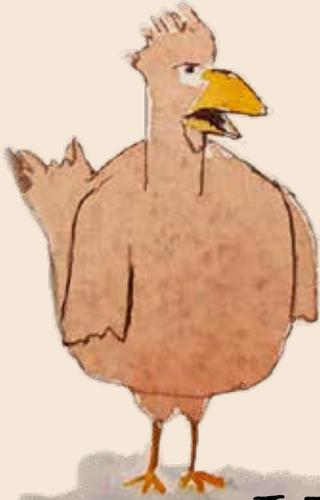


LESSON

3



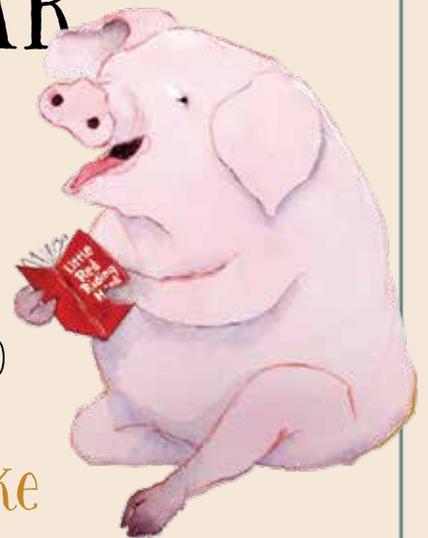
# “PIG’S UNPOPULAR PLAY”

Children’s Ministry  
Lessons for ages 5 to 10

Written by Lisa Updike

(Based on the award-winning book *Frog’s Rainy-Day Story and Other Fables*)

Published by Committee on Discipleship Ministries, Lawrenceville, GA



# Lesson 3

## “Pig’s Unpopular Play”



### Unit Bible Memory Verse: 2 Corinthians 10:5

***We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .***

### Today:

- Explain and memorize: “raised against the knowledge of God”
- Moral: “Rules are sometimes hard to obey, but they keep us from going astray.”
- First Catechism questions 1-4, 14, and 29
- Define: sin, three uses of the Law, and imputation
- Bible Lesson: Exodus 19 and 20, the giving of the Law

### Content of Lesson 3

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### Preparation:

- Make a copy of the “At-a-Glance” if you are using it or have other teachers helping you.
- Make copies of the skit and decide who will perform it.
- Decide if you will use the video of the fable or will read it yourself from the book, *Frog’s Rainy-Day Story and Other Fables* (Make sure you have a copy of the book!)
- Decide on a craft option and gather the materials needed.
- Gather items for the snack if you are providing one.
- Make a copy of the Taking It Home page for each student.

### Hello! (Gathering time 10 minutes):

Teachers or small group leaders welcome children, provide them with their nametags, and introduce them to one another.

### “Getting Closer” Questions

- Have you ever performed in a play or a skit? What was it like?
- Have you ever tried to play a game, but didn’t understand the rules? What was that like?
- What is the difference between driving bumper cars and a real car on the street? What would happen if people drove on the street like they do with bumper cars?
- What are some good things about rules and guidelines?



## Getting Started (10-15 minutes):

- Use CDs, DVDs, or a song leader to sing 2-3 songs of your choice with motions. Then seat children for the lesson and discussion.
- Review the Unit's Bible Verse: 2 Corinthians 10:5

***We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .***

**Teacher:** Let's review our memory verse so far. Who wants to say the parts we've learned? (*Give one or two students opportunity to say it.*) That's great! Let's say it all together: ***We destroy arguments and every lofty opinion.***

Are we talking about "get-in-your-face-and-yell" type of arguments? Sometimes maybe, but remember, the types of argument meant in this verse are those which try to persuade us to change our minds. We'll see why that is important when we learn this week's section of the verse.

Last week we talked about the idea of a "lofty opinion." Most of us have opinions, and, in most cases, that is fine! Sadly, if we do not know God's Word, we can have opinions which differ from the knowledge of God.

Our Bible verse talks about that. "We destroy arguments and every lofty opinion *raised against the knowledge of God, . . .*" You see, it's important to recognize and destroy those arguments made to persuade us to change our minds about what we know is true about God, and the only way we can know what is true about God is by knowing His Word.

Maybe this skit about an earthly example of a "lofty opinion" being raised against authority can help explain.

