



What if Jesus taught your kids?  
He can...through you!

# SAMPLE Lesson

**AGE LEVEL:** Grades 3 & 4

**LESSON:** Mordecai Saves the King

**BIBLE POINT:** *We can trust God to work things out for the best.*

- ✓ OVERVIEW OF HANDS-ON BIBLE CURRICULUM
- ✓ HOW HANDS-ON BIBLE CURRICULUM WORKS
- ✓ SAMPLE LESSON:
  - Lesson
  - Handout





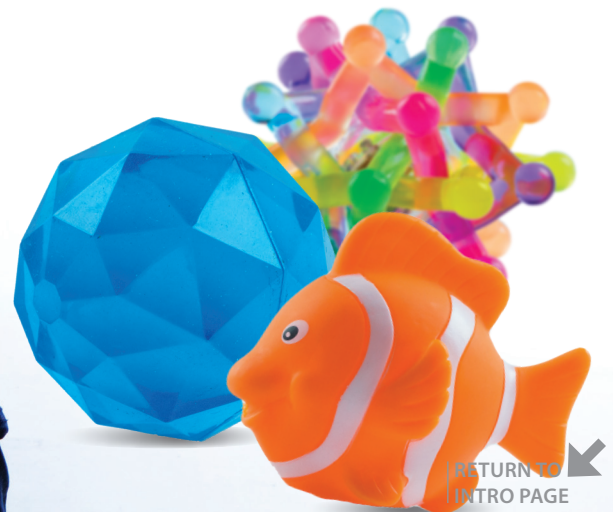
## The Bible comes alive when you teach as Jesus taught!

Just as Jesus used everyday objects to teach eternal truths, *Hands-On Bible Curriculum* uses **fun gizmos** that help Sunday school leaders teach.

### What's a gizmo, you might ask?

Gizmos are fun, interesting objects that help kids discover God's truths in unforgettable ways.

They help kids retain 90% of what they're taught! Kids will remember what they learned weeks, months, and years later because they truly experienced the lesson!



[RETURN TO  
INTRO PAGE](#)



# Why churches love using Hands-On Bible Curriculum:



## Learning Labs

Six age levels (Toddler–Grade 6) receive their own Learning Lab, which includes:



### Captivating Gizmos

Jesus taught using everyday objects, and you can, too! Gizmos help kids experience God's Word. They stay attentive. Engaged. Involved.



### Music and Sound Effects CD

Great music and sound effects are interwoven throughout each lesson!



### Easy Teacher Guides

Your volunteers will find everything they need to prepare each lesson in an easy-to-follow, step-by-step teacher guide.

## Plus, every lesson includes:



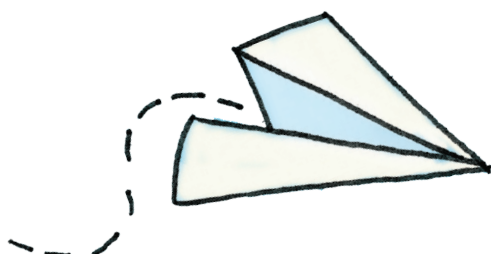
### The Jesus Connect

You'll find a Jesus Connection in every lesson! This helps kids make the connection between the Bible story and Jesus, whether you're exploring the Old or New Testament!



### Hands-On Fun at Home

Fun, reproducible take-home pages give parents engaging family activities that reinforce the Bible truths their kids are learning in Sunday school.



**Bible Point**

## Mordecai Saves the King • Lesson 7

# We can trust God to work things out for the best.

**ONE-POINT LEARNING!**

Using repetition, kids *really* learn the one Bible Point each week!

**Bible Verse**

"You can make many plans, but the Lord's purpose will prevail" (Proverbs 19:21).

**Growing Closer to Jesus**

- Students will
- see how Mordecai trusted God to work things out for the best,
  - brainstorm good things that could come out of difficult circumstances, and
  - pray for God's help in difficult situations they're facing.

