

YEAR D | QUARTER 4

3

Service
We reveal God's love by serving others.

POWER TEXT

"You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love" (Galatians 5:13).

KEY REFERENCES

- 1 Kings 3:16-28
- *Prophets and Kings*, chap. 3, pp. 51-60
- *The Bible Story* (1994), vol. 4, pp. 134-136
- Student story on page 42 of this guide

OUR BELIEFS

- No. 17, Spiritual Gifts and Ministries
- No. 22, Christian Behavior
- No. 7, The Nature of Humanity

OBJECTIVES

The students will:

- **Know** that God wants them to reveal His love through serving others with fairness.
- **Feel** confident that God can enable them to serve Him by being fair toward others.
- **Respond** by treating others with fairness.

Wisdom Rules

POWERPOINT

God's love leads us to serve others fairly.

The Bible Lesson at a Glance

Two women who share a house come to Solomon with a problem. Both have infant sons. One night one infant dies and the mother of the dead son switches the baby with the live one. In the morning the mothers argue. They go to Solomon for help in solving their conflict. The wisdom God has given Solomon enables him to judge correctly and give the baby to the true mother.

This is a lesson about service.

Solomon didn't have to take the case. He could have dismissed it as unworthy of his notice. Once he accepted it, he didn't have to be careful in his ruling. He could have ruled arbitrarily. Either response would have gone against his prayer for wisdom to lead the people. Solomon wanted to be fair to two women to whom life hadn't been fair. Even more he wanted to be true to God and reveal God's love and compassion to them by being a true servant of His.

Teacher Enrichment

"The case [of the two women and the baby] was one of no ordinary difficulty, or it would not have been brought to the king. . . . Both disputants were of questionable character. The word of neither could be trusted. Their testimonies were evenly balanced. . . . It seemed impossible to arrive at any certain or just decision. . . . Solomon cut across the cumbrous legal machinery of the court and gave a swift and certain verdict, the justice of which was beyond dispute. The child was returned to its mother, justice had had its way, and Solomon's fame for wisdom and judgment was ensured for all time to come" (*The Seventh-day Adventist Bible Commentary*, vol. 2, p. 739).

In what ways do you serve? How does your relationship with God impact your service?

Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson.

Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**

Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

Have students begin the readiness activity of your choice.

Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	Ongoing	Greet students at door. Ask about their week.	
1 Readiness	10-15	*A. Tug of Friends*	chalk/tape/stick
		B. Daily Circle	paper, pens/pencils
* Prayer and Praise	15-20	See page 37. Prayer and Praise may be used at any time during the program.	songbooks, world map, pushpins, offering plate/basket
2 Bible Lesson	15-20	Introducing the Bible Story	three copies of *Net Kids* script (p. 148)
		Experiencing the Story	Bible costumes
		Exploring the Bible	Bibles
3 Applying the Lesson	10-15	*Wise as Solomon*	white/chalkboard, markers/chalk, OR copies of scenarios
4 Sharing the Lesson	10-15	*Prayer Calendars*	calendar sheets (p. 149), pencils
* Closing		Prayer and Closing Comments Reminder to Parents Coming Up Next Week	

1

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

YOU NEED:
- ☐ chalk/tape/stick

Tug of Friends

Mark a line on the floor with chalk or tape (or a stick if you do this outside) between the two groups. Divide the students into two groups with the bigger students in one group. Instruct the team members to line up along the line on the floor so that a person in each team is facing a person in the team across the line. On your signal, a person from each team tries to pull the other team across the line. The goal of each team is to pull most members of the other team across the line.

Rearrange the groups so strength is more evenly matched and repeat the exercise.

Debriefing

Ask the team who lost first: **Why was it so hard to win the first time?** (The other team had larger, stronger people.) **What difference did it make when changes were made?** (It was more fair.) **How is this game like life?** (Sometimes it's fair; sometimes it isn't.)

Say: **Let's say together the power text, Galatians 5:13:**

"You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love" (Galatians 5:13).