## Mini-Skit (2-3 minutes):

(This can be done by you and another teacher, you and a volunteer, or by two volunteers. The **Teacher** and the **Student** will need a wipe board and marker.)

**Teacher** (*Writing on the board*): So, you see here,  $2+2=4$ .

**Student:** Nooooo . . . !  $2+2=22$ . See. (*Writing on the board*) I have a 2 and I add another 2 and it makes 22!

**Teacher:** Well, I see your point. You did put another 2 next to the first 2, but you didn't *add* them. Adding means to combine. (*Hold up fingers on one hand*) If I hold up 2 fingers and hold up 2 more (*Use other hand*), then I am holding up. . . (*to student*) how many fingers?

**Student:** Looks like 22 to me!

**Teacher:** But I don't even have 22 fingers. Nobody has 22 fingers to hold up.

**Student:** What do you mean? You just held up 22 fingers. See? Twenty-two (*Holds up two fingers on each hand*).

**Teacher:** No! That's four fingers. (*Counting the student's fingers*) 1-2-3-4!

**Student:** You can't tell me what to believe! I believe in the Twenty-two! I believe every two should have its rightful choice of standing for itself and not caving-in to the tyranny of the four!

**Teacher:** That does not make any sense!

**Student:** Why do you think your opinion counts more than mine? In my opinion, which is just as important as yours, two plus two is twenty-two!

**Teacher:** But it's MATH. It just IS a fact! There is no opinion here!

**Student:** Well, that's just your opinion. (*And walks off.*)

**Teacher:** Yikes! Seems like that person may have a hard time learning the difference between facts and opinions! The fact is God's Word is true, and our opinions certainly do not change the truth. Actually, it's the other way around! We need to make sure we let the truth from God's Word speak to our "lofty opinions" and change our minds and hearts to be more like Christ's. Our opinions must change to match the truth. So, let's practice today's part of the memory verse by reading it together: **raised against the knowledge of God.** (*Go over a couple of times then take down visual and say it from memory.*)

## 2 Corinthians 10:5.

Now, let's practice all of the verse we've learned so far. ***We destroy arguments and every lofty opinion raised against the knowledge of God . . .***

Great!

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## Introduction to Fable Lesson (2-3 minutes):

**Teacher:** Who can tell me what a fable is? (*Listen for answers.*) Right. A fable is a story that typically uses animals as characters and helps us to understand a lesson or a moral.

Who remembers what happened in last week's fable? (*Listen for answers.*) Right. Duck would not listen to Beaver's helpful directions. Duck didn't know the way to the pond but wouldn't listen to Beaver who did! The lesson we learned was ***If there is only one way, it's foolish to say another way is okay.***

So, let's see how you do with these questions:

**Q1. Who made you?** (God)

**Q2. What else did God make?** (God made all things.)

**Q3. Why did God make you and all things?** (For His own glory)



**This next one fits quite well with today's fable:**

**Q4. How can you glorify God?** (By loving Him and doing what He commands) *(Repeat as needed with children.)*

Now, let's review another question from last week, which also fits pretty well with today's lesson.

**Q14. Where do you learn how to love and obey God?** (In the Bible alone)

**Great job!**

Today we are going to hear another fable, but first, I wonder how many of you have ever gotten tired of following the rules? *(Look for raised hands.)* Me too! Sometimes the rules don't make sense to me. Other times I think my way is better, and lots of times, I just don't want someone else telling me what to do!

Let's see how this applies to today's fable!

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**Fable Story** (4 minutes):

(You may use the video or read "Pig's Unpopular Play" from the book, *Frog's Rainy-Day Story and Other Fables*.)

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**Fable Follow-Up (7-8 minutes):**

**Teacher:** We've been comparing the wisdom of the culture to the wisdom of God found in His Word. The culture says: "***The golden rule is that there are no golden rules.***" (George Bernard Shaw, Irish playwright)

Really? There are no golden, precious rules for living? We know wisdom from the world is often not wisdom at all. True wisdom comes from where? *(Listen for the answer.)* That's right, from God, and He reveals His wisdom to us in the Bible.