**Teacher Enrichment****Bible Basis**

## ■ Mordecai saves the king.

**Esther**  
**2:21–3:6;**  
**5:9–6:12**



As captives in the midst of foreign religions and customs, the Israelites, exiled to Persia, struggled to worship God and keep the commandments of the Old Testament. The commercial and legal affairs of Persia were conducted at the king's gates. The fact that the Jew Mordecai sat at the king's gate indicates that he held a high position in Xerxes' government. In his station there, he overheard the plot to assassinate the ruler. Although Mordecai definitely won favor with the king, apparently he was not given a reward at that time.

However, one of the king's highest officers, Haman, talked the king into issuing an order that required everyone to bow down to Haman. Mordecai refused to bow because he followed God's rule to worship no one but God. As a result, Haman hated Mordecai and devised a plan to kill him and all the other Jews.

Despite the delay, when all was accomplished that God desired, Mordecai was rewarded far beyond anything he could have imagined. This truly shows that God can work things out for the best, even when the situation looks very grim.

**Prayer**

- Read 2 Timothy 4:8.
- Think about how the promise of this future reward can encourage you in the trials you face today.
- Pray: Lord, I am so grateful for your promise of reward. Help me push through my current challenges. Help me encourage the children in my class who are also struggling.

**BIBLE BACKGROUND**






helps teachers grow spiritually, too!

## Lesson 7

## Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the “Hands-On Fun at Home” handout (at the end of this lesson) to send home with your students.
- Pray for your students and for God’s direction as you teach the lesson.

## This Lesson at a Glance

	What Students Will Do	Classroom Supplies	Learning Lab Supplies
<b>Attention Grabber</b>	<b>Launch It!</b> —Play a game to predict where the <i>super skunch</i> will land, and discuss trying to figure out what will happen in the future.	Pennies	
<b>Bible Exploration &amp; Application</b>	<b>Amazing Turn of Events</b> —Throw paper balls to keep score while listening to the story of Haman and Mordecai.	Bible, 2 shallow boxes, paper, scrap paper, newsprint, marker, tape	
	<b>Not as It Seems</b> —Look at optical illusions, read Proverbs 19:21, and talk about trusting God’s plans.	Bible, masking tape, paper, pens	
	<b>Bad Day Blues</b> —Hear Proverbs 19:21, listen to stories about kids in difficult situations, and brainstorm ways God could work things out for the best.	Bible, CD player	
<b>Closing</b> 	<b>Trust Circle</b> —Explore 2 Timothy 4:8, pray together, and ask for God’s help.	Bible	

## THIS CHART

makes organizing the lesson and supplies a breeze!

## LEARN THE BIBLE STORY

in one activity, and reinforce the Bible Point with any or all of the other activities.

## COOL SUPPLIES

With Hands-On Bible Curriculum, every lesson includes gizmos, game cards, posters, and other memory aids to reinforce the Bible Point.

## Welcome



As kids arrive, ask them how they applied last week’s lesson to their lives. Ask questions such as, “How did God use you for his purpose last week?” and “In what way was it difficult to trust in God’s plan for you last week?”

Tell kids that whenever you shake the *noisemaker*, they are to stop talking, raise their hands, and focus on you. Explain that it’s important to respond to this signal quickly so the class can do as many fun activities as possible. Practice the signal two or three times.

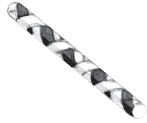


## Mordecai Saves the King

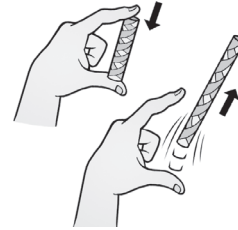
## Attention Grabber

## ■ Launch It!

SUPPLIES: pennies



Have kids sit in a large circle. Give a penny to each person.  
Say: **Let's use the *super skrunch* to play a game called Launch It! Squeeze the *super skrunch* between your thumb and your second finger like this.**  
Demonstrate for the children. **Then squeeze once more to make it pop out of your fingers.** Demonstrate.