This week's power point is:

God's love leads us to serve others fairly.

Accommodations for students with special needs

This activity is challenging for students with physical disabilities. Consider involving these students in observing, discussion, and answering questions.

B

YOU NEED:
- ☐ paper
- ☐ pens/pencils

Daily Circle

Have the students draw a large circle on a sheet of paper. In the center of the circle they will write the sentence "Jesus wants me to be fair in serving others."

Say: **This circle represents a day in your life. Divide the circle into sections that represent the way you spent your time last Thursday.** (personal worship, school, study, work, recreation, relaxation, etc.)

Debriefing

Ask: **How did you spend most of your time?** (Accept responses.) **How much time did you spend serving?** (Accept responses.) **Was there any time you could have been more loving or serving to someone in your family?** (Accept responses.) **In your class?** (Accept responses.)

Say: **Let's say together the power text, Galatians 5:13:**

"You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love" (Galatians 5:13).

Think about this week's power point:

God's love leads us to serve others fairly.

Prayer and Praise

Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"I Will Sing of the Mercies of the Lord" (*He Is Our Song*, no. 15)
"God Is So Good" (*He Is Our Song*, no. 33)
"He's Able" (*He Is Our Song*, no. 100)
"Lord, Be Glorified" (*He Is Our Song*, no. 148)
"Let There Be Light" (*Praise Time*, no. 15)

Mission

YOU NEED:
- ☐ world map
- ☐ pushpins

Use *Adventist Mission for Youth and Adults* (go to www.juniorpowerpoints.org and click on MISSION) or another mission report available to you. For the mission story, have a map of the world where the students can identify the location of the mission story and compare it to where they are. You could use pushpins to mark where the mission story takes place.

Offering

YOU NEED:
- ☐ offering plate/basket

Say: **Take a few moments to think how much money you spend on yourself during the week. Can you give as much money for an offering as you spend on yourself? What needs to change in your order of priorities? Let's give back to God a portion of what He has so generously given us.**

Prayer

Have each student pray a short prayer for one group of people in the world who are often treated unfairly: the homeless, people of color, women, children, the elderly, religious minorities, et cetera.

Close with a prayer for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

Notes

2

BIBLE LESSON

YOU NEED:

Introducing the Bible Story

- ☐ three scripts (p. 148)

The *Net Kids*

(Note: The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. Refer to Lesson 1 for background and setup information.)

Make the appropriate number of copies of the *Net Kids* script found at the back of this guide (p. 148). Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

Debriefing

Say: ***Our lesson today talks about a king who wanted to be sure that things were done fairly.***

YOU NEED:

Experiencing the Story

- ☐ Bible costumes

Before Sabbath, arrange for three adults or three of your more mature students to act out the story as it is told in 1 Kings 3:16-28 portraying King Solomon and the two women. Supply Bible costumes or head coverings.

Debriefing

Ask: **What did King Solomon know about people that led him to suggest cutting the baby in half?** (That the real mother would not want the child killed.) **Can you think of any stories in today's world that are similar?** (Accept responses.) **How did the person/people in charge solve the problem?** (Accept responses.) Say: **Think about this week's power point:**

God's love leads us to serve others fairly.

3

APPLYING THE LESSON

YOU NEED:
- Bibles

Exploring the Bible

Divide the class into four groups. Assign one of the gospels to each group.

Say: **The wisdom of Solomon is actually the wisdom of Jesus. Skim through the Gospel assigned to your group to find one or more places in which Jesus used His wisdom to solve problems or to respond to His enemies. As you read look for three things:**

1. **Who was there** (usually Pharisees, Sadduccees, teachers of the law, often His disciples, people He healed or helped) **and what Jesus said or did.** (Healed on the Sabbath, saved Mary Magdalene from stoning, accepted Mary's anointing, told the story of the good Samaritan, etc.)

