

LESSON

6



# “RABBIT’S FOXY GUEST”

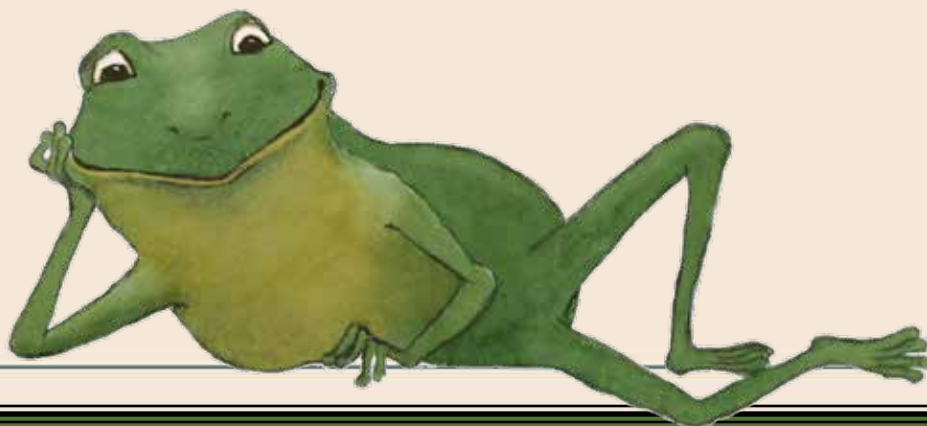
Children’s Ministry  
Lessons for ages 5 to 10



Written by Lisa Updike

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

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# Lesson 6

## “Rabbit’s Foxy Guest”



### 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 the difference between “respond” and “react”
- Review the entire memory verse
- Moral: “Those who are wise love truth and hate lies.”
- First Catechism questions 1-4 and 14
- Bible Lesson: Judges 13–16, Samson and Delilah

### Content of Lesson 6

Lesson 6.....	2
Teacher’s At-a-Glance .....	12
Taking It Home.....	13
Color Sheet.....	14
Lesson 6 Memory Cards .....	15
Lesson 6 Materials List.....	17
Lesson 6 Mini-Skit.....	18
Samson Fold-out Template .....	20
Samson Face Template.....	21

### 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.
- Decide if you will serve a snack and gather what will be needed.
- 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”

- Has anyone ever lied to you or tricked you? How did that make you feel?
- Why is it important to know you can trust others?
- How do you show others that you are trustworthy?



## 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.

Share the unit 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:** Over these past weeks, we've talked about arguments as a set of ideas we use to convince one another of something, and lofty opinions raised against the knowledge of God being opinions that differ from God's truth. We learned that our thoughts and emotions do not rule over us; instead, we rule over them! Another very important part of destroying arguments and lofty opinions raised against the knowledge of God is knowing what the truth is.

All of these things are parts of obeying Christ. God-glorifying behavior starts in the mind. Last week we talked about true obedience starting in our hearts and minds and then being carried out in our actions. Today's lesson builds on that as we learn to think first and then respond to a situation rather than just react to it. But you know, sometimes we aren't really thinking about what we are doing. We just react!

Let's see if the skit explains the difference between "respond" and "react."

## Mini-Skit (4-5 minutes):

(This can be acted out by youth volunteers, or teacher and assistant. The **Scientist** may wear a lab coat, wear glasses—at the end of his/her nose—and carry books and lab equipment. The **Student** is dressed in ordinary clothes and carries a notebook and pencil. Both are center stage, facing the audience.)

**Scientist** (*Speaking in a very erudite manner*): Here you may observe a standard student (*depending upon your volunteer*) of the typical variety. Research has found that when an outside stimulus is applied, boys and girls almost always do one of two things: respond or react.

(**Student** points to self with a "who-me?" kind of expression.)

**Scientist:** Yes, it is a clear cause and effect relationship. Stimulus and answer. When the subject is being thoughtful and self-controlled, he (or she) will "respond" while the subject who is being thoughtless and lacking self-control is likely just to "react."

