

YEAR D | QUARTER 4

5

It's a Match!

Service
We reveal God's love by serving others.

POWER TEXT

" 'You are my witnesses,' declares the LORD, 'and my servant whom I have chosen, so that you may know and believe me and understand that I am he. Before me no god was formed, nor will there be one after me' " (Isaiah 43:10).

KEY REFERENCES

- 1 Kings 10:1-13
- *Prophets and Kings*, chap. 4, pp. 66-69
- *The Bible Story* (1994), vol. 4, pp. 155-158
- Student story on page 62 of this guide

OUR BELIEFS

- No. 11, Growing in Christ
- No. 22, Christian Behavior
- No. 12, The Church

OBJECTIVES

The students will:

- **Know** that our words and actions can influence the lives of others for good.
- **Feel** excited that God can use us to witness for Him.
- **Respond** by allowing God to use them to reach others.

POWERPOINT

We serve best when our words and actions match.

The Bible Lesson at a Glance

The queen of Sheba hears of Solomon's wisdom. She visits Solomon to witness his wisdom Solomon's words and actions, as well as the words and actions of his people, make an impression on the queen. Because of what she sees and hears, she acknowledges the true God in heaven. She sees justice in the way Solomon deals with the people and she also sees the righteousness of God in the words and actions of Solomon. God uses Solomon to witness to the queen of Sheba.

This is a lesson about service.

Solomon served God by using his reputation as a wise man to draw people to his God, not to himself. We can do the same when we live for Jesus.

Teacher Enrichment

"The Queen of Sheba came to visit Solomon. Hearing of his wisdom and of the magnificent temple he had built, she determined 'to prove him with hard questions' and to see for herself his famous works. . . .

"By the time of the close of her visit the queen had been so fully taught by Solomon as to the source of his wisdom and prosperity that she was constrained, not to extol the human agent, but to exclaim, 'Blessed be the Lord thy God' " (*Prophets and Kings*, pp. 66, 67).

How does your reputation draw people to God? What do your actions tell others?

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. Do What I Say* *B. Missionary Mimes*	
* Prayer and Praise	15-20	See page 57. Prayer and Praise may be used at any time during the program.	songbooks, world map, pushpins, offering plate/serving trays
2 Bible Lesson	15-20	Introducing the Bible Story Experiencing the Story Exploring the Bible	four copies of *Net Kids* script (p. 150) Bibles, Bible commentaries, Bible resource books Bibles, "shekel," animal picture
3 Applying the Lesson	10-15	*Scenarios*	paper, pens/pencils
4 Sharing the Lesson	10-15	*Plan of Action*	paper, pens/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

Do What I Say

This is a variation of the game Simon Says. Have a student as a leader in front of the class. The rest of the students are to stand where they can easily see the leader. The idea is that the students are to perform the action that the leader says. The leader will try to confuse them by occasionally doing a different action than the one mentioned. For example: The leader says "Touch your shoulder" but touches their head instead. Anyone who also touches their head is out and has to sit down. The winner is the last one standing.

Debriefing

Ask: **Were you more influenced by what was said or by what was done? What might this suggest about our witness for God?** (That our actions and the way we live are more powerful than what we say.)

Say: **We need to be careful that "our walk matches our talk."**

Let's say together our power text, Isaiah 43:10:

" 'You are my witnesses,' declares the LORD, 'and my servant whom I have chosen, so that you may know and believe me and understand that I am he. Before me no god was formed, nor will there be one after me' " (Isaiah 43:10).

Think about our power point for this week:

We serve best when our words and actions match.

B

Missionary Mimes

The students form two lines, facing partners. Have them pace backwards several steps away from each other. Take your place at the end of the row.

Ask: **Does anyone know what a mime is or what it means to mime?**

If no one responds, say: **A mime is an actor who does a part using gestures and actions but without any words. Usually these gestures are exaggerated and funny. To mime means to imitate closely, acting the part without talking. When I say so, I want partners on the right side to do a small gesture that partners on the left, who will be the mimes, will imitate.** (Demonstrate a small gesture, such as a tiny wave, scratching an ear, or something that would be hard to see from the other side of the room. As the partners get closer tell them they may want to try mirror movements in which the mime does the mirror opposite of the partner.) **When I say stop, stop doing the gesture, then move one step forward. Do another small gesture when I say go. This will be done without any talking or other sounds.** Do this until the partners are almost face-to-face. Then repeat the process with the other partner as mime.