2. **How people involved might have been affected.** (Their hearts were hardened so that they killed Him. Nicodemus became converted; the disciples finally understood what His Messiahship meant; Mary saw Him after He had risen, etc.)

3. **The wisdom Jesus showed and what His audience would have gained.** (He told stories; He quietly left when His enemies got angry; He asked questions in such a way that His hearers couldn't help but be convicted unless they resisted; understanding of how His kingdom worked, etc.)

When everyone has finished, have groups report to the class.

Say: **Let's say together the power text, Galatians 5:13:**

"You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love" (Galatians 5:13).

YOU NEED:
- white/chalkboard
- markers/chalk OR
- copies of scenarios

Wise as Solomon

Divide the students into three groups. Write on the board, read, or distribute copies of the following scenarios:

1. Two students are claiming that the watch you have found is theirs. To whom should you give it?

2. Your school lunch is being stolen from your locker each day. You have told the teachers, but they say there is nothing they can do until they find that person. How can you help discover who this is?

3. You see the boy who sits next to you at school using a small paper with the test answers written on it during a test. How can you be fair to him and to the other students taking the test?

Say: **Your groups are to think like Solomon in order to come up with solutions to the problems. Make notes so you can share your solutions with the larger group.**

Debriefing

Have the groups share their solutions. Compare them to what Solomon might have done. Ask: **How is this like or unlike what Solomon had to do?** (difficult to know what is fair or right; making a judgment about another person) Say: **Remember, our power point is:**

God's love leads us to serve others fairly.

4

SHARING THE LESSON

YOU NEED:
- ☐ calendar sheets (p. 149)
- ☐ pencils

Prayer Calendars

Ask students to share if they had the opportunity during the past week to serve someone in need.

Ahead of time, write tomorrow's date in the first square on the calendar and continue until all the squares are filled up with dates. Then photocopy one for each student.

Say: **Today we are going to start a project that will help us pray consistently for other people over the next month. Write a person's name, along with a special request, if you know of one, in each calendar square.** You can take this home and each day pray for the person in that day's square. If students are having trouble filling up all the squares, suggest they pray for their fellow Sabbath School members and other church members. **Make a commitment to write a short note, call, or tell one person on your calendar face-to-face that you are praying for them.**

Debriefing

Ask: **Who are you going to tell this week that you are praying for them? How do you think that will make them feel? How would it make you feel to know others are praying for you?**

Say: **Let's repeat our power point:**

God's love leads us to serve others fairly.

Closing

Prayer and comments:

Pray for the students, asking God to guide them in finding ways and places to serve others.

Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.**

Coming up next week:

Say: **Solomon prays for Israel. Prayer is one form of worshiping God.**

Notes

Student lesson

Wisdom Rules

Have you ever said, "It's not fair," only to have someone answer, "Life isn't fair"? This week's story is about how God's servant, King Solomon, ruled with fairness. Try to picture the story from the viewpoint of the king's palace workers.

"What was all the commotion about earlier?" the cook asked the king's steward as he walked into the kitchen.

"You heard it back here?" the steward asked.

"I think everyone in the palace must have heard it," the cook replied.

"Two women were fighting over a baby," the steward said.

"Really?" the cook chuckled. "Only two? It sounded like a crowd of people. What happened?"

"Two women with a baby showed up at the gate this morning, demanding to see the king. The officers didn't want to deal with them."

" 'I'm not leaving until I see the king,' the woman with the baby in her arms shouted. I asked her what was so urgent. She told me the most amazing story. I thought, *This is perfect. We have here people who have come to listen to King Solomon's wisdom. Having him rule on this case could be a good opportunity to demonstrate it.*"

"So what was their story?" interrupted the cook.

"They lived together in the same place and had babies three days apart. One of the babies died. Apparently the mother had fallen asleep and smothered it. She covered up her baby's death by switching her baby with the other woman's live child."

"That was pretty bold!" retorted the cook.