(**Student** looks very confused and a little concerned.)

**Scientist:** Let me demonstrate. (*to Student*) You, subject.

(**Student** points to self and again uses the "who-me?" expression.)

**Scientists:** Yes. Now, do not be thoughtful, just give me your gut reaction. Imagine you are doing a math problem in class. You keep trying to figure it out and keep coming up with the wrong answer. Your teacher leans over and says, "Sorry, wrong again."

**Student:** Ugh!!!! I give up! Math is stupid anyway! (*Breaks pencil*)

**Scientist:** Note the ugly reaction. No thoughtfulness or taking thoughts captive at all. Most



unappealing. Now, let's try again. **(to Student)** Subject, this time I want you to think before you react. In short, respond to the situation.

**(Student nods head and taps head as if thinking.)**

**Scientist:** Your teacher says, "Sorry, wrong again!"

**Student** *(Shows frustration face, but then catches self)*: I do not think I understand this lesson. I keep trying without getting the answer right. Would you please explain it again?

**Scientist:** Ah, yes! A thoughtful, self-controlled response! Indeed, preferable in every way. Now, let's see how the subject behaves without any behavior prompts from me. We will find out if he (or she) knows how to apply the Scripture concerning taking thoughts captive when it comes to how to encounter a frustrating circumstance. . . **(to Student)** Subject?

**Student:** Again?

**Scientist:** Yes, and thank you very much. Do you enjoy playing sports?

**Student:** Well, I love soccer!

**Scientist:** Perfect. Imagine this: You have the ball; you are making your way toward the goal; you are sure to score when someone trips you—trips you purposefully.

**Student:** Foul! The ref blows the whistle! I get a free shot!

**Scientist:** Noooooooo. The ref missed it. For some reason he did not see the foul and he shouts, "Play on!" as your opponent rushes down the field with the ball!

**Student:** Well, I'm so mad! That's totally unfair! I . . . I . . . want to yell at the ref, but . . . wait. Referees are supposed to be impartial, but that doesn't mean they won't make mistakes. This is a game, after all. Losing my cool now will only be bad sportsmanship and it won't help me score. And . . . most importantly, I want to play this game for the glory of God. It was a bad call, but I get to be in charge of my emotions! My emotions don't rule me! Yes! Play on!

**Scientist:** Oh, quite good! Our subject almost reacted but took his (or her) thoughts captive and responded wisely instead.

*The Scientist and the Student walk off.*

**Teacher:** As you just saw, this can be hard! Not only is this learning to take our thoughts captive, but it is also learning self-control!

Memorizing scripture can help us do both. Having God's words in our hearts can give us direction to respond rather than react. Let's review our Bible verse section by section, and really think about what each part means as you repeat it.

**2 Corinthians 10:5** (2 Corinthians 10:5)

***We destroy arguments and every lofty opinion raised against the knowledge of God***  
**(We destroy arguments and every lofty opinion raised against the knowledge of God)**



***And take every thought captive (and take every thought captive)***

***to obey Christ (to obey Christ)***

Echo response one more time.

**2 Corinthians 10:5** (2 Corinthians 10:5)

***We destroy arguments and every lofty opinion raised against the knowledge of God (We destroy arguments and every lofty opinion raised against the knowledge of God)***

***And take every thought captive to obey Christ (And take every thought captive to obey Christ)***

Great! Now one last time all together!

**2 Corinthians 10:5**

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

Great job!

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**Introduction to Fable Lesson** (1-2 minutes):

**Teacher:** So, as you know we've been listening to fables, stories that usually use what as characters? Right, animals! And fables help us to understand a lesson or a moral.

Who remembers what happened last week? (*Listen for answers.*). Right! Owl thought happiness was the highest goal in life.

The lesson said, "Try to hold onto happiness, and it will surely slip away; but delight yourself in the Lord, and your joy will come to stay."