The wisdom of God's Word tells us: ***All of us, like sheep, have strayed away. We have left God's paths to follow our own. Yet the Lord laid on Him the sins of us all.*** – Isaiah 53:6 (NLT)

And: ***Oh, how I love Your instructions! I think about them all day long. Your word is a lamp to guide my feet and a light for my path.*** – Psalm 119:97, 105 (NLT)

*(Use the following questions, giving students the opportunity to answer and discuss the story for 3-4 minutes.)*

- 1. How did the animals feel about the rules?** (They wanted to do their own thing. They felt the rules limited their self-expression.)
- 2. Why was Pig trying to make some common rules for them to follow?** (He knew that they would have to follow guidelines to put on a play. Each individual needed to work together with the others.)
- 3. In the fable, Goat says that it's only fair for Cow to feel good about what she wears. What happens when everyone does only what feels good?** (Sometimes we don't do what's best for others. We need to think of others, not just ourselves.) **Who gets to decide what is fair?** (Ultimately, we need to do what

is right in God's eyes.)

4. **What would it be like at home, school, and elsewhere if there were no rules to follow?** (A mess! Nothing would ever get done, and it might even be unsafe!)
5. **Cow said the barnyard was peaceful until Pig pulled out his script. What was the real problem—the script or their heart attitudes? Explain.** (It may have been peaceful, but they were also bored. Their heart attitudes were not good. They would not listen or submit to one another. They did not believe there could be a right and a wrong.)

The animals not only did not want to adhere to the same standards, but they also thought everyone should have the “right” to do whatever they wanted. They thought nobody should be able to tell anybody what was right or wrong. However, we know there IS such a thing as right and wrong! Sometimes the kindest thing to do is to challenge someone's opinions.

Of course, the rules that Pig was trying to get everyone to follow were not *moral* rules. If the other animals did not want to follow them, it just meant they couldn't work together, but it didn't mean that any of them was exactly wrong.

That's not the case with God's law. Not submitting to God's law has way higher consequences.

Does anybody know what we call it when we fall short of perfectly obeying God's Law? It's a short three-letter word. (*Listen for answers.*)

Right! SIN. The Bible tells us that there is a very high cost associated with sin. Do you know what that cost is? (*Listen*) Exactly. The wages of sin is **death** (Romans 6:23).

Now, do you know **who** sins? (*Listen*) Right again! Everyone. The Bible says “**all** have sinned and fall short of the glory of God” (Romans 3:23).

I wonder if you know exactly what sin is. Sure, you know it when you see it, but let's work on defining it.

**The Westminster Catechism** explains it very well, although in pretty scholarly language. Question 29 asks: What is sin? The answer is “Sin is any lack of conformity to, or transgression of, the law of God.”

That is just a fancy way of saying this, sin is **NOT doing** what God says to do, and **doing** what God says **NOT** to do.

For example, if I tease and make fun of someone, maybe even give them a little shove because I don't like them, is that sin? Yes! It is a transgression of the law of God! It is **doing** what I should not do.

But, if someone else is teasing and picking on a person and I am not doing the teasing, but just standing by and watching, is that sin? Well, yes! It is “lack of conformity to the law of God.” In other words, it's **NOT doing** what I **should do**. I should defend the person being picked on.

So, how do we know what the law of God is? Where does it come from? And what does it do? I'd say that we need to turn to the Bible to find out!



## **Bible Lesson from Exodus 19 and 20** (8-10 minutes):

God's people had been set free from Egypt. They had seen God's hand provide for them repeatedly. He had delivered them from Pharaoh's army, provided manna and quail and water in the desert! Now, He was about to give them a very special gift!

In Exodus 19 and 20, God formally gives His people the moral law, though from the beginning of time, He had written it on their hearts. Yes, God's people were free from Egypt, but now there was much they needed to learn about the holiness of God.

God's people came into the wilderness of Sinai, and they encamped in the wilderness before the mountain, while Moses went up to God. Moses stood and the Lord called to him from out of the mountain, saying, "Thus, you shall say to the house of Jacob, and tell the people of Israel:

"You yourselves have seen what I did to the Egyptians, . . ." (Do you remember, boys and girls, some of the things he did to the Egyptians? Do you remember the plagues? And how God wiped out the army of Pharaoh by closing the Red Sea after the Israelites were safely through?)

