

Background Scripture: Hosea 11–12 • **Lesson Scripture:** Hosea 11:1-2, 7-10; 12:1-2, 6-14

Key Verse: You must return to your God; maintain love and justice, and wait for your God always. (*Hosea 12:6*)

Lesson Objective: The students will begin to understand how God expects us to deal fairly with one another and respect the rights of others.

Materials Needed: *Middle Elementary* student books, Bibles (NIV), copier paper, pens, pencils, crayons, index cards, an instrumental praise music CD and CD player, sturdy white card stock and/or construction paper, tape or glue sticks, glitter glue, coloring pencils, gems, scissors, other art supplies. (**Optional:** whiteboard and dry-erase markers; Older Children’s Resource Kit [attendance chart and lesson 14 materials].)

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BEGINNING THE JOURNEY



✂️ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂️ Prior to class, gather the supplies needed for this lesson and place them in a central work area.

Welcome and Worship

Welcome the students and their parents or guardians to the classroom. Acknowledge any visiting students. Open the class with a weekly check-in, letting students who desire to do so give a praise report or prayer request. Then pray or ask a volunteer to lead the class in prayer. Complete the roll call and then collect any offerings the students or any others may have brought.

Opening Activity

The students will make thank-you cards. Tell the students to think of someone for whom they would like to make a special thank-you card. Give each student a sheet of copy paper or construction paper and have them fold the sheet in half along the long edge. Give each student the supplies needed to decorate their card and have them write “THANK YOU!” on the front of the card. Instruct and allow time for the students to write their own personalized thank-you message for the person to whom they will be giving the card. After the students have completed their thank-you card and decorated it, encourage them to give the card to the person to whom they wish to give a special “thank you!” after class.

Say: Today’s lesson is about how God loved the people and had repeatedly forgiven them for sinning against Him.

Prepare the children for the Bible story.

BIBLE VOYAGE



The Bible Story

You may choose to read today’s Scripture passage to the students from the Bible first. Then, using the student books, let volunteers take turns alternating reading different paragraphs of the Bible story aloud.

Hold On to Love

God loved the people even when they rebelled against Him. God loved them like a father loves his children. But the more God reached out to them, the farther they moved away from Him.

The prophets called for the people to turn back to God, but they refused. God did not want to punish them in His anger and destroy them again. The people were telling lies and making agreements with their enemies. The people should do what was honest and just. The merchants used dishonest scales to cheat people. The people bragged about being rich so that no one would know about their *sins* (wrongdoings). But God had brought them out of Egypt and He could make them live as they did when they were in the desert.

The people of Gilead were evil and they *sacrificed* (gave up to God) bulls at Gilgal. God would make their altars piles of stone. Their ancestor, Jacob, had fled to Mesopotamia and worked as a sheep tender to pay for a wife. God’s prophet led Jacob’s *descendants* (future family members) out of Egypt. He cared for God’s people. The people deserved to die for the shameful things they had done.

After reading the story, discuss the following questions:

1. How did the people treat God? (*They turned away from Him and worshipped other gods and idols.*)

2. Whom did God send to the people to teach them? (*He sent prophets to teach the people and to lead them back to Him.*)
3. What did God hesitate to do to the people? (*He did not want to destroy the people out of His anger.*)
3. What do you do to show that you appreciate something kind that someone has done for you? (*Responses will vary.*)

FUN EXPEDITIONS

Unscramble and Fill In

Give the students pencils and provide time for them to complete the activity in their student books. Assist any students who struggle with figuring out the answers. After they complete the activity, review the answers aloud.

Answers: (1) goodness; (2) destroy; (3) anger; (4) loved; (5) shown

Completed Paragraph: The people of Israel had forgotten the goodness and compassion that God had shown them. The people had turned to worshipping false gods and burning incense to idols. But God loved the people and He would not destroy them through His anger.

The Contemporary Story

Read the story to the class, or let the students take turns alternating reading different paragraphs/sentences of the story aloud.

An Attitude of Gratitude

Alison had gotten everything for her birthday that she had asked for. There were new clothes, the new toys she wanted, and even a little costume makeup from her auntie Carol. It was all wonderful and she was another year closer to double digits.

“Happy birthday, Alison!” her friends and family said as they left her party at the end of the day. She asked her parents for a princess party. There was a jump castle, a huge birthday cake with a princess doll on top, and lots of balloons and streamers. Her backyard looked like a magical kingdom.

As Alison took all her new stuff to her room to put it away, she heard some noise from outside. When she went to look out the window, Alison saw her parents. They were cleaning up from her party and the sun had set almost an hour before!

Alison realized how very hard they had worked to make her day special. Alison sighed as she headed downstairs to help them clean up. It was the least she could do to thank them for such a wonderful day . . . and she could not thank them enough!