For this game, one person will be the launcher. Everyone else will try to predict where the *super skrunch* will land. To begin, each of you will place your penny somewhere on the floor to show where you think the *super skrunch* will land. Keep track of which penny is yours. When the launcher pops the *super skrunch*, the person whose penny is closest to where the *super skrunch* lands will be the new launcher.

Give the *super skrunch* to a student. Have the other kids place their pennies according to their predictions. Have the launcher stand up, close his or her eyes, and launch the *super skrunch*. When the *super skrunch* lands, decide whose penny is the closest before kids pick up their pennies. Then let the person with the closest penny be the new launcher. After three minutes, shake the *noisemaker*, and wait for kids to respond.

Collect the pennies and the *super skrunch*, and put the *super skrunch* back in the Learning Lab for use in future activities. Then ask:

- **What made it hard to predict where the *super skrunch* would land?** (Kids wouldn't shoot it straight; we didn't know how hard they would shoot it.)
- **How was playing this game like trying to figure out what will happen to you next week or in the future?** (You don't know what kind of things will be happening.)
- **How do you react when your plans change unexpectedly?** (I get really upset; I get scared; I just go with the flow.)

Say: **We don't know what will happen in the future, but God knows. God is in control of the present and the future. That's why we can trust God to work things out for the best. Today we're going to hear how God worked things out for Esther's cousin Mordecai (MOR-deh-kye).**



If the *super skrunch* lands equally close to two or more pennies, remove all the other pennies and have the launcher shoot the *super skrunch* again.

## ATTENTION GRABBERS

immediately engage kids and get them ready to learn this week's Bible Point.



BIBLE POINT

## Bible Exploration &amp; Application

## ■ Amazing Turn of Events

SUPPLIES: Bible, 2 shallow boxes, paper, scrap paper, newsprint, marker, tape

Before class, write "Haman" and "Mordecai" on separate sheets of paper. Set two boxes several feet apart, open sides up. Tape one name to the outside of one box and the other name to the outside of the other box.

Have kids sit in a line five feet from the boxes. Distribute scrap paper, and have kids each make nine small paper balls.

## Lesson 7

## EACH WEEK,

kids experience the Bible story in fun, interactive ways—never the same way twice!

## teacher tips

As you teach third- and fourth-graders, keep in mind the following aspects of their physical development:

- They work quickly and with good fine-motor coordination.
- They want frequent repetition of activities they've enjoyed.
- They are interested in active games and organized activities.

## teacher tips

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

Say: **Many times, situations don't turn out as we expect them to. That's what happens in today's Bible story from the book of Esther. As I read the story from Esther, I'll pause along the way. When I do, each of you can throw a paper ball into the box with the name of the person who seems to be getting a reward. When I finish reading, we'll count the balls to see whether Haman (HAY-man) or Mordecai comes out best.**

Last week we learned that the king of Persia looked for a new queen. Through a big beauty contest, he chose Esther, a Jew who had been raised by her cousin Mordecai. The king didn't know that Mordecai was Queen Esther's cousin. He also didn't know that Esther and Mordecai were Jewish. Now listen carefully so you'll know where to toss your paper balls.

Read **Esther 2:21-23**. Then say: **Now throw a paper ball into the box of the person who seems to be getting rewarded.**

Read the following passages, pausing after each one to let kids throw their paper balls: **Esther 3:1; Esther 3:2; Esther 3:3-6; Esther 3:8-10; Esther 5:1-5; Esther 5:4-10a; Esther 5:10b-12; and Esther 5:14**. Then ask:

• **If you were Mordecai, how would you have reacted when you found out that Haman hated you because you wouldn't bow down to him?** (I would have run away; I would have told Haman it was wrong to do that.)

• **Why didn't Mordecai bow down to Haman?** (Mordecai obeyed God and bowed only to God.)

Say: **Mordecai loved God and wanted to obey him. Mordecai also knew that refusing to bow down would make Haman angry. But Mordecai loved God and trusted God to do the best for him. Let's see which box has the most paper balls to find out who seems to be getting all the rewards.**

Have kids make a quick count to see that Haman's box has the most balls in and around it. Shake the *noisemaker*, and wait for kids to respond. Then empty both boxes, and have kids each pick up six balls and go back to their places.