Debriefing

Ask: **Which was easier, to do the movements up close or to do them from far away?** (to do them up close) **What are some applications you could make from this activity to witnessing for Christ?** (The closer you are to Jesus, the more easily you become like Him.) **And when that happens your words and actions become the same.**

Say: **Let's say together our power text, Isaiah 43:10:**

" 'You are my witnesses,' declares the LORD, 'and my servant whom I have chosen, so that you may know and believe me and understand that I am he. Before me no god was formed, nor will there be one after me' " (Isaiah 43:10).

Think about our power point this week:

We serve best when our words and actions match.

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

"Give of Your Best to the Master" (*The SDA Hymnal*, no. 572)
"Oh, Fill It Up" (*He Is Our Song*, no. 135), replacing the words with:
"Oh, let our walk; Let our walk match the way we talk" and "Oh, let our walk; Let our walk match the way we love."

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/serving trays

Say: **God blessed Solomon with riches and wisdom. These drew people to his palace, where he could tell them about God. Through our offerings, we, too, can be a witness for God.**

Prayer

Say: **Sometimes we can become so involved with asking things of God that we forget to praise Him. Praise is thanking God for who He is, for His character, that He is our Creator, and for what He has done in giving Jesus Christ as a sacrifice for our sins. Let's praise God during our prayer time.** After the praise time is finished, close with a prayer for the students' requests, joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

Notes

2

BIBLE LESSON

YOU NEED:

- ☐ four scripts (p. 150)

Introducing the Bible Story

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. 150). Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

YOU NEED:

- ☐ Bibles
- ☐ Bible commentaries
- ☐ Bible resource books

Experiencing the Story

Have student volunteers take turns reading texts from 1 Kings 10:1-13. If possible, have them look through Bible encyclopedias or other Bible resource books for information on what Solomon's temple and palace looked like, what foods were common, how many people it took to staff the palace and temple, and what life was like for him.

Debriefing

Ask: **Why do you think God gave Solomon riches and long life as well as wisdom?** (To reward him for his unselfish request.) **What bonuses, if any, do you feel God has given you in addition to specific things you have asked Him for?** (Material possessions, loyal friends, etc.) **Why do you think He gave them to you and what will you do with them?** (To make our lives happier, to enable us to help others.)

Say: **Remember our power point,**

We serve best when our words and actions match.

3

APPLYING THE LESSON

YOU NEED:
- ☐ Bibles
- ☐ "shekel"
- ☐ animal picture

Exploring the Bible

Say: **A shekel is 11.4 grams, or 0.4 U.S. ounce.**

Show the students an item you have that weighs about the same as a shekel (for example: coin, stone).

Have the students look up Matthew 26:14-16.

Say: **According to *The Seventh-day Adventist Bible Commentary*, the words "pieces of silver" are thought to refer to shekels. Thirty pieces of silver would be about 120 days' wages. Thirty shekels of silver was the traditional price of a slave.**

Have the students determine how much silver Judas received for selling Jesus to the priests.

Have the students read 1 Kings 10:10.

Say: **During Bible times a talent was equal to 3,000 shekels. The metric weight of a talent is 34.2 kilograms or 75.39 U.S. pounds. This would be equivalent to the weight of a** (name an animal in your local area that weighs about this much; show a picture of that animal, if possible [for example: golden retriever, impala]).

Have the students figure out how much the 120 talents of gold that the queen of Sheba brought to Solomon would weigh, using one of today's measuring systems.

Say: **Solomon not only shared some of his treasures with the queen of Sheba. Most importantly his wisdom was a true witness of the Living God.** Ask: **How could we share our knowledge of the Living God with others?**

Let's say together our power text, Isaiah 43:10:

"'You are my witnesses,' declares the LORD, 'and my servant whom I have chosen, so that you may know and believe me and understand that I am he. Before me no god was formed, nor will there be one after me'" (Isaiah 43:10).

