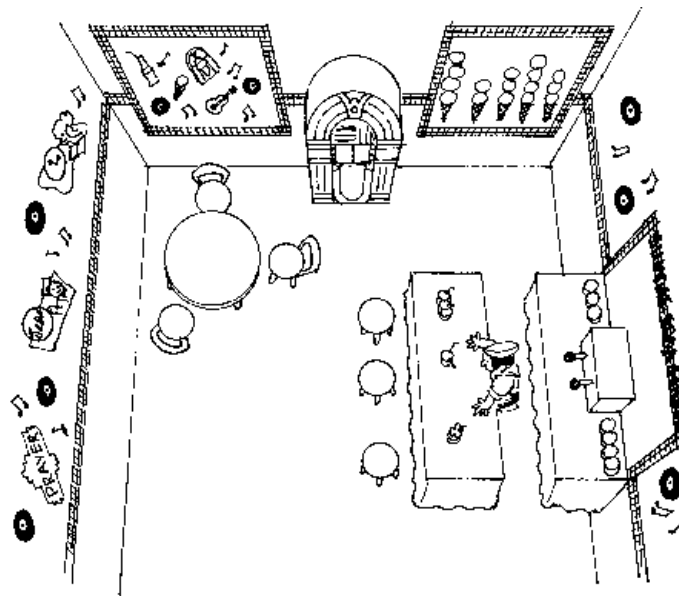
décor. Use your imagination and this same process to create other dishes.



Under the counter place an ice chest for storing the sodas and/or ice cream (whatever is needed each week).

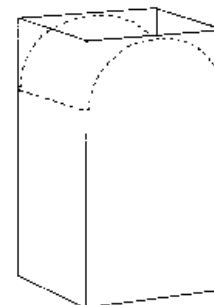
Behind the counter is the soda fountain. Paint a large box (about 18" x 12") silver. From the front extend silver-painted tubes (paper towel tubes or dowel rods) that can be levered up and down, as though Frankie is dispensing the soda. For spigots, insert a silver-painted bendable straw through the box below its corresponding lever, with the bent straw pointing down. (See the diagram.) Place this on a table against the wall behind the counter, facing the children.

On 2" x 4" card stock, write the name of the soda and attach it to the top of the box over the spout.



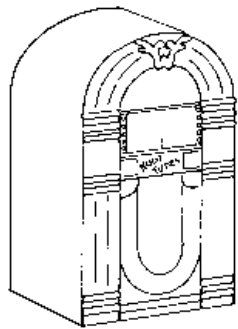
PLUG-IN Not all geographical areas refer to soft drinks as "soda." Some use the terms Coke, pop, soda pop, or soft drink. For the sake of continuity, and to fit the theme of the 50's, we will use the terms soda and pop throughout. Feel free to use the term most familiar to your students.

Jukebox. Make a jukebox from a large refrigerator box. Cut the top front into an arc shape (see the diagram), cutting out the sides of the box where the arc begins. To add stability, tape pieces of posterboard to the arch area, then tautly cover the sides and over the top arch with silver wrapping paper (or a silver tablecloth) to give a chrome look.





In the resource kit is a two-piece label displaying the front of a jukebox. Cut out the opening, as shown, for depositing money. Attach this to the refrigerator box.



Or, if you do not have the kit, make a transparency of the art on page 117 to decorate the jukebox. Use an overhead projector to project the art onto a large sheet of paper, outline with a marker, and paint with bright colors. Attach the sheet to the trimmed refrigerator box.

Inside the box, place a metal container to catch the offering as it is deposited. If possible, have a clerk positioned near the jukebox to play the Kids R Kool CD/tape as needed.

Option: if someone you know has a radio/tape player shaped like an old-fashioned jukebox, ask to borrow it.

Signs

Use the signs from the teacher's resource kit. If you do not have these, make the following signs:

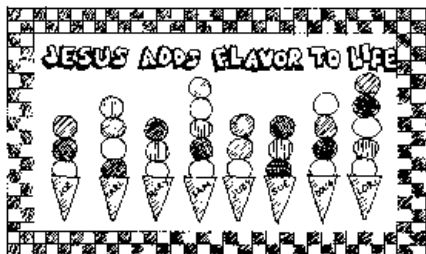
Sundae Soda Shoppe

Open/Closed (Make this one reversible.)

