

God Protects



Key Passages

- Daniel 3:4–6, 3:13–15, 3:26

Lesson Focus

- God is omnipotent!

Lesson Overview



Come On In

Students will color the God's New Covenant Coloring Sheet as a review of Lesson 3 and/or play with play dough.



Circle Time

Prayer—Using the Flip Chart Prayer Page, discuss prayer and give each child the opportunity to pray after determining what type of prayer you will offer today.

God's Word—Students will hear that God is omnipotent and will protect His people.

Song—Students will sing songs to help them remember the lesson of the day. Lyrics to the songs are found on the Flip Chart Song Page and the Song Sheet at the back of this Teacher Guide.



Activity 1: God Is All-Powerful Matching

Students will play a type of Matching game by matching the picture cards while remembering that God is more powerful than everything in the universe!



Activity 2: God Protected Booklet

Students will color and assemble the four-page God Protected Booklet.



Memory Verse Review and Activity

Students will review the memory verse as they play a game and recite/sing the verse. Give them an opportunity to repeat the verse with you, together or individually.



Applying God's Word/Snack

Students will review the lesson while enjoying the snack for the day.

Lesson Preparation

WHAT YOU WILL DO

WHAT YOU WILL NEED



FOR THE TEACHER

- ☐ Study the Prepare to Share section.
- ☐ Go Before the Throne.



COME ON IN

- ☐ Print one God's New Covenant Coloring Sheet from the Resource DVD-ROM for each student.
- ☐ Provide play dough if appropriate.

- ☐ God's New Covenant Coloring Sheet for each student
- ☐ Crayons
- ☐ Play dough
- ☐ Cookie cutters



CIRCLE TIME

- ☐ Print one copy of Lesson Illustrations #1–6 to show.
- ☐ Practice the songs on the Song Sheet at the back of this Teacher Guide.

- ☐ Lesson Flip Chart
- ☐ Bible
- ☐ Stuffed animal for prayer time
- ☐ Lesson Illustrations #1–6



GOD IS ALL-POWERFUL MATCHING

- ☐ Print and cut out two each of the six God Is All-Powerful Cards from the Resource DVD-ROM. You may need more than one set of 12 cards depending on the size of your class.

- ☐ Set of 12 God Is All-Powerful Cards (more than one set depending on size of your class)



GOD PROTECTED BOOKLET

- ☐ Print the four pages of the God Protected Booklet from the Resource DVD-ROM for each student.
- ☐ Assemble and color a booklet to show as an example.

- ☐ Four pages of the God Protected Booklet for each student
- ☐ Crayons
- ☐ Stapler
- ☐ Assembled and colored booklet to show as an example



MEMORY VERSE REVIEW AND ACTIVITY

- ☐ No preparation necessary.

- ☐ Flip Chart Memory Verse Page



APPLYING GOD'S WORD/SNACK

- ☐ Prepare and bring snacks.

- ☐ Lesson Flip Chart for Review
- ☐ Snacks
- ☐ Student Take Home Sheets



Prepare to Share

SCRIPTURAL BACKGROUND

Prepare to teach by preparing your heart. Read the lesson key passages along with this background.

What a mess! As we look at the history of the kings of Israel and Judah after the death of Solomon, we can't describe it any other way. Israel had existed as a united kingdom for about 120 years during the reigns of Saul, David, and Solomon, but the kingdom was torn in two and never restored. To truly study all of the details of the two kingdoms would take a very long time, so the goal of this lesson is to give a quick overview of the two kingdoms. We will take a specific look at the kings and prophets in the North and how that kingdom finally was taken captive to Assyria (2 Kings 17:5–6) in 721 BC. Then we will look to the Southern Kingdom—briefly reviewing the history that ended with its final destruction by the Babylonians (2 Kings 25:1) in 588 BC. As you read and study the Scripture passages, you will notice the kings of Judah and Israel are described as either doing good or evil in the sight of the Lord.

In Scripture, the Northern Kingdom is referred to as Israel or Ephraim. The Southern Kingdom is called Judah most of the time, with a few exceptions. The capital of the Northern Kingdom was originally in Shechem and later moved to Tirzah and then finally to Samaria. Throughout the books of First and Second Kings and Second Chronicles, we find accounts of the persistent wickedness of the 19 different kings who ruled in Israel—the worst being King Ahab and his queen Jezebel (1 Kings 16:33). The wickedness started with King Jeroboam I in 975 BC, and God revealed that these kings of the North (Israel) failed to worship Him and led the people astray with the worship of false gods (1 Kings 14:7–10). Altars and high places were constructed to worship false gods along with idolatrous Ashoreth poles and temples for Baal worship. It was a dark time for Israel as there were no kings that sought to honor the God who had given them the Promised Land as an inheritance.