"What's worse is that the mother of the dead baby insisted that she hadn't switched babies. Of course, the other mother knew her own baby. They fought over it for several hours.

"They got their neighbors involved, then the local authorities. Of course, everyone had opinions. People took sides. They were getting nowhere fast. Finally the real mother said they were going to have to get someone else to decide. Everyone knows that King Solomon asked God to give him wisdom to rule fairly. So the mothers came here, trailed by curious people who were interested in the king's verdict.

"The real mother calmly told the king that because the other woman's baby had died, she was trying to take the live child away from her. The other woman denied everything, saying that the real mother was lying.

"King Solomon listened thoughtfully to everything they had to say. Finally, the king spoke."

"What did he say?"

" 'Bring me a sword.' "

"What?" the cook exclaimed.

"His armorbearer brought the sword," the steward continued. "That blade glinted in the light. I winced when I thought of what it could do. King Solomon looked at the sword, then looked at each woman. He said, 'Cut the living child in two and give half to one and half to the other.'

"My heart almost stopped beating," the steward said. "The real mother was terrified that they would cut her baby in half. She shouted, 'Please, my lord, give her the living baby! Don't kill him!'

"Standing beside her, the other mother shouted, 'Neither I nor you shall have him! Cut him in two!'

"The room grew deathly silent. I saw the real mother shiver. The other woman's face looked like stone. All eyes turned to the king. Would he really do it? The king pointed to the real mother and said, 'Give the living baby to the first woman. Do not kill him; she is his mother' (see 1 Kings 3:24-27). I exhaled and realized that I had been holding my breath. The court attendant placed the baby in the arms of his mother. She buried her face in the baby's clothes and started crying. She left the courtroom thanking the king, praising his judgment."

"Wow! What an incredible man!"

"God has blessed our king with great wisdom," the cook said, stirring the pot. "What's best of all, King Solomon does not use sparingly the wisdom God has given him. Anyone can benefit from his wise judgment and discerning spirit!"

KEY REFERENCES

- 1 Kings 3:16-28
- *Prophets and Kings*, chap. 3, pp. 51-60
- *The Bible Story* (1994), vol. 4, pp. 134-136
- Our Beliefs nos. 17, 22, 7

POWER TEXT

"You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another humbly in love" (Galatians 5:13).

POWER POINT

God's love leads us to serve others fairly.







Sabbath

DO Do this week's activity on page 32.

Sunday

READ Read 1 Kings 3:9, 10 and this week's story, "Wisdom Rules."

THINK Why did Solomon test the two mothers that way?

REVIEW Review this week's power text, Galatians 5:13.

PRAY Ask God to help you be fair with your friends.

Monday

READ Read 1 Kings 3:11, 12.

THINK In what ways did Solomon prove that he had a wise and discerning heart?

SERVE In what ways can you serve in love those who are in such great need of care?

REVIEW Review the power text.

PRAY Praise God for the privilege to share His love.

Tuesday

READ Read 1 Kings 3:16–21.

THINK Think of a recent situation in your life or in the news that resembles this one. How was it resolved? Was the ruling fair? How would you have solved the issue?

REVIEW Review this week's power text.

PRAY Praise God for teaching us, through other people's experiences, how to serve Him better.

Wednesday

READ Review 1 Kings 3:22, 23.

THINK How would you solve a dispute between two of your friends?

REVIEW Review the power text.

PRAY Ask God for wisdom to make correct decisions in difficult circumstances.

Thursday

READ Read 1 Kings 3:24–27.

THINK Why do you think the real mother was willing to give up her baby?

REVIEW Review the power text.

PRAY Ask God to help you be unselfish in the difficult things in life.

Friday

READ Read 1 Kings 3:28.

REMEMBER God's love leads us to serve others fairly.

THINK When have you acted unfairly to someone else? What could you have done differently? What can you do now to make things right with the person whom you have treated unfairly?

SAY Repeat the power text aloud.

PRAY Ask God for the wisdom to know how to make amends to someone and do it.