Bulletin Boards

Bulletin

Board 1. On this board display the students' contest ice cream cones. At the top put the caption: Jesus Adds Flavor to Life!



Bulletin Board 2. With colorful cutout letters, place **KIDS R KOOL** at the top. Add cutouts of cool 50's cars, a jukebox, ice cream cones, records, and other 50's related items. As the weeks progress and the children's pictures are developed, place copies



on the board. (See the photo booth on page 6.) Add a small colorful card to caption each picture, giving the name and date.



A master of the menu is on page 10. Make a copy of this for each clerk each session. Use this as you would a master for the congregational Sunday bulletin.

Type up the schedule and the outline (who does what, when, what supplies they need, etc.). Copy this inside the menu and give one to each clerk.

The clerks can carry these in their Bibles without giving away the fact that they have prompt notes.

Contest and Rewards

Throughout the series the children are given soda gift certificates for birthdays, outstanding behavior, bringing the most guests, or whatever you choose. A master of the certificate is given on page 9. Make as many copies of this as you need. Watch for sales on soft drinks (colas, juice-in-a-box, etc.) and purchase a supply. Use these generously to motivate and reward. The children cash these in at the end of each session.

Also, the students earn points (sundae dollars) and are rewarded at the end of each unit when the fountain opens. Rewards include ice cream cones, sodas, sundaes, and banana splits.

Keep one wall clear for the contest. From tan construction paper cut an ice cream cone for each child. Write his name on it. From assorted colors of construction paper, cut out scoops (dips) of ice cream to fit on the cones. Attach the cones to the wall. Each week the child earns sundae dollars (points) which he writes on the ice cream scoop of his choice. He attaches the scoop to his cone, building his cone higher each week. Keep a paper record, in case the ice cream is eaten (is removed).

Award one hundred points (\$1.00 in Sundae Soda Shoppe credit) for each time a child attends and for each guest he brings.

The points represent money and determine what treat(s) the child can buy from Frankie when the soda fountain opens for business the last session of each unit (hours 4, 8, and 13). Of course, this will take time from these sessions, so be prepared. Have the supplies handy and helpers ready to assist Frankie.

If serving at the end of a session is not practical for your setup, allow the children to accumulate their points and finish the series with an Ice Cream Bash at the Sundae Soda Shoppe. Some adjusting of prices may be necessary. If you have one big party, make the items more expensive, so that no one goes home sick!

If you are using Unit 1 for a crusade, start this contest after the crusade. A different contest is given for the crusade.



Be sure some drinks are sugar free.

Unit One: Kids Under Pressure

Unit Theme: God shapes us.

Unit Aim: Pressure is intended to shape us into what God wants us to be.

Memory Passage: John 16:33

Moses, the Adopted Prince

Scripture Text: Exodus 1:8-22; 2:1-10

Lesson Objective: God places us where He wants us to be.



Saved for a purpose.

Schedule

- I. POWER of Worship (25-30 minutes)
 - A. Open for Business (6-8 minutes)
 - Frankie's First Day on the Job
 - Contest Ice Cream Cones
 - *POWER* line
 - Energy Outlet: Releasing the Pressure
 - B. Jukebox Jam Session (5-7 minutes)
 - Praise Generators: Kool Notes
 - C. Cruising the Crowd (6-8 minutes)
 - Energy Outlet: Where I Live
 - D. Jukebox Pickings (4-6 minutes)
 - Energy Outlet: Offering
 - Truth Conductor: In the Right Place
- II. POWER of the Word (25-30 minutes)
 - A. Bible Memorization (8-10 minutes)
 - Truth Conductor: Making Waffles
 - B. Spirit Generator (2 minutes)
 - Worship Chorus
 - C. Illustrated Sermon (6-8 minutes)
 - Moses, the Adopted Prince
 - D. Invitation and Prayer (5-? minutes)
 - Truth Conductor: A Sweet Topping
 - E. Review
 - Energy Outlet: Building Ice Cream Cones



Supply List

- Kids R Kool CD/tape
- CD/tape player
- flip chart and marker or transparency and overhead projector
- calendar, fine-tipped marker, copies of soda gift certificates
- construction paper ice cream cones and dips, Plasti-Tak or tape
- open/closed sign
- 2 lengths of lightweight rope
- paper, pencil
- bell
- waffle iron and waffle mix, container with a lid
- waffle topping, paper plate
- ice chest, ice
- waffle cone(s), ice cream, ice cream scoop
- 2 tall soda glasses
- construction paper, scissors, cotton balls, tape or glue
- royal robe, 2 crowns (in the resource kit), coins (real or play), a ragged, dirty cloak