God continued, "I bore you on eagles' wings and brought you to Myself. Now therefore, if you will indeed obey My voice and keep My covenant, you shall be My treasured possession among all peoples, for all the earth is Mine; and you shall be to Me a kingdom of priests and a holy nation."

Wow! "God's treasured possession, a kingdom of priests and a holy nation"! That's pretty special! God loves His people!

God continued, saying to Moses, "These are the words that you shall speak to the people of Israel."

So, Moses came down from the mountain and called the elders of the people and set before them all these words that the Lord had commanded him. All the people answered together and said, "We will do what God says." Then, Moses went back up the mountain and told the Lord what the people said.

God responded to Moses, "Go to the people and consecrate them [make them ready to appear before God] today and tomorrow. Have them wash their clothes and be ready by the third day, because on that day the Lord will come down on Mount Sinai in the sight of all the people. Put limits for the people around the mountain and tell them, 'Be careful that you do not approach the mountain or touch the foot of it. Whoever touches the mountain is to be put to death. They are to be stoned or shot with arrows; not a hand is to be laid on them. No person or animal shall be permitted to live.' Only when the ram's horn sounds a long blast may they approach the mountain."

(Now that may sound like a severe punishment, but it was to help God's people understand His holiness!)

After Moses had gone down the mountain to the people, he prepared them, and they washed their clothes. Then he said to the people, "Prepare yourselves for the third day." On the morning of the third day there was thunder and lightning, with a thick cloud over the mountain, and a very loud trumpet blast. Everyone in the camp trembled. Then Moses led the people out of the camp to meet with God, and they stood at the foot of the mountain. Mount Sinai was covered with smoke because the Lord had

descended on it in fire. The smoke billowed up from the mountain, like smoke from a furnace, and the whole mountain trembled violently, like an earthquake. As the sound of the trumpet grew louder and louder, Moses spoke, and the voice of God answered him.

The Lord descended to the top of Mount Sinai and called Moses to the top of the mountain. So, Moses went up and the Lord began to speak, saying:

**“I am the Lord your God, who brought you out of Egypt; do not worship any God except Me.**

**Don’t bow down and worship idols.**

**Don’t misuse My name.**

**Remember that the Sabbath day belongs to Me.**

**Respect your father and mother.**

**Do not murder.**

**Be faithful in marriage.**

**Do not steal.**

**Do not tell lies about others.**

**Do not want anything that belongs to someone else!”**

**Do you recognize that list of things? (*Listen.*) Yes! That is the Ten Commandments, God’s moral law. It’s not just a list of do’s and don’ts, but a gift to God’s people from the Lord Himself.**

**God had revealed Himself to Israel, reminding them of all He had already done for them. Now God was ready to teach them how to live as His people, how to live in thankfulness to Him, in a relationship of trust and obedience.**

**However, Israel could not obey God’s law perfectly, just as we cannot. That is why we need . . . Who? Absolutely! We need a Savior, Jesus! The law would show God’s people how to live, but only Jesus would be able to fulfill the law.**

**And God gives us the law not as a list of do’s and don’ts, but as an act of His love. He brought the Israelites out of Egypt and bondage. He brings us out of slavery to sin.**

## SIDE BAR: THE LAW

**“The first purpose of the law** is to be a mirror. On the one hand, the law of God reflects and mirrors the perfect righteousness of God. The law tells us much about who God is. Perhaps more important, the law illumines human sinfulness. Augustine wrote, ‘The law orders, that we, after attempting to do what is ordered, and so feeling our weakness under the law, may learn to implore the help of grace.’<sup>1</sup> The law highlights our weakness so that we might seek the strength found in Christ. Here the law acts as a severe schoolmaster who drives us to Christ.

**“A second purpose for the law** is the restraint of evil. The law, in and of itself, cannot change human hearts. It can, however, serve to protect the righteous from the unjust. Calvin says this purpose is ‘by means of its fearful denunciations and the consequent dread of punishment, to curb those who, unless forced, have no regard for rectitude and justice.’<sup>2</sup> The law allows for a limited measure of justice on this earth, until the last judgment is realized.

**“The third purpose of the law** is to reveal what is pleasing to God. As born-again children of God, the law enlightens us as to what is pleasing to our Father, whom we seek to serve. The Christian delights in the law as God Himself delights in it. Jesus said, ‘If you love Me, keep My commandments’ (John 14:15). This is the highest function of the law, to serve as an instrument for the people of God to give Him honor and glory.’<sup>3</sup>

<sup>1</sup> Calvin, *Institutes*, bk. II, 1:306.