Throughout over 200 years of these evil kings reigning in Israel, God sent His prophets—like Amos, Hosea, and Elijah—to call the people and the rulers to repentance. However, the kings and their people refused to return to God, seeking their own power and pleasure rather than God's glory. And so, finally, God acted in judgment by bringing the Assyrian army against them. In 721 BC, the capital of Israel, Samaria, fell and the people were taken captive (2 Kings 17:5–6). The Northern Kingdom was no more.

The kings of the Southern Kingdom, Judah, followed a different pattern. Rehoboam followed his father, Solomon, on the throne, and the line of David continued to rule in Jerusalem in fulfillment of God's promise to David (2 Samuel 7:13–16). Rehoboam angered the people and was cruel to them as he sought to establish his name rather than God's (1 Kings 12:10–11). His son Abijam (also called Abijah) continued in this tradition of cruelty and idolatry (1 Kings 15:3). Then came Asa, Abijam's son. He cleansed Judah of the idols and the perverted persons (1 Kings 15:11–14). Next was Jehoshaphat, who walked in the ways of his father, Asa (1 Kings 22:43). Jehoram, the son of Jehoshaphat, then began to reign in Judah. He did not walk in the way of his father Jehoshaphat, but followed the ways of the wicked kings of Israel and did what was evil in the sight of the Lord. This began a cycle of good kings/bad kings in Judah, continuing through all 20 kings of the Southern Kingdom.

As with Israel, God sent various prophets to Judah to proclaim His judgments and call the people to repentance. Judah was much more responsive to God's call, but most of God's warnings and calls to repentance were not heeded. Through all of the messages of coming judgment and calls for repentance, God knew that He would ultimately have to execute judgment against His children. Just as the Northern Kingdom, Israel, had fallen to the Assyrians in 722 BC, Jerusalem was to fall at the hands of the Babylonian King Nebuchadnezzar (2 Kings 25:1). This would be the end of Judah as an established nation and the beginning of a period of control by the empires that would rule the Middle East over the next centuries.

As we look back over this history, we should be gripped by the patience of God to continuously send His messengers to call for repentance—over hundreds of years. We should also look soberly at the judgment that God sent against Israel and Judah and know that we face God's chastening if we sin and rebel against Him. As Christians, we need to be listening to the message God has given to us through His completed Word.

HISTORICAL/APOLOGETICS BACKGROUND

Sadly, looking at the Northern and Southern Kingdoms of the children of Israel, you won't find them to be much different than the kingdoms that were around them. The two kingdoms warred against one another throughout their history. Not unlike the professing

church in America today, there was much corruption and hypocrisy in Israel and Judah. You might think humanity would learn from these lessons of history, but it seems that we keep repeating the same mistakes over and over.

Outside of Israel and Judah, the Greek culture was developing, and the first Olympiad was held in 776 BC. Homer and Aesop were writing the classics of Greek literature, and, on the other side of the globe, the Mayan culture was blooming in Central America. In general, this period of history could be described as one of constant upheaval, accompanied by the rise and fall of major empires.

Despite all of the uncertainty and turmoil in the world, God was still reigning over everything, just as He is today. This is an important fact that we must keep in the forefront of our minds. God is still just as much in control of the world today as He was then. This is a truth that can help us understand how to live in the world today. It doesn't matter who is president or what country is invading which—we must fix our hope on God and what He has done for us on the Cross. Just as Paul exhorted the Christians in Colossae, we must set our minds on the things above, where Christ is seated at the right hand of God, and not on the things on the earth (Colossians 3:1–4).

Confidence that God is sitting on His throne with Jesus at His right hand offers us great comfort and

hope. We can rejoice in His goodness, knowing that He is patient to call sinners to repentance as they look to Christ for forgiveness.

For more information on this topic, see the Online Resource Page.



BEFORE THE THRONE

Sovereign Lord, I am at once amazed at your patience and humbled by your justice when I study the way you dealt with Israel and Judah. My heart breaks as I consider the idolatry that Israel practiced after all you brought them through. Lord, the sin and idolatry in my culture are so similar to Israel's. Sometimes I feel like the darkness of this world will swallow me up. Help me to hold fast to you. Thank you for the opportunity to teach this lesson to my class. May it bring light into the dark places in the lives of my students and their families. May our biographies say that we trusted in Jesus Christ, whose blood made us righteous, so that we were able to do what was right in the sight of the Lord even when life was hard and temptations came our way.