Before the Session

- ✓ Set up the Sundae Soda Shoppe as instructed in the feature pages.
- ✓ Have a staff meeting early in the week to be sure that everyone knows what to do and has everything they need. This week devote special time to prayer and fasting for your children's ministry.
- ✓ Locate a map of your city and purchase gummed stars.
- ✓ Find a man to play the role of Moses. He dresses as an Egyptian prince and tells the Bible story as a dramatized monologue. His robe needs a pocket, or he can carry a coin purse. Fill his pocket (or purse) with coins (real or play). Set a toddler match-the-shapes toy where Moses can use it as he talks.
- ✓ Before class secretly tell three or four students that when Moses snaps his fingers they are to jump up, run to him, bow low, and say, "Yes, Your Majesty. What do you want?"
- ✓ Make copies of the scripts and distribute them early in the week. Plan a practice session with the cast and the Kool Notes.
- ✓ For rewards purchase a variety of soft drinks.
- ✓ Place ice, ice cream, and the soft drinks in the ice chest under the counter.
- ✓ Bring a calendar to mark birthdays.
- ✓ Make copies of the soda gift certificates on page 9. Give these each week for prizes, to those who bring visitors, to the visitors, and/or to birthday children.
- ✓ Make transparencies of the songs, "Count Your Blessings," "Where God Wants Me to Be," and "Have Thine Own Way, Lord." (See pages 22-23.) If you do not have an overhead projector, develop a giant flip chart songbook, using large sheets of art paper or posterboard and shower curtain rings.
- ✓ Prepare enough waffle mix for one or two waffles and store it in a sealed container. Also bring a waffle iron, sweet topping for the waffle, waffle cone, ice cream, and an ice cream scoop.
- ✓ Form construction paper into two cones and bring a supply of large cotton balls for the review game.

POWer of WorShIP

Open for Business (6-8 minutes)

As the children enter, a clerk marks their birthdays on a calendar. The Kids R Kool tape plays in the background as other staff members greet the children and visit with them.

When the children are seated, Frankie enters, carrying the Open/Closed sign.

FRANKIE: Shakes nervously. **T-t-this is it! This is the d-d-day. I am so n-n-nervous I can hardly s-s-see straight.** Crosses his eyes. **My first day on the j-j-job. I hope I do everything j-j-just right. I really want to p-p-please my b-b-boss. Oops!** Drops the sign and falls on his face while trying to pick it up. Has trouble getting up. **I wish I wasn't s-s-so n-n-nervous.**

Frankie continues in this manner until he gets the Open sign set up. Then he attempts to write on the board, **“Try Our Delicious Waffle Cones.”** He shakes so hard that he cannot write. Finally, he calls for a volunteer to write it. As the volunteer writes, Frankie worries that this kool kid might get his job.

The teacher (dressed as a pharmacist) comes to the front, welcomes Frankie and the children. She introduces the theme and acquaints Frankie with his job.

The children can write their names on their contest ice cream cones now and add a scoop to record their attendance. Children who brought visitors add extra scoops. Or they can wait until the end of the session to build their ice cream cones.

Frankie stutters and stumbles as he gives out soda gift certificates to those who brought visitors, to the visitors, and to birthday children.

TEACHER: **Frankie, why are you so nervous?**

FRANKIE: **I am a-a-afraid I'll mess up and I-I-lose my j-j-job.**

TEACHER: **Just relax. I don't expect you to be perfect. I know you are going to make some mistakes.**

FRANKIE: **You d-d-do? I a-a-am?**

TEACHER: **Certainly. We all make mistakes, but as we grow, we learn. As you work, you will get comfortable with your job. By the end of this Kids R Kool series, you will be the coolest soda jerk in *kids POWer hour*.**

FRANKIE: **I'm pretty c-c-cool right now. S-s-see how I'm s-s-shaking.**

TEACHER: **I know this is your first day on the job, and you are under a lot of pressure. But life is full of pressure. In fact, that is what we are going to study about—kids under pressure. In this series we are going to learn how kids in the Bible grew when they were under pressure.**

FRANKIE: **You mean p-p-pressure makes you g-g-grow?**

TEACHER: **Yes, if it is handled right.**

FRANKIE: Looks at himself. **I'm not sure I want to g-g-grow anymore.** (This response varies according to Frankie's size and age.)