<sup>2</sup> Calvin, *Institutes*, bk. II, 1:307.

<sup>3</sup> [https://www.monergism.com/thethreshold/articles/onsite/sproul/threefold\\_law.html](https://www.monergism.com/thethreshold/articles/onsite/sproul/threefold_law.html)



God's wonderful law does three things for us.

1. For those who do not know God and trust in Jesus, it acts as a *hammer of justice*. (*Hammer your fist against the other hand.*) They are judged by the law because no one can perfectly keep it!
2. It also acts as a *mirror of revelation*. (*Hold your hand up and "look" into it as if it were a mirror.*) When we look into God's law, His perfection is reflected to us. And our imperfection is made clear. We see in the mirror of the law that we cannot obey perfectly.
3. And finally, for those who have trusted in Jesus, the law shows us how to live. Like guardrails on the road, the law guides our path. For those who know Jesus, the law is the *guardrails of righteousness*. (*Hold your arms out straight in front on both sides like a rail.*)

Let's repeat those three descriptions of the law with the motions to help you remember: Hammer of Justice; Mirror of Revelation; Guardrails of Righteousness.

Jesus obeyed the law perfectly. He is righteous. Our sin was "imputed" or credited to Him, and His righteousness has been "imputed" to us through the cross.

Imputed is just a wonderful theological word that means our sin has been given to Jesus in such a way that it is as if HE is the sinner, and His righteousness has been given to us in such a way that it is as if WE are the righteous ones. The switch is complete! That is good news, isn't it?!



#### SIDE BAR: IMPUTATION

"Imputation is used to designate any action or word or thing as reckoned to a person. Thus, in doctrinal language (1) the sin of Adam is imputed to all his descendants, i.e., it is reckoned as theirs, and they are dealt with therefore as guilty; (2) the righteousness of Christ is imputed to them that believe in Him, or so attributed to them as to be considered their own; and (3) our sins are imputed to Christ, i.e., He assumed our "law-place," undertook to answer the demands of justice for our sins. In all these cases the nature of imputation is the same (Romans 5:12-19 ; Compare Philemon 1:18 Philemon 1:19 )."<sup>4</sup>

<sup>4</sup> <https://www.biblestudytools.com/dictionary/imputation/>

**Lesson Discussion** (5-10 minutes. This may be done at tables while students busy their hands with the craft, in small groups, or still part of large group. Use these questions to initiate the discussion):

1. How do we know the law of God is good?
2. Is it okay for everyone to have their own ideas of right and wrong? Why not?
3. Why would God give us the law, knowing that we can never perfectly obey it?
4. How is the law of God like a hammer?
5. How is the law of God like a mirror?
6. How is the law of God like guardrails?
7. What does it mean to delight in God's law?

#### Craft Options

##### Option 1: Create a Board Game

Let students create their own board games making rules to play. (Board game templates at the end of the lesson)



**Materials:**

- Game board templates (found at the end of the lesson) — one for each child
- Cardstock
- A variety of pencils and/or pens
- Crayons, markers, stickers

**Before Class:**

- If desired, purchase game pieces for moving across the board, or cut disks of varying colors from cardstock.
- Pre-cut cardstock into game card size rectangles (perhaps 2"x3").
- Provide choices for game piece movement (die, pre-ordered spinners, or even coins where "heads" means 2 moves and "tails" means 1).

**During Class:**

- Let children choose a game board, 2-4 game pieces, and a method for moving game pieces.
- Help children determine the goal of the game. Is it to get to the end first?
- What will the rules be to reach the goal? Children may want to have spaces that instruct players to draw a card. Will those cards help or hinder the goal?
- Let students be creative and make truly unique games. Some children may want to take their time. Encourage them to finish this project at home!