Happiness comes and goes, but the Lord is steadfast, and we belong to Him, because . . .

**Q1. Who made you?** (God) **Right! So, our joy comes from Him!**

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

Yes! And . . .

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

**Q4. How can you glorify God?** (By loving Him and doing what He commands)

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

Yes! The Bible is our source for how to live! Great job!

Today we are going to hear another fable, but first, I wonder if anyone has ever lied to any of you? It feels pretty yucky to know you've been deceived, doesn't it?

How many of you have ever trusted someone only to find out that he or she was not trustworthy? That's hard, too.



Now, let's examine our own hearts. Have you ever known that someone was untrustworthy, but unwisely listened to them anyway?

Here is a true story that happened to a little girl named Lisa at school. In Lisa's class was a very popular girl, and she had a lot of social power. She could be mean, and she often lied, but it seemed like everyone did what she said anyway. One day she was acting super nice to Lisa on the playground. Lisa thought it felt really good to have the popular girl's attention, but she was suspicious. Miss Popularity said sweetly to Lisa, "Close your eyes and open your mouth. I have a surprise for you." Now Lisa didn't trust her, . . . but she really wanted to be part of the popular group, and so, Lisa thought that just maybe the girl really was trying to be nice.

What do you think Lisa should have done? Should she have closed her eyes and opened her mouth, or just said, "No, thank you"? (*Listen for replies.*)

Well, here is what Lisa did. She closed her eyes, opened her mouth, and waited for the surprise. Would it be a piece of gum? Ugh, no! The girl put a fluffy dandelion in Lisa's mouth! Ugh! All the seeds stuck to her tongue, making her cough and gag. "Surprise!" the girl shouted as she and her group walked off laughing.

She was mean. But Lisa admits that she was unwise to have trusted the girl.

Well, in today's fable we see someone who is not very wise trying to have a friendship with someone who is a deceiver, and it doesn't work out very well at all!

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### **Fable Story** (4 minutes):

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

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### **Fable Follow-Up** (5-6 minutes):

We will look at the Wisdom of the World and the Wisdom of the Word in just a moment. First, let's talk about the story.

1. **In the very beginning of the story Hedgehog tells Rabbit that Fox is a liar. Was Hedgehog being mean by name-calling or kind by offering a warning?** (He was not being mean; he was concerned for Rabbit's well-being.)
2. **Why do you think Rabbit did not listen to Hedgehog?** (He lacked wisdom; he didn't want to admit he was wrong; he thought being nice was more important than acting wisely.)
3. **Did Fox want to have a friendship with Rabbit?** (No! He wanted to eat him!)
4. **Rabbit soon realized that Fox was telling him lies. When he asked, "Why didn't you tell me the truth?" what did Fox say?** (I didn't want to hurt your feelings . . . now you are hurting my feelings.)
5. **How could Rabbit have avoided this whole thing?** (By listening to wise advice)

Now, where can we always find wise advice? From the world? (No! From the Word of God) **That's right.**





Let's compare some wisdom from the world to wisdom from the Word.

The world says, ***"What is truth? A difficult question, but I have solved it for myself by saying that it is what the 'voice within' tells you."*** (Mahatma Gandhi, Indian political leader)

Hmmmm . . . do we find truth within our own beings? No! We find it in the . . . (*Kids will respond "Bible."*)

Here's another one: ***"Even the truth, when believed, is a lie. You must experience the truth, not believe it."*** (Werner Erhard, American author and speaker)

But we know this wisdom of the world isn't really wisdom at all. Let's hear the Wisdom of the Word!

***Jesus said to the people who believed in Him, "You are truly My disciples if you remain faithful to My teachings. And you will know the truth, and the truth will set you free."*** – John 8:31-32 (NLT)

***What sorrow for those who say that evil is good and good is evil, that dark is light and light is dark, that bitter is sweet and sweet is bitter.*** – Isaiah 5:20 (NLT)

Of course, God has a lot to say about truth and wisdom. He knows that even His own people get themselves in a whole lot of trouble when they ignore the Wisdom of His Word.