TEACHER: **I am not talking about growing bigger. I am talking about getting better—growing spiritually. God puts us where He wants us to be, Frankie, so He can shape us into what He wants us to be. He wants you right here in the Sundae Soda Shoppe.**

FRANKIE: **Do you really think s-s-so?**

TEACHER: **I know so. I also know that God has put each one of these children here in *kids POWer hour*. He wants them to be here. He wants to save them. He has a purpose for their lives.**

Writes the *POWer line* on the board: “Saved for a purpose.” **This is our *POWer line*. Rings the bell. Every time you kool kids hear this bell,**



In the teacher's resource kit is a laminated poster for writing the *POWer line*, using a dry erase marker.



shout the **POWER line**. Rings the bell again. Children respond. **Saved for a purpose.**



Are you under pressure? Perhaps you are under pressure at school? Are you having trouble making good grades? Are your classmates pressuring you to do wrong? Do you need to get along better with your teacher? Are you having trouble at home? You may have stepparents or stepsiblings and feel pressured to please them. You may even feel pressured to fit in with the church kids. Frankie feels pressured to do a good job.

Pressure is part of life. (Some call it “stress.”) Everyone has to deal with it. How we handle it makes the difference. It can help us grow and become a better person, or it can crush and hurt us.

Ask the boys to get in one huddle and the girls in another.

Pressure makes you feel tied up in knots inside. Frankie wraps a light-weight rope around one huddle and the teacher wraps one around the other huddle. Draw the ropes tight enough that the children feel the pressure, but not so tightly that the ropes hurt them.

Have you ever felt this way inside? Jesus wants to help you deal with pressure. He wants to help you relax so you can do a good job and be happy.

As you lead the children in prayer, slowly unwind the ropes until they are free. End by praising God for the freedom we have in Him.

Jukebox Jam Session (5-7 minutes)



Introduce the Kool Notes (whether people or puppets). Be sure they wear their vests and use microphones (even toy ones will work). As the Kool Notes sing, Frankie plugs in the waffle iron so it will be hot when needed.

They sing the theme song, “Count Your Blessings” (recorded on the Kids R Kool tape/CD). A member of the group pokes the jukebox when he wants the music to start. A clerk stationed close to the jukebox controls the sound track.

The second time through, display the words and let the children sing along.

Have you ever tried to count your blessings? Frankie, grab that pencil and paper and make a list. Let five volunteers name their blessings.

Do you think that’s enough? No? You mean you have more blessings? I don’t know that we can name them all. Why don’t you save them? Ring the bell and the children shout the **POWER line**. **Saved for a purpose.** **Let’s save this list for a purpose. We will add more blessings next week.**

Frankie, don’t lose that list!

Using the flip chart or overhead and the *kids POWER hour* tape/CD, teach the children the chorus, “Where God Wants Me to Be.”

Cruising the Crowd (6-8 minutes)



God put every creature right where it should be. What if God had put bears in nests in trees? Or birds in caves? Or lakes in trees?

God has put you in the family where He wants you to be.

Post a map of your city. Help several children find their home addresses and add gummed stars to the map at these locations.

You may be in a foster home or live with your grandparents. You may be adopted. You may be an only child or have several brothers and sisters. You may have two homes (one with your dad and one with your mother), but God knows where you are. You are right where He wants



If your Kool Notes can sing in harmony, great. If not, it is still fine. The children will be suitably impressed and will be quick to follow their lead.

If you do not have a musical group, go through the motions of using the jukebox and playing the CD/tape for the suggested songs. Each week select the Kool Notes from among the children, and let them sing karaoke style.



you to be, and He will help you make the best of your situation, whatever it is.

Let three or four children testify, thanking God for something special about their families. After each testimony, the class applauds.

Jukebox Pickings (4-6 minutes)



Set a tall soda glass on the floor in the front of the room. Demonstrate how the children should hold their arm out stiff from the shoulder and try to drop their offering into the glass. As the music plays, let the children march and drop their offering. Caution them to let the money stay where it lands.