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

We serve best when our words and actions match.

Accommodations for students with special needs
Allow students with special needs who experience difficulty with this activity to work with a partner who could assist them.

Scenarios

YOU NEED:
- ☐ paper
- ☐ pens/pencils

Say: **I'm going to give you some scenarios. Tell me whether or not you think the words match the actions. Give me a thumbs-up and a cheer if you think they do; thumbs-down and a boo if you think they don't.**

1. Sarah says she does not like Jisha, but she always imitates what Jisha wears, her hairstyles, the music she listens to, the foods she eats, the books she reads. Do we have a match? (No)

2. Tahlia says she wants to have a computer business when she grows up. She goes to the dump to find old computers to fix and asks businesses if she can have their castoffs. She figured out a way to make a faster processor herself. She has taught herself to build interactive web pages. With money from her dog-walking job, she has even invested in computer company stock. Do we have a match? (Yes)

3. Robby says he wants to be on the drama team, but he's always late for practice. Even though he comes late, he leaves early. During practice he often is the phone answering calls, so he misses his cues. (No)

4. Abdul says he wants to buy a new bicycle. He gets up early every day to pick up and deliver newspapers. When he found that keeping the cash he made in a drawer at home tempted him—and his brother—he opened a bank savings account. Do we have a match? (Yes)

Give the students a chance to come up with scenarios of their own.

Debriefing

Ask: **What did the people who got cheered have in common? What about the people who got booed? What do others think about us when our words don't match our actions? How does that affect our witness for God?**

Distribute papers and pens/pencils.

Say: **Write a sentence about one area in your life in which you feel your actions and words don't match. This is for only you to see. Below it, write three things you can do to make a change in that area. Take it home and put it in your Bible study journal and spend some time in prayer this week, asking God to help you.**

Let's repeat our power point,

We serve best when our words and actions match.

4

SHARING THE LESSON

YOU NEED:
- ☐ paper
- ☐ pens/pencils

Plan of Action

Ask students to report whether they had the opportunity to influence their friends in some positive ways. Ask: **How did you influence someone for the better?**

Talk with the students about the three places in the community they thought of where they can serve others. Have a scribe compile the lists and let the class choose one. Make a list of things that need to be done before visiting that place. Delegate jobs to class members.

Say: **Let's repeat once again our power point,**

We serve best when our words and actions match.

Closing

Prayer and closing comments:

Have a student volunteer pray for the people to whom they plan to minister.

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: **Daniel sets a healthy example in Babylon. We are witnesses for God in all we do.**

Notes

Student lesson

It's a Match!

Have you heard the saying "If you talk the talk, you'd better walk the walk"? Our story this week looks at the life of King Solomon. Did his talk match his walk?

The ceaseless swaying of the camel and the warmth of the day had lulled the queen into a state of semisleep. The journey from Sheba at the southern tip of Arabia had been long. Suddenly awakened by shouting, she sat up to see what was happening. Pulling back the curtain enclosing her traveling compartment, she could see the palace of King Solomon on the skyline.

At last we have arrived at the wise man's home, the queen thought. *I wonder if it will be all that I've heard it is.*

Monarchs passing through her country had brought news of the king of Israel and his legendary wisdom. But she knew men were given to exaggeration. Some had even claimed that Solomon was the wisest man on earth. Deciding that she needed to see for herself, the queen had made preparations to travel to Israel. At each stop the caravan made on the journey, the queen had heard more about King Solomon. Soon she would be in his presence.

They reached the outskirts of Jerusalem. Her musicians assembled and began a fanfare announcing her arrival. Solomon's ceremonial guard came to greet the caravan and escort the queen into Solomon's city.

The caravan swept into Jerusalem and halted in front of the palace. The queen's attendants helped her down. After exchanging pleasantries with the prime minister of Israel, the royal party was led to the guest wing of the palace. The king's personal staff served refreshments and helped them get comfortable.