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### **Bible Lesson from Judges 13–16** (5-10 minutes):

Today's lesson comes from the book of Judges. The events from this book took place after the Israelites were established as a nation, but before they had kings to lead them. The Israelites were in constant conflict with the ungodly Philistines. We will hear sections from Judges, Chapters 13 through 16.

An angel of the Lord appeared to a woman and told her she would have a son, and he was to be a Nazarite. A Nazarite was someone who was specially set apart for service to God. As a sign of this, he would never cut his hair, drink wine, or touch those who had died.

The woman had a baby and named him Samson. He grew up, and the Lord blessed him. And the Spirit of the Lord began to stir him.

Now, Samson had unusual strength given to him by the Lord. One day a lion rushed upon him, and he had no weapon. But the Spirit of the Lord rushed upon him, and he tore the lion in pieces!

Samson and the Philistines were enemies. The Philistines came up to capture Samson. He was bound with two new ropes when the Spirit of the Lord rushed upon him, and he broke the ropes as if they were nothing! Samson found a fresh jawbone of a donkey, and put out his hand and took it, and using it as a weapon, he struck 1,000 men.

Now, here's the thing. Samson was strong with the power of the Holy Spirit. Samson was set apart for God. But I'm sorry to tell you, Samson lacked something very important: wisdom.

Samson went to Gaza, and there he saw a prostitute. A prostitute is a woman who sells her kisses and hugs, and gives physical attention to someone for money, instead of keeping herself pure for marriage. Samson went into her.

Was that wise of Samson—a man set apart for the Lord—to buy affection from a woman? No! Not only



that, but from a woman who was one of God's enemies?

NO! God's people are to keep themselves pure. God's people are not to have that kind of closeness with those who worship false gods.

The people of Gaza locked the city gates thinking to trap Samson in their city. When he found the gates locked, he took hold of the doors of the gate of the city and pulled them up, and put them on his shoulders and carried them to the top of a hill outside the city.

His brute strength given to him by God rescued him from his unwise choice that time, and perhaps that gave him too much confidence in himself, because, after this he fell in love with a woman of his enemies, the Philistines, named Delilah.

Boys and girls, is that wise? To give your heart to one who worships false gods? To give your heart to an enemy of God's people? To give your heart in that way to anyone who does not love the Lord God?

Of course not! Samson was lacking wisdom, and, as you are about to hear, Delilah was a deceiver.

The leaders of the Philistines came to Delilah and said to her, "We will give you lots of silver if you can find out where his strength lies."

Remember? His long hair was a sign that he was set apart for God, but his strength was from the Lord. If only he had sought the Lord for wisdom as well. . .

So, Delilah said to Samson, "Please tell me where your great strength lies."

Samson said to her, "If they bind me with seven fresh bowstrings, then I shall become weak."

Then she bound him with seven fresh bowstrings and had men lying in ambush in an inner chamber. And she said to Samson, "The Philistines are upon you, Samson!" But he snapped the bowstrings. The secret of his strength was not known.

Then, Delilah began to pout. She said to Samson, "Behold, you have mocked me and told me lies. Please tell me how you might be bound."

Samson made up another story, saying, "If they bind me with new ropes that have not been used, then I shall become weak and be like any other man."

So, Delilah took new ropes and bound him with them and said to him, "The Philistines are upon you, Samson!" And the men came to attack, but he snapped the ropes off his arms like a thread.

Then Delilah pouted some more and said to Samson, "Until now you have mocked me and told me lies. Tell me how you might be bound." And he said to her, "If you weave the seven locks of my head with the web and fasten it tight with the pin, then I shall become weak and be like any other man." So, while he slept, she wove his hair as he described. And she made them tight with the pin and said to him, "The Philistines are upon you, Samson!" But he awoke from his sleep and pulled away the pin, the loom, and the web.