Then, discuss the following questions:

1. What had Alison’s parents done for her? (*They had thrown her a princess party for her birthday.*)
2. What did Alison do for her parents? (*When she noticed that they were working hard to clean up after her party, she joined them to help with the cleanup.*)

Exploring the Story in Ruby’s Lab

Say: It is now time to explore today’s lesson with Ruby. After we read this section, we will go back and discuss Ruby’s statements, questions, and observations.

Let one or two students read Ruby’s words aloud. Discuss Ruby’s words with the students. Encourage the students to think of ways that they can show others that they appreciate the kindness shown to them. Help them realize ways that they can help those in need. Help them understand that by treating others fairly and honestly, they are actually showing them God’s love for them.

Search for the Clue

Give the students pencils and provide time for them to complete the activity in their student books. Make sure they understand what it is they are being asked to do. Assist as needed. After they complete the activity, review the answers aloud.

Answers: (1) S; (2) T; (3) A; (4) N; (5) D; (6) A; (7) R; (8) D; (9) S

Completed Statement: Love and justice are the standards of God’s love.

Make a “God’s Love” Door Hanger

Refer to the reproducible activity (*page 68*) and, using sturdy white card stock and/or construction paper, make a copy of the page for each student in your class. Distribute a door hanger to each student. Allow the students to decorate the door hanger, using glitter glue, gems, and other classroom art supplies. Help the students to cut it out and then cut out the large hole. Encourage the students to take home their door hangers as a reminder of today’s lesson.

ENDING THE JOURNEY

Bring the lesson to a close by reviewing the Key Verse and the lesson.

Ask: How should we treat one another? What does God say will happen to those who continue to choose to sin (or do wrong)? (*Pause for responses and discussion.*)

Take the time to answer any remaining questions that the students might have. Ask for a volunteer to end the class session with prayer.

Hold On to Love

May 31, 2020—Lesson 14

Background Scripture: Hosea 11–12 • **Lesson Scripture:** Hosea 11:1-2, 7-10; 12:1-2, 6-14

Key Verse: You must return to your God; maintain love and justice, and wait for your God always. (*Hosea 12:6*)

Lesson Objective: The students will begin to understand the importance of living by God’s standards for fairness and respecting the rights of others.

Materials Needed: *Upper Elementary* student books, Bibles, star stickers, pens and/or pencils, markers, coloring pencils, chart paper, two large sheets of paper, tape. (**Optional:** Older Children’s Resource Kit [lesson 14 materials].)

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BEGINNING THE JOURNEY



✂ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂ Prior to class, gather the supplies needed for today’s lesson and arrange the classroom to facilitate student participation in the “I Love . . .” activity.

Welcome and Worship

Arrive 15-20 minutes prior to class in order to lay out materials and supplies needed. Greet the students by name as they enter the classroom. Introduce yourself as the teacher and your assistant (if applicable). Make each student feel welcome and comfortable. When guests are in attendance, have the class say, “We’re glad you’re here with us today.” Ask for a volunteer to open the class session with a prayer. Collect any offerings the students may have brought and take attendance. (*Optional:* The attendance chart found in the Leadership Resource Kit for Older Children may be posted to keep attendance, placing a star sticker on the chart for each student every day of his or her presence in class.)

Opening Activity

Divide the class into two groups of equal number. Have the students line up single file within their team along one wall. On the opposite wall, tape a large sheet of paper to the wall for each group. Pass out markers to the students. The first person on each team will race to his/her team’s paper and write the name of someone that he/she loves. After writing the name, the team member will race back and the next person in line does the same thing. The first team to have all its members complete the process wins.

After all the students have completed the process, allow them to talk about the person they chose and why they love that person.

Say: Imagine how big the paper would be if God had a sheet. All of our names would be written on it. Even when we mess up, God loves us. Let’s listen to the Bible story to hear more.

Prepare the students for the Bible story.

BIBLE VOYAGE



The Bible Story

Have extra classroom Bibles (New International Version) if possible. For those who may not have a personal Bible, try to provide a checkout loan procedure whereby the students return the Bibles every so often so that they can then be rotated out to other students.

If your students do not know how to find the passage or verse they are looking for, teach and review Bible skills on a weekly basis through the use of interactive drills, games, and so forth.

Let the students read the Scripture passage from the Bible first. Then, have volunteers take turns alternating reading different paragraphs of the Bible story printed in their student books aloud.

Hold On to Love

God loved the people even when they rebelled against Him. God said, “When Israel was a child, I loved him, and I called him out of Egypt. But the more I called to him, the farther he moved away from Me by offering sacrifices to Baal. My people are determined to desert Me. They call Me the Most High, but they don’t truly honor Me. My heart is torn. How can I give up on Israel? Can I destroy you like Admah and Zebolim? No, I will not completely destroy Israel. Because I am God and not a man, I am the Holy One living among you. One day, the people will follow Me. I will roar like a lion and when I do, My people will return.”