Say: **It looks as if Haman is going to come out best. Let's keep reading to see what happens. I'll pause again to let you throw the balls.**

Read the following passages, pausing after each to have kids toss paper balls: **Esther 6:1-3; Esther 6:4-9; Esther 6:10; Esther 6:11; Esther 8:7-10; and Esther 8:15-16**. Then have kids make another quick count of the balls to see who actually came out ahead in the end. Then shake the *noisemaker*, wait for kids to respond, and have them return to their places. Set the boxes aside. Then ask:

• **Why do you think Mordecai won in the end?** (God was watching over Mordecai; he deserved to win.)

Say: **Many times it looked as if Mordecai would be the loser, but God was in control. In the end, Mordecai was rewarded for trusting God to work things out for the best.**

Ask: • **How did Haman's attitude get him into trouble?** (He wanted everyone to honor him; he thought only about himself.)

• **How did Mordecai's attitude help him?** (He trusted God; he waited for God to do something.)

• **Why is it so important to trust God when things don't look good?** (We can't see what the best things are.)

• **How can we trust God in difficult situations?** (We can read the Bible to see how he helped other people; we can pray; we can talk to people who trust God.)



Say: Mordecai knew that ► we can trust God to work things out for the best. But he had to wait a long time before he was honored for what he did.



Draw a large cross on a sheet of newsprint. Say: **We can also see the importance of trusting God to work things out for the best in the life of Jesus. Jesus faced very hard times, especially at the end of his life on earth. He was wrongly accused, beaten, and finally crucified. He was willing to endure this because of his great love for all of us.**

Ask: • **How do you think it helped Jesus to know that God would work things out for the best?** (He trusted God to take care of him even when everything looked really bad.)

• **What did Jesus do that showed he trusted God?** (Jesus prayed to God; Jesus talked to his disciples about how God was in control.)

**Jesus wants all of us to understand how important it is ► to trust God to work things out for the best, even when it's difficult to do that. Every time you see a cross, remember what Jesus did for you, and choose to trust God the way Jesus did.**

### HANDS-ON BIBLE

Have kids open their *Hands-On Bibles* to Psalm 78 where they'll find the Esther biography. Say: **Esther trusted that God would work things out for the best. Read the biography about Esther to find out what the whole experience must have been like for her.**

When kids finish, say: **When you get home today, find an old mirror and complete the "Who Is God Gonna Use?" section on the bottom of the Esther biography. Make sure you have someone in your family look into the mirror to read your encouragements. And don't forget to use a dry-erase marker!**



### Mordecai Saves the King

#### BIBLE POINT

#### X-TRA IMPACT

Consider giving each student a metal or wooden cross as a reminder of Jesus' sacrifice and his model of trust in God. Or you can have kids make cross necklaces with leather strips, beads, and crosses.

#### BIBLE POINT

### EACH WEEK'S JESUS CONNECTION

shows that all Bible stories point to Jesus.

### GREAT TIPS FOR TEACHERS!

Even people who have never taught before will find tips to make them successful!

### EACH WEEK,

kids in Grades 1–6 dive into and experience the Bible.

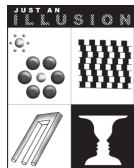
Group's Hands-On Bible® is packed with activities and experiences that help kids grow all week long!

### KIDS LOVE

to learn with Hands-On Bible Curriculum's unique gizmos!

### ■ *not as It Seems*

**SUPPLIES:** Bible, masking tape, paper, pens



Display the "Illusions" poster where everyone can see it, and gather kids around the poster. Distribute paper and pens.

Say: **We're going to take a little test to see how good your eyesight is. Start with the first picture on the poster. Write your answer to the next three questions on your paper.**

Ask: • **Is the ball surrounded by the big balls bigger than, smaller than, or the same size as the ball surrounded by the smaller ones?**

• **Are the lines that go from left to right slanted or straight?**

• **How many prongs do you see on the fork?**

Give kids time to write their answers, and then ask for volunteers to share what they came up with. (Here are the correct answers: The balls are the same size; the lines are straight; and there are no prongs on the fork.)