And she said to him, "How can you say, 'I love you,' when your heart is not with me? You have not told me where your great strength lies." And she pressed him until he gave in and told her the truth. "A razor has never come upon my head, for I have been a Nazirite to God from my mother's womb. If my head is





shaved, then my strength will leave me, and I shall become weak and be like any other man.”

Oh, boys and girls! Why did he tell her, knowing she was sure to do exactly what he told her? Why did he not understand that the fuller, better answer was that his strength was from the Lord?

Why? Because he lacked wisdom. He wanted Delilah’s affections more than he wanted to please God.

He gave his whole heart to someone who hated his people and despised his God.

When Delilah saw he had told her the truth, she sent and called the leaders of the Philistines, saying, “Come up again, for he has told me all his heart.” Then while he slept, she had a man shave off Samson’s hair. Again, she said, “The Philistines are upon you, Samson!” And he awoke from his sleep and said, “I will go out as at other times and shake myself free.” But he did not know that the Lord had left him. And the Philistines seized him and gouged out his eyes and bound him with bronze shackles and took him to prison. But the hair of his head began to grow again after it had been shaved.

Oh, boys and girls, there is wisdom in God’s Word! Without knowing and following God’s Word, you are left to the mercies of those who want to deceive you!

If Samson had remembered the wisdom of God’s Word—to choose for himself a wife from among God’s people, and to save his heart for marriage, to remember that his strength came not from his vow to the Lord, but from the Lord Himself—, then Samson would not have found himself as a victim of the Philistines, blinded and in prison.

But God . . .

God is sovereign and He had one more job for Samson, though it would cost Samson his life.

One day the leaders of the Philistines gathered to offer a great sacrifice to their god and to rejoice, saying, “Our god has given Samson our enemy into our hand.” And when their hearts were merry, they said, “Call Samson, that he may entertain us.” So, they called Samson out of the prison, and they laughed at him, weak and blind. They made him stand between the pillars. And Samson said to the young man who held him by the hand, “Let me feel the pillars on which the house rests, that I may lean against them.” The house was full. All the lords of the Philistines were there. On the roof, there were about 3,000 men and women, who were looking on.

Then Samson called to the Lord and said, “O Lord God, please remember me and please strengthen me only this once, O God, that I may be avenged on the Philistines for my two eyes.”

Ah, now Samson understood! It was the Lord God who gives strength. He had faith to call on the Lord, his Savior.

Samson grasped the two middle pillars on which the house rested, and he leaned his weight against them. And Samson said, “Let me die with the Philistines.” Then he bowed with all his strength, and the house fell upon all the people who were in it. The dead whom he killed at his death were more than those whom he had killed during his life. Then his brothers and all his family came down and took his



body and buried him.

**Lesson Discussion** (10-15 minutes. This may be done at tables while students busy their hands with the craft, in small groups, or still part of large group.):

1. How do we know that Samson was set apart by God?
2. Is everyone who belongs to God always wise?
3. Does God love us more when we are wise and less when we are not?
4. What are some consequences of lacking wisdom?
5. How do we get wisdom?

**Craft** (15-20 minutes):

**Option 1: Samson Fold Out** (found at the end of the lesson)

**Materials:**

- One copy of the fold-out for each child
- Crayons, enough for each child to have several colors

**Before Class:**

- Pre-fold each page along indicated lines so that the folded picture shows Samson standing in the temple.
- Make a sample fold-out page to show the children.

**During Class:**

- Show children how Samson stood, one hand on each of the two strong columns and . . .
- Open to show what happened when God heard his prayer.
- Have children color page as desired.

**Option 2: Make Samson's Hair Grow**

**Materials:**

- One sheet (9"x12") of brown construction paper per child
- One copy of Samson's face template per child
- Labels that say: "My strength comes from the Lord." – one per child
- Markers and crayons
- Scissors (If you have older students)
- Tape

**Before Class:**



- If you have younger students, cut the “hair” for them before class by first drawing a line across the middle (width) of the construction paper.
- Then cut the paper into strips (but not detaching) from the top of the page to the middle line.
- Copy and cut the template for Samson’s face so that each child has one face to color.