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**Option 2: Paper Sack Puppets** (Students can create their own characters for their own plays.)**Materials:**

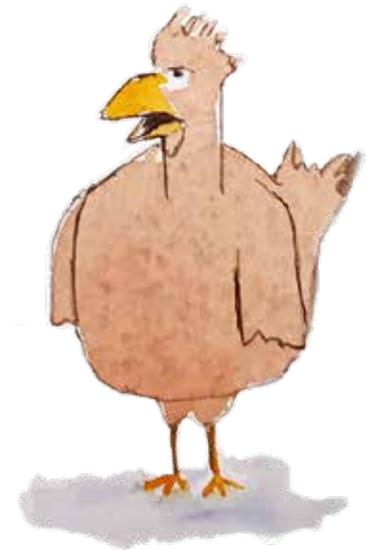
- White or brown paper lunch sacks, at least one per child
- Stick-on google eyes or paper eyes
- One bottle of tacky glues for every 2-4 children
- Child-safe scissors
- Assortment of crayons and markers

**Before Class:**

- Gather odds and ends to decorate puppets, i.e., yarn for hair, construction paper, lace for a collar, buttons to go down the front of the puppet, etc.
- Optional: have pre-cut pieces to make hair, noses, tongues, clothes, etc. for children to glue onto their puppet
- Make a sample puppet to show the children.

**During Class:**

- Pass out materials to the children and show them an example of a paper bag puppet.
- Let children create! Give them assistance as needed.
- As time allows, have children use their puppets to interact. Perhaps they can even retell today's story!



### **Snack** (optional):

- Graham Cracker “10 Commandments Cookies”—Give each child two graham crackers covered with icing. Then give each of them 10 chocolate chips to put 5 chocolate chips on each “tablet” as if marking a new commandment. If time permits, review each commandment as students place the chips one at a time.
- 

### **Dismissal** (5 minutes):

- Stretch Activities
- Prayer
- Take Home: Coloring sheets and/or study guide



# “Pig’s Unpopular Play”



# Faithful Fables

## At-A-Glance

(LESSON 3)

## Hello!

- Welcome Students
- Check Name Tags
- Take Attendance
- “Getting Closer”

## Know! **What’s going on today?**

- As students arrive, do the things in the “Hello!” box.
- Lead by example! Encourage student participation in singing songs and memory work time.
- Lesson time! Help students pay attention and engage in the lesson.
- “Grow!” Discussion and application of the lesson.
- Activity time! Set up the activity supplies. Help students complete the activity so they can “Show!” others what they learned.
- “Go!” Follow the instructions below to make sure we send the students off well.

## Show! **Activities that show what you know!**

- Use today’s craft activity to review the lesson with the children.
- Have them tell you how they will use this craft to explain the lesson to their parents and friends!

**GO!** Before dismissing children to parents, make sure they put away all materials, clean up their area and gather all their belongings including their “**Taking It Home**” papers.

## Getting Closer

### (Discussion Starters)

- Have you ever performed in a play or a skit? What was it like?
- Have you ever tried to play a game, but did not quite understand the rules? What was that like?
- What is the difference between driving bumper cars and a real car on the street? What would happen if people drove on the street like they do with bumper cars?
- What are some good things about rules?

## Grow! **Application discussion questions for small groups**

- How do we know the law of God is good?
- Is it okay for everyone to have their own ideas of right and wrong? Why not?
- Why would God give us the law, knowing that we can never perfectly obey it?
- How is the law of God like a hammer?
- How is the law of God like a mirror?
- How is the law of God like guardrails?
- What does it mean to delight in God’s law?



# “Pig’s Unpopular Play”



# TAKING IT HOME (LESSON 3)

## Questions! For the Car

- When are rules important?
- What do rules and God’s moral law have in common? What makes them different?
- Why is it so important to understand that we are not saved by following the moral law of God?

## Questions! For Later

- What did a Passover lamb and Jesus have in common?
- What must you do to be saved?
- Why do you think people like to make up other ways to be saved?

## Lesson from Today’s Fable

**Rules are sometimes hard to obey, but they keep us from going astray.**

## What the CULTURE Says

**What’s wrong with this thought?**

***The golden rule is that there are no golden rules.***

— GEORGE BERNARD SHAW,  
IRISH PLAYWRIGHT

## Bible Lesson TODAY

**Exodus 20** tells us about when God gave the law, the Ten Commandments, to Moses. The people had to wash their clothes and prepare themselves for that day. No one could approach the mountain under penalty of death except for Moses! God is holy and perfect. The law, already written on our hearts, serves as a hammer of justice to those who refuse to yield to God. The law is a mirror of revelation to those who gaze upon it, for it reveals how we fall short of its perfection. But to those who will trust in Jesus to be their righteousness, the law becomes guardrails of righteousness, showing them how to live!