After they return to their seats, pick up the stray money and place it in the glass as you teach. **No matter where these coins landed when they were dropped, they are part of the offering. I am going to put them in the soda glass because that is where they belong.**

Sometimes it seems like we have landed in the wrong place. Every kid at some time thinks it would be better to belong to another family. Or they wish they had been born *first not last*, or *last not in the middle*. But you belong right where you are—in your family.

God also plans for you to be in His family. He wants to pick you up and put you where you belong—in the church. That is why you are here in *kids POWER hour*.

POWER of the Word

Bible Memorization (8-10 minutes)

Instruct the children to stand when they find John 16:33. Encourage them to help one another. After they find it, read the passage together two times.

Discussion questions. **What does tribulation mean?** Problems, persecution, and pressure. **What is peer pressure? What is “stress”?**

Do you worry about tests at school or whether the teacher will like you? These are some of the pressures of life. Jesus said that we should be of good cheer, or be happy, because He has overcome the world. He endured pressure, too. Pressure may seem rough, but it helps to shape us into what God wants us to be.

FRANKIE: **That is like waffles.** Pours the waffle mix onto the hot waffle iron. **To make a waffle, the iron must be hot and pressure applied on the batter. Then when it is done, mmmmm good!**

TEACHER: Shows a waffle cone. **Raise your hand if you have ever eaten a waffle cone. To make a waffle cone, someone wraps a hot waffle around a cone-shaped utensil.**

FRANKIE: **If the waffle could talk, it would probably yell, “Ouch! Stop that!”**

TEACHER: **Probably so. The pressure of being made into something different and useful is often hard, but the results are worth the pain. God puts us under pressure to make us better people so that He can use us.**

FRANKIE: **What about the ice cream that goes in that cone?** Shows ice cream and the scoop. **Being smashed down inside the cone shapes the ice cream! Makes an ice cream cone.**

TEACHER: **Let’s remember John 16:33 every time we eat a waffle or a waffle ice cream cone.**



On pages 15-20 are special crusade items. These can be fit into the program as suggested or in any way you choose.

Or they can be used in *kids POWER hour*, either to fill in extra time or as substitutes for any material that you choose not to use.

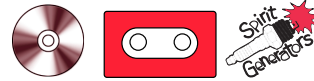


A waffle ice-cream cone and a waffle are made during this lesson. Everyone will want them, so decide beforehand what you are going to do with them.

The teacher leads the children in quoting/reading John 16:33 as Frankie places the cone in the ice chest.

When the waffle is done, put it on a plate and set it aside to use after the Bible story.

Spirit Generator (2 minutes)



Through the jukebox the CD/tape plays “Have Thine Own Way, Lord,” and the children sing along. Make this a settling time of worship, preparing the children’s minds for the Bible story.

ILLUSTRATED SERMON

Moses, the Adopted Prince (6-8 minutes)



Moses, the Egyptian prince, enters, looking dejected. He uses lots of body language and voice inflection to add drama to his story.

What is wrong with me? I should be so happy. Look at all this wealth. Pulls a handful of coins out of his pocket and lets it run through his fingers.

Here I am, a Hebrew guy, living in the palace of the pharaoh, as the adopted son of the princess. Everything I could ever want is right here. I am getting the best education possible. I eat the richest foods and dress in the most elegant clothes. All I have to do is snap my fingers (does so and prechosen children come running and bow before him) . . . **and servants come running. Yet I am not really happy.**

Dismisses the servants with a wave of his hand. They return to their seats.

What could I want? I have everything I want. Yet I am an outsider.

Have you ever felt like you did not belong? Like a square peg trying to fit in a round hole? Picks up the toddler toy and tries to squeeze a square shape into a round hole. **See, it just doesn’t work. I don’t fit with the Egyptians because I am a Hebrew. And I don’t fit with the Hebrews because I am being raised as an Egyptian.**

I have two homes, but sometimes I don’t feel like I fit in either. I am part of two different worlds.

The Hebrews, my birth people, are the Egyptians’ slaves. My birth parents and siblings are slaves. Every day they slave for long, hard hours making bricks and building cities for my adopted parents. They are beaten if they mess up—even if they don’t mess up, they are beaten!

If the Egyptian princess had not adopted me when I was a tiny baby, I would be a slave, too.

Do you know the story of how the princess found me in a basket floating in the river? With questions and interaction, lead the children to review the story.