**During Class:**

- Have students color Samson’s face and then make a tube from it and tape it together.
- Read the label to the children and instruct them to stick it onto the bottom of the construction paper, the part that hasn’t been cut. (If you have older children, you can have them cut the “hair” themselves.)
- Then have students roll the construction paper into a tube that will fit into the tube made by Samson’s face and tape the construction paper tube together.
- Instruct students to carefully put the construction paper tube inside the other tube, sliding the end with the label in.
- Then show them how they can slide the construction paper tube up and down to make Samson’s “hair” grow long or short.

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**Snack (optional):**

Pretzel, fruit and cheese strong man “barbells” – small pretzel sticks with grapes stuck on ends of some and cheese cubes on others

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**Dismissal (5 minutes):**

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



## "Rabbit's Foxy Guest"



# Faithful Fables

## At-A-Glance

(LESSON 6)

### 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.

### Getting Closer

(Discussion Starters)

- Has anyone ever lied to you?
- Why is it important to know you can trust someone?
- How do you show others that you are trustworthy?

### 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!

### Grow! Application discussion questions for small groups

- Even though Samson acted unwisely, he was set apart by God. How do we know he was set apart by God?
- Are God's people always wise? Does God love us more when we are wise and less when we are not?
- What are some consequences of lacking wisdom?
- How do we get wisdom?

### 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.



## "Rabbit's Foxy Guest"



### Questions! For the Car

- Whom did you talk to today?
- What was "Rabbit's Foxy Guest" about?
- What is wisdom?
- How did Samson lack wisdom?

### Questions! For Later

- Samson kept choosing to be with women who did not love God. How did this bring him harm?
- Samson thought his strength came from keeping his vow never to cut his hair. Where was his strength truly found?
- How do we know that, in the end, Samson had faith?
- How do we become wise?

## Bible Lesson TODAY

In **Judges 13-16**, Samson, set apart by God before his birth, nonetheless lacked wisdom. Unwisely, he sought the affections of Philistine women, who had no love for the Lord God and whose first loyalty was to their people. He fell victim to the deceit of Delilah. Still, in the end, he realized that God was the source of his strength and had faith to call on Him.

### 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

## TAKING IT HOME (LESSON 6)

### Lesson from Today's Fable

**Those who are wise love truth and hate lies.**

### Wisdom of the WORLD

**What's wrong with these thoughts?**

***What is truth? A difficult question but I have solved it for myself by saying that it is what the "voice within" tells you.***

— MAHATMA GHANDI, INDIAN POLITICAL LEADER

***Even the truth, when believed, is a lie. You must experience the truth, not believe it.***

— WERNER ERHARD, AMERICAN AUTHOR & SPEAKER

### Wisdom of the WORD

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

***Jesus said to the people who believed in Him, "You are truly My disciples if you remain faithful to My teachings. And you will know the truth, and the truth will set you free."***

— JOHN 8:31-32 (NLT)

***What sorrow for those who say that evil is good and good is evil, that dark is light and light is dark, that bitter is sweet and sweet is bitter.***

— ISAIAH 5:20 (NLT)



# RABBIT GIVES AN EASTER BASKET TO HEDGEHOG



What would you put in the basket to give to Hedgehog?

Where in your yard would you hide the eggs?