## Bible Memory

***We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ . . .*** — 2 Corinthians 10:5

## What GOD’S WORD Says

**How are these thoughts different from what the culture says?**

***All of us, like sheep, have strayed away. We have left God’s paths to follow our own. Yet the Lord laid on Him the sins of us all.***

— ISAIAH 53:6 (NLT)

***Oh, how I love Your instructions! I think about them all day long. Your word is a lamp to guide my feet and a light for my path.***

— PSALM 119:97, 105 (NLT)





WEEK 3  
BIBLE MEMORY

We destroy arguments and every lofty opinion raised against the knowledge of **God**, and take every thought captive to obey Christ ...

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We destroy arguments and every lofty opinion raised against the knowledge of **God**, and take every thought captive to obey Christ ...

2 Corinthians 10:5

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SOMETHING TO  
THINK ABOUT...

**Raised against the  
knowledge of God:**

Ideas held by someone that resist  
the truth of God

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# Lesson 3

## Materials List

### Every Lesson

- Curriculum Guide
- Bible
- *Frog's Rainy-Day Story and Other Fables* book or audio visual file
- Choice of music
- Prepared Bible Memory Cards for current week's lesson (1 per student)
- At-a-Glance (for each small group leader if using in a large group context)
- Taking It Home papers for current week's lesson (1 per student)
- Coloring sheets for each week as desired

### Lesson 3

- **Skit Props:** White board, white board marker
- **Craft Option 1 Board Games:**
  - Copy enough board game templates for each child to have one.
  - If desired, purchase game pieces for moving across the board, or cut disks of varying colors from card stock.
  - Pre-cut cardstock into game card size rectangles (Perhaps 2"x3").
  - Provide choices for game piece movement (die, pre-ordered spinners, or even coins where heads means 2 moves and tails means 1).
  - Pencils and/or pens for writing on game cards, or writing numbers on squares
  - Crayons, markers, stickers for decorating games
- **Craft Option 2 Paper Sack Puppets:**
  - White or brown paper lunch sacks—1 per child
  - Google eyes or pre-cut paper eyes—2 per child
  - Decorations such as yarn for hair, construction paper, lace for a collars, buttons to go down the front of the puppet, etc.—several items per child
  - Tacky glue—1 bottle per every 2-4 children
  - Child-safe scissors—1 per child
  - Several crayons and/or markers per child
  - Optional: pre-cut pieces to make hair, noses, tongues, clothes, etc. for each child
- **Snack:**
  - Graham Crackers—2 large per child
  - Icing—enough to spread over crackers
  - Chocolate chips—10 per child



# Lesson 3

## Mini Skit

(This can be done by you and another teacher, you and a volunteer, or by two volunteers. The **Teacher** and the **Student** will need a wipe board and marker.)

**Teacher** (*Writing on the board.*): So, you see here,  $2+2=4$ .

**Student:** Noooooo . . . !  $2+2=22$ . See. (*Writing on the board.*) I have a 2 and I add another 2 and it makes 22!

**Teacher:** Well, I see your point. You did put another 2 next to the first 2, but you didn't add them. Adding means to combine. (*Hold up fingers on one hand*) If I hold up 2 fingers and hold up 2 more (*Use other hand*), then I am holding up. . . (*to student*) how many fingers?

**Student:** Looks like 22 to me!

**Teacher:** But I don't even have 22 fingers. Nobody has 22 fingers to hold up.

**Student:** What do you mean? You just held up 22 fingers. See? Twenty-two. (*Holds up two fingers on each hand.*)

**Teacher:** No! That's four fingers. (*Counting the student's fingers.*) 1-2-3-4!

**Student:** You can't tell me what to believe! I believe in the Twenty-two! I believe every two should have its rightful choice of standing for itself and not caving-in to the tyranny of the four!

**Teacher:** That does not make any sense!

**Student:** Why do you think your opinion counts more than mine? In my opinion, which is just as important as yours, two plus two is twenty-two!

**Teacher:** But it's MATH. It just IS a fact! There is no opinion here!

**Student:** Well, that's just your opinion. (*And walks off.*)