The Israelites were telling lies and making agreements with their enemies. They were making a treaty with Assyria and sending gifts of olive oil to Egypt. Now the Lord was bringing charges against Judah. He was about to punish them for their dishonest ways. They must return to their God and act with love and justice. Israel bragged, “I am rich! No one has caught me doing anything wrong.” But God had brought them out of Egypt and He could make them live as they did when they were in the desert.

The people of Gilead were worthless because they sacrificed bulls. Jacob had fled Aram and found a wife. God brought Jacob’s descendants out of Egypt. But the people deserved to die for the shameful things they had done.

Ask: What did God want from Israel? (*He wanted them to love Him and others and to obey Him.*) What does God want from His children today? (*God wants the same thing from us today.*)

FUN EXPEDITIONS

The Contemporary Story (Part 1)

Let the students take turns alternating reading different paragraphs of the first part of the contemporary story aloud.

Time’s Up! (Part 1)

“One, two, three,” G’Ma counted as she waited for Jace to put away his iPad and begin his homework.

“Mother, what are you doing? You should not give Jace a countdown after you have told him to do something,” Jace’s mother, Tamra, said.

“I wanted to give him a chance to do the right thing,” G’Ma replied.

“He’s old enough to know better. By the way, you have given Jace plenty of chances. The right thing to do is to be obedient,” Tamra responded, looking at Jace sternly.

“Jace, I’m not sure what you were thinking by not obeying your G’Ma, but this is the last straw. Get over here right now!” Tamra commanded.

Jace could tell by the expression on his mother’s face that he was in big trouble. If only he had put his iPad away when his G’Ma told him to do so!

Exploring the Story with Nicholas and Cornelius (first section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to and discuss any questions that are posed.

The Contemporary Story (Part 2)

Let the students take turns alternating reading different paragraphs of the second part of the contemporary story aloud.

Time’s Up! (Part 2)

“Jace, what was more important than obeying your grandmother?” Tamra asked.

“I just wanted to finish the game I was playing. I couldn’t pause it because time was almost up,” Jace explained.

“Son, this is not the first time that you have been disobedient to your G’Ma. This behavior is not acceptable. Do you remember what we discussed if this happened again?” Tamra inquired.

“Yes, ma’am. I am grounded for two weeks. I guess my time’s up for playing with my iPad,” Jace commented.

“Yes, it is. Just know that I punish you so that you understand the consequences of your actions. But it is all done out of love—just like you should respect and obey your G’Ma because she loves you and wants the best for you,” Tamra explained.

“I know, Mom. And I am sorry for not listening to you, G’Ma,” Jace said as he hugged his grandmother.

Ask: What did Jace do wrong? How did Jace’s mother respond to his disobedience? Do Jace’s mother and grandmother still love him? Explain. (*Pause for responses and discussion.*)

Exploring the Story with Nicholas and Cornelius (second section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to any questions that are posed, offering insight as deemed necessary.

Fill in the Blanks

Give the students pencils and allow time for the students to complete the activity. Assist the students as needed. After the students complete the activity, review the answers aloud.

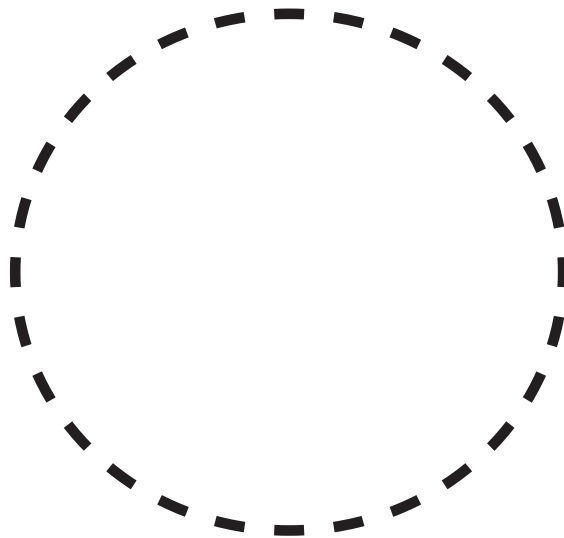
Answers: (1) provoked, punished; (2) return, love, justice; (3) loved; (4) God; (5) determined

ENDING THE JOURNEY

Assemble the class to reflect on the main points of the lesson by focusing on the central characters, places, conflicts, etc. Take a few minutes to review the Key Verse from today’s lesson by having the class read it together. Take the time to answer any questions that the students might have. Ask for a volunteer to end the class session with a prayer, encouraging him or her to include some aspect related to the lesson in the prayer.

Lesson 14

Make a “God’s Love” Door Hanger



**God Wants
Us to Show
Love to
Everyone
Always!**

(Hosea 12:6)