THOUGHT-  
PROVOKING  
QUESTIONS

Every week, kids make discoveries that help their faith grow.

## Lesson 7

teacher  
tips

Always discuss each activity with your students. Don't skip over the discussion part of an activity in order to complete additional activities. The activities allow children to experience Bible truths. The printed discussion questions and summary statements help students explore their feelings, discover important principles, and decide how to apply these principles to their lives.

HANDS-ON  
ACTIVITIES

allow kids to experience Bible truths in ways they can understand.

## BIBLE VERSE

teacher  
tips

Third- and fourth-graders sometimes get caught in situations beyond their control due to stressful family circumstances, or unfair classroom conflicts, or hostile peer interactions. The story of God's work on Mordecai's behalf can help kids learn that we can trust God to work things out for the best in any situation.

## BIBLE VERSE

Ask: • **What was it like looking at these pictures?** (It was really hard to figure them out; there were different ways to look at them.)

• **How is that like the way we see things in our lives?** (We might see things differently; things might seem different than they really are.)

Say: **Sometimes things seem different to us than they really are. That's true in our lives, too. When things seem scary or different, we have to learn that we can trust God to work things out for the best.**

**This situation is also like what happened in our Bible story. Things weren't the way they should have been for Mordecai. Mordecai should have been rewarded when he saved the king's life. But that all got changed! Mordecai had to trust that God would work it out for good.**

**All of us have had to change the way we see things at times. When that happens, we may feel bad, or we might get impatient or discouraged. But we need to remember that ►we can trust God to work things out for the best. Let's see what God says about the plans we make.**

Have a child read **Proverbs 14:21** aloud: ►**"You can make many plans, but the Lord's purpose will prevail."** Then ask:

• **What difficulty are you going through right now?** (My parents fight; I'm really bad at spelling.)

• **How might the situation not turn out the way you want it to?** (My parents may keep fighting anyway; I may never catch up to the rest of the class.)

• **How can God bring good out of the situation even if the situation doesn't work out the way you want it to?** (My parents will still love me; I can still be a better speller.)

Say: **God doesn't cause bad things to happen. But bad things still happen sometimes. Even if the situation doesn't work out perfectly, God is still with you. He still has good plans for you. And God still loves you.**

**Trusting God with our plans is sometimes very hard. Circumstances change. People don't do what we want or expect them to do. Let's see what we can do to trust God in difficult situations.**

■ **Bad Day Blues**

**SUPPLIES:** Bible, CD player

**tracks 11-14**

Cue the CD to "Bad Day Blues, Part 1," track 11.

Say: **Sometimes it's hard to trust God. But God always works things out for our best. Listen to what the Bible says.**

Read ►**Proverbs 14:21** aloud. Then say: **I have two stories about kids who are facing difficult situations. They have some plans, but in the end, it is God's purpose that wins out. When I stop the CD, we'll brainstorm good things that could come out of the situations. Then we'll listen to what happens next.**

Start the CD, stopping it for the discussion. Brainstorm with the kids about possible good outcomes that might result in the first child's situation. Then play track 12 to find out what happened.

Stop the CD, and ask:



## Mordecai Saves the King

• **What goes through your mind when you face difficult circumstances?** (That things will never get better; that God will come through for me somehow.)

• **Why does God want to help us in difficult situations?** (So we can learn to trust God more; because God loves us.)

• **Why is it so hard to trust God in these situations?** (Because we can't see what God has planned; because sometimes you have to wait for a long time before anything good happens.)

Play the second child's story ("Bad Day Blues, Part 3"), which begins on track 13. Stop the CD for discussion. Brainstorm about ways God could make this situation work out for the best. Then play track 14 to hear the rest of the child's story.

Stop the CD. Then ask:

• **When our plans seem to fall apart, does that mean God's not working for us? Explain.** (No, because sometimes God has something better for us.)

• **What are some things you can do to trust God more when circumstances look bad?** (Remember the good things God has done for us in the past; pray for God to help us trust him.)