A few hours later the group assembled to meet King Solomon. The queen gazed at her surroundings. *Even this waiting room is elegant,* she thought.

"Her royal highness, the queen of Sheba!" the courtier announced, as the queen walked through the doors of an immense banquet hall. Everything was more beautiful than she had imagined. The curtains looked like spun gold. The furniture was made of the finest wood and embellished with gold. The aroma of fresh flowers and perfectly cooked delicacies wafted through the room as she walked toward King Solomon.

He came forward smiling. "Welcome," he said. "I hope you had a pleasant journey. Please come and enjoy the feast my staff has prepared for us."

For months before leaving her country the queen had prepared difficult questions and riddles for Solomon. There was no limit on the difficulty of the questions from science, literature, history, music, philosophy, and religion. During the meal the queen casually asked Solomon the questions. She was amazed at the king's ability to answer even the most difficult problems, and her respect for him grew.

During the following days she spent hours quizzing Solomon. As she toured the palace and the city, she observed him interacting with his staff and court officials. She watched the sacrifices in the magnificent temple he had built. As she continued asking questions, Solomon introduced her to the Creator-God.

During their final meeting the queen asked to speak to the king alone. He dismissed his staff.

The queen said to Solomon: "The report I heard in my own country about your achievements and your wisdom is true. But I did not believe these things until I came and saw with my own eyes. Indeed, not even half was told me; in wisdom and wealth you have far exceeded the report I heard. How happy your people must be! How happy your officials, who continually stand before you and hear your wisdom! Praise be to the LORD your God, who has delighted in you and placed you on the throne of Israel. Because of the LORD's eternal love for Israel, he has made you king to maintain justice and righteousness" (1 Kings 10:6-9).

As she rode away from the palace, the queen of Sheba reviewed all that she had seen and heard. Like a perfectly woven tapestry, it all matched.

KEY REFERENCES

- 1 Kings 10:1-13
- *Prophets and Kings*, chap. 4, pp. 66-69
- *The Bible Story* (1994), vol. 4, pp. 155-158
- Our Beliefs nos. 11, 22, 12

POWER TEXT

" 'You are my witnesses,' declares the LORD, 'and my servant whom I have chosen, so that you may know and believe me and understand that I am he. Before me no god was formed, nor will there be one after me' " (Isaiah 43:10).

POWER POINT

We serve best when our words and actions match.







Sabbath

DO Do this week's activity on page 46.

Sunday

READ Read 1 Kings 10:1–3 and this week's story, "It's a Match!"

THINK Think of one area in your life in which your actions and words don't match.

REVIEW Review the power text, Isaiah 43:10.

PRAY Ask God for wisdom about how to change. Listen for the answer.

Monday

READ Read 1 Kings 10:4, 5.

THINK What amazed the queen of Sheba about Solomon? Why are character values of much more worth than King Solomon's treasures?

REVIEW Review the power text.

PRAY Ask God to help you value people's character more highly than their possessions.

Tuesday

READ Read 1 Kings 10:6–9.

THINK Think of three difficult questions and ask someone you consider wise to answer them.

REVIEW Review the power text.

PRAY Express thanks for the God-given wisdom that many people have.

Wednesday

READ Read 1 Kings 10:10–12.

THINK What makes a person truly happy? What are the most valued treasures that make life worth living?

REVIEW Review the power text.

PRAY Ask God to make you generous with things with which He has blessed you.

Thursday

READ Read 1 Kings 10:13.

COMPARE Compare 1 Kings 10:13 with Psalm 37:4 and Ephesians 3:20.

THINK What are the things we are expecting to receive from God? Do you think He would expect something in return?

REVIEW Review the power text.

PRAY Pray for a giving spirit that wants to do much for others because God does so much for you.

Friday

READ Read Psalm 37:4.

PLAN Plan ways you can positively influence your friends for God.

SEARCH With your family during worship, find a map and look for Sheba (southern Arabia). Calculate the distance and travel time between Sheba and Jerusalem in Solomon's time if people traveled 30 miles a day.

REPEAT Say the power text aloud by memory. Share it with your family.

PRAY Thank God for the opportunity to be a positive witness for Him.