Now I do not fit with my people. They resent me because I have everything, and they have nothing.

You may have heard someone talking about a multi-cultural society. That means people of different races live together. I am a multi-cultural kid. I was born a Hebrew and raised an Egyptian.

When I was a little boy, my Hebrew birth mother was my nanny, paid by my adopted mother. My birth mother told me that it was a miracle that I was saved from death. She said that I was . . . ring the bell . . . saved for a purpose, that God had a plan for my life. But some days I have trouble remembering that. I wonder why in the world I am living in the palace of the Egyptian pharaoh. Constantly, I am under



All

children know what it is to not fit in at some time. Some never feel like they belong.

The church should be a safe place where children know they belong, where they will not be ridiculed for being different, a place where they are comfortable and fit.

Is your church that kind of church?



pressure. I suppose my birth mother would say that I am being shaped for success. But I wonder? Am I really where God wants me to be?

Moses goes to back of the room.

Invitation and Prayer (5-7 minutes)

When Moses was born, his family must have worried dreadfully. How could they save him from being drowned like the other Hebrew baby boys?

Then he was adopted and became an Egyptian prince. For the first few years of his life, his birth mother was his nanny. She taught him that he was a Hebrew and should serve only the one true God. Then Moses went to live with his adopted mother in the palace. That was a totally different world!

Moses probably wondered where he really belonged, in the little slave's hut with his birth parents or in the palace with his adopted mother.

He was the first adopted kid in the Bible. It was a situation he could not change.

Living in the palace brought Moses some unexpected opportunities. What did Moses learn living in the palace that he would never learned as a slave? Discuss.

Later, Moses became the great leader who led the Hebrews out of slavery to the Promised Land. Because of Moses's multi-cultural background, he could relate to both the Hebrews and the Egyptians.

To demonstrate this, call Moses to the front and ask for two volunteers. Place a ragged cloak on one volunteer's shoulders. Explain this child represents Moses's birth family, the Hebrew slaves. He stands on one side of Moses. Place the crown on the other child's head. He is an Egyptian and represents Moses's adopted family. Place him on the other side of Moses.

Was Moses a Hebrew or an Egyptian? Sometimes neither world wanted him. Volunteers turn their backs to Moses. **And he was very, very lonely. At other times Moses was pulled between the two worlds.** Each volunteer takes one of Moses's arms and pulls (not too hard).

Moses was under a lot of pressure. But the pressure shaped him into a great leader. All the time he was exactly where God wanted him to be. Thank the volunteers and let them return to their seats.

Show the waffle. **Remember the batter than Frankie poured into this waffle iron? The heat and the pressure shaped that runny batter into a delicious, solid waffle. The heat and pressure Moses was under shaped him into a strong leader capable of leading millions of people out of slavery.**

Sometimes it may seem like you are taking a lot of heat and under a lot of pressure. **But God is shaping you. He has some sweet surprises in store for you.** Add a sweet topping to the waffle. **Ahead of you are opportunities to do special things.**

Moses could have become a hateful, spoiled rich kid living in the palace. Instead, the pressure shaped him into a great leader.

Do you ever feel like you do not belong? One place where you will always belong is in God's family, the church. God has sweet plans for you. You are . . . ring the bell . . . **saved for a purpose!**

If you have not been saved (repented, been baptized in Jesus' name, and received the Holy Ghost), you can be today. Obeying the plan of salvation is how you become a member of God's family. **Would you like to fit into the family of God? You can.** Fit the right shapes into the right holes on the toddler toy.



Lead in prayer, praying for the Holy Ghost to touch the hearts of the children who feel that they do not fit in. Then give them an invitation to seek the Holy Ghost. They are right where God wants them to be—in *kids POWer hour*. They can be saved for a purpose.

Review Game

Make two large construction paper cones.

Divide into two teams. Line the two teams up at one end of the room. The first child in each line holds his team's cone. Ask him a review question. If he answers correctly, he places a cotton ball in his team's cone, then passes it to the next player. If he misses the question, he simply passes the cone to the next one in line. The goal is to place the most "scoops" (cotton balls) in the cone.

Alternate asking question between the teams.

When all the questions have been asked or time is called, the team with the most scoops wins.

Optional: give each child one dip of ice cream in a waffle cone as he leaves.

Lesson 2 Memory Verse Art



Permission to copy art for local church use only.