Have kids form pairs. Say: **One way we can increase our trust in God is to remember ways God has helped us in the past. Tell your partner one way God has helped you in the past.**

Give kids 30 seconds to share with their partners. Then shake the *noisemaker*, and wait for kids to respond. Have volunteers share what their partners said.

Say: ► **We can trust God to work things out for the best.** Other ways we can increase our trust in God are reading the Bible to see how God helped other people many years ago and thanking God for helping us even when we don't see how he's working. Let's talk about that more.

## BIBLE POINT



## Closing

## ■ Trust Circle

SUPPLIES: Bible



Say: **Mordecai's reward was getting to wear the royal robe and the king's ring. Because he trusted God and respected the king, he received this honor. Someday God will reward us with a crown for following him. Let's read about that now.**

Have a volunteer read 2 Timothy 4:8.

Then say: **Let's use the paper crown to help us remember that God rewards us. I'd like you to think of a situation you're having trouble with right now. It could be a test coming up next week in a subject that's hard for you. Or it could be getting along with your brother or sister.** Give kids a few moments to think of situations, and then have them stand in a circle.

Say: **Let's share in a prayer together. I'll start by holding the paper crown and asking God to help us trust him with our situations. Then I'll pass the paper crown to the next person in the circle. When it comes to you, hold it, and ask God, either aloud or silently, to help you with your situation.**

**GREAT SONGS,  
DRAMAS, AND MORE**

on the CDs help cement  
kids' learning!

## Lesson 7



## BIBLE POINT ►

Pray: **God, thank you for helping us with everything in our lives. We know that ►we can trust God to work things out for the best. Help us to continue trusting you in these situations.**

Pass the *paper crown* around the circle, giving kids time to share. Then end the prayer with: ►**We thank you for working things out for the best. In Jesus' name, amen.**

Then say: **This week, watch to see what God will do with your situation. When you see God working on your problem, thank him again.**

Put the *paper crown* back in the Learning Lab for future lessons.

**KIDS TAKE HOME  
THE LEARNING**

as they see that Bible truths are for every day.


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

Photocopy the "Hands-On Fun at Home" handout (at the end of this lesson) for this week, and send it home with your kids. Encourage kids and parents to use the handout to spark meaningful discussion on this week's topic.



# Hands-On Fun at Home

LESSON 7



**We can trust God to work things out for the best.**



**Bible Verse:** "You can make many plans, but the Lord's purpose will prevail"  
(Proverbs 19:21).

## Talk It Over

Have each person answer the following:

- Tell about a time when a bad situation you were in worked out for good.
- When is it most difficult for you to trust God?
- What situation are you facing right now that makes you wonder how God will work it out for the best?
- What do you think God might do?

## Check It Out

**Read 1 Corinthians 1:25.**

Why do you think we can trust God?

**Read Proverbs 16:3.**

What happens if we commit our plans to the Lord?

**Read Psalm 138:8.**

What will the Lord do for us every day?

## Faith Walk

Select several different kinds of paper, such as gift wrap, a brown paper bag, construction paper, and tissue paper. Do these things to each kind of paper to see what happens: Curl a strip of it with the edge of a pair of scissors; pleat it like an accordion; fold it into fourths and cut a snowflake design; and cut three strips, tape them together at one end, and braid the strips. Discuss which paper worked best for each thing you did. Talk about how God works situations out to fit our personalities and his purposes. Thank God for knowing us and for giving us what's best for our lives.

## Hidden Colors

Fill a glass halfway with water. Cut a 2-inch strip from a paper towel. Make a large dot with a green marker as shown in the illustration. Tape the strip of paper towel to a ruler, and put the ruler over the glass so the strip hangs into the water without getting the dot wet. Check every 5 to 10 minutes to see what happens to the green dot. Discuss how the surprise you see is like the surprises God brings to our lives.



### FAMILIES

learn together all week long with weekly take-home pages.

### A BRIEF OVERVIEW

aids parents in discussing the week's lesson at home.

### PARENTS CAN CHOOSE

one or all activities to reinforce the Bible Point.

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