WEEK 6

# BIBLE MEMORY

**We destroy arguments and every  
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**2 Corinthians 10:5**

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about our situations,  
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about our situations,  
not just react.**

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# Lesson 6

## 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 6

- **Skit Props:** Lab coat, books, notebook, pencil (that can be broken in half)
- **Craft Option 1, Samson Fold-out:**
  - Samson fold-out (found on page 20) , pre-folded—1 per child
  - Several crayons per child
- **Craft Option 2, Samson hair tube:**
  - White paper (8 ½" x 11")—<sup>1</sup>/<sub>2</sub> sheet per child
  - Brown construction paper (9" x 12")—1 sheet per child
  - Clear tape—1 dispenser per several children
  - Markers-several per children
  - Child-friendly scissors—1 pair per child
  - Optional—pre-made labels that say, "My strength comes from the Lord."
- **Snack, Strong man barbells:**
  - 4-6 small pretzel sticks per child
  - 4-6 pairs of grapes or cheese cubes per child



# Lesson 6

## Mini Skit

(This can be acted out by youth volunteers, or teacher and assistant. The **Scientist** may wear a lab coat, wear glasses—at the end of his/her nose—and carry books and lab equipment. The **Student** is dressed in ordinary clothes and carries a notebook and pencil. Both are center stage, facing the audience.)

**Scientist** (*Speaking in a very erudite manner*): Here you may observe a standard student (*depending upon your volunteer*) of the typical variety. Research has found that when an outside stimulus is applied, boys and girls almost always do one of two things: respond or react.

(**Student** *points to self with a “who-me?” kind of expression*)

**Scientist**: Yes, it is a clear cause and effect relationship. Stimulus and answer. When the subject is being thoughtful and self-controlled, he (or she) will “respond”; while the subject who is being thoughtless and lacking self-control is likely just to “react.”

(**Student** *looks very confused and a little concerned*.)

**Scientist**: Let me demonstrate. (*to Student*) You, subject.

(**Student** *points to self and again uses the “who-me?” expression*.)

**Scientists**: Yes. Now, do not be thoughtful, just give me your gut reaction. Imagine you are doing a math problem in class. You keep trying to figure it out and keep coming up with the wrong answer. Your teacher leans over and says, “Sorry, wrong again.”

**Student**: Ugh!!!! I give up! Math is stupid anyway! (*Breaks pencil*)

**Scientist**: Note the ugly reaction. No thoughtfulness or taking thoughts captive at all. Most unappealing. Now, let’s try again. (*to Student*) Subject, this time I want you to think before you react. In short, respond to the situation.

(**Student** *nods head and taps head as if thinking*.)

**Scientist**: Your teacher says, “Sorry, wrong again!”

**Student** (*Shows frustration face, but then catches self*): I do not think I understand this lesson. I keep trying without getting the answer right. Would you please explain it again?

**Scientist**: Ah, yes! A thoughtful, self-controlled response! Indeed, preferable in every way. Now, let’s see how the subject behaves without any behavior prompts from me. We will find out if he (or she) knows how to apply the scripture concerning taking thoughts captive when it comes to how to encounter a frustrating circumstance. . . (*to Student*) Subject?

**Student**: Again?

continued



# Lesson 6

## Mini Skit

continued

**Scientist:** Yes, and thank you very much. Do you enjoy playing sports?

**Student:** Well, I love soccer!

**Scientist:** Perfect. Imagine this: You have the ball; you are making your way toward the goal; you are sure to score when someone trips you—trips you purposefully.

**Student:** Foul! The ref blows the whistle! I get a free shot!

**Scientist:** Noooooooo. The ref missed it. For some reason he did not see the foul and he shouts, “Play on!” as your opponent rushes down the field with the ball!

**Student:** Well, I’m so mad! That’s totally unfair! I . . . I . . . want to yell at the ref, but . . . wait. Referees are supposed to be impartial, but that doesn’t mean they won’t make mistakes. This is a game, after all. Losing my cool now will only be bad sportsmanship and it won’t help me score. And . . . most importantly, I want to play this game for the glory of God. It was a bad call, but I get to be in charge of my emotions! My emotions don’t rule me! Yes! Play on!

**Scientist:** Oh, quite good! Our subject almost reacted but took his (or her) thoughts captive and responded wisely instead.

*The **Scientist** and the **Student** walk off.*