► As you teach, refer often to the Lesson Flip Chart Page to keep the children engaged. When reading the lesson Scriptures, stand up, be enthusiastic, look at the children, and emphasize the answers to the questions you will be asking. This will help to keep the children interested.



COME ON IN

As children arrive . . .

- They will color the God's New Covenant Coloring Sheet as a review of Lesson 3.
- If there is time, they can play with play dough.

During this time you should be at the door welcoming the children as they come in and directing them to sit down at the tables and begin the activity. Have an aid/helper ready to engage the children with the activity.



REVIEW

Using the Flip Chart, quickly review the previous lessons with your students. Take 5 to 10 minutes to reinforce the important truths the students have heard so far in your class.

Ask the children questions about the previous lessons as you display the Lesson Flip Chart Pages. Remind the children of each lesson's focus. This will refresh the truths in your students' minds and maintain continuity as you teach through the lessons.



Circle Time

In an orderly manner, have the children assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, Lesson Illustrations #1–6, and any other props you brought or prepared for this lesson. See the Lesson Preparation chart for details (page 2).

PRAYER

This prayer time is designed to get children to begin to understand some simple concepts about prayer and to get them to understand that they can pray. Use a special stuffed animal—prayer bear—or appropriate object to pass around the circle as each child gets his/her turn to pray. Only the child with the stuffed animal is allowed to pray or speak during this time. Using the same stuffed animal or other object all year will add continuity and structure to this time.

We start our Bible study with prayer. Let's pray. *Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there. Then determine which type you want the children to pray today.*

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- Thank you prayers—Thanksgiving
- Please prayers—Supplication

Today Thanksgiving is suggested. You might proceed this way:

Today let's say prayers of thanksgiving—and thank God for the many blessings He's given us.

I'll start. Dear God, you are an awesome God. I want to thank you for . . .
(insert personal prayer).

➤ Prior to making your transition to Circle Time, we suggest you take time for restroom breaks and hand washing.

➤ Preschoolers need to move. This is a good opportunity to get them to move. Make an orderly transition to the Circle Time. You can have carpet squares if you want to sit on the floor, or help them to move their chairs into the circle.

The prayers you begin with should be specific to your needs. This will model to the children that you believe God does care about all the details of your life, and you pray to Him about these things. Your example will increase their confidence in praying to God.

Pass the stuffed animal around the circle giving all the children an opportunity to say a prayer telling God thank you for something special in their lives.

Very good! Now let's put our stuffed animal away, and we'll get into God's Word.

GOD'S WORD

These first five questions will be repeated each week this quarter. The repetition of these questions will help to solidify these simple but foundational truths in the children's minds at a young age.

- ? **Is there more than one true God?** *No. There is only one living and true God.*
- ? **Where can we learn about the one true God?** *Hold up your Bible. The Bible.*
- ? **What does the one true God know?** *The one true God knows everything!*
- ? **Who should we trust and obey?** *The one true God!*
- ? **Who alone should we worship?** *The one true God!*

The following activity should be repeated at the beginning of each lesson to encourage anticipation and enthusiasm for looking into the Word of God. Use a sticky note to mark today's passage before you begin.

Bible Pass Around

► Before Bible Pass Around, place a sticky note in your Bible to mark the first passage to be read.

► When the Bible Pass Around Activity is completed, continue with the lesson.

We are going to start out today by looking into God's Word, the Bible. *Hold up Bible. God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play Bible Pass Around. Whoever ends up with the Bible must hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about! Here's what we're going to do. I want everyone to count with me up to the number *choose a number. You may also choose to practice the alphabet, recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.* **We'll start right here.** *Hand the Bible to the first student. As we say each number (or word) you must carefully pass the Bible to the person beside you—remember we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready to start our lesson. Are you ready? Let's begin.* *You may want to have the student with the Bible stand next to you until it is time to open it. Continue with the lesson when finished with Bible Pass Around.**

The people of God had been taken away from their home in Judah. Many of them were taken to the land of Babylon. A few weeks ago we talked about four of these men who wanted to obey God. They had really hard names.

- ? **Show Lesson Illustrations #1–4. Does anyone remember their names?** *Allow discussion.*

Their names were Daniel, Shadrach, Meshach, and Abed-Nego. *Put illustrations on the floor in the circle and practice pronouncing their names.*

OK. Now look at this picture of them. *Refer to Lesson 1 Flip Chart.* Who remembers something about them? I'll give you some hints: it had to do with food . . . and God . . . and the king of Babylon.

? What did they do? Do you remember? *Allow discussion.*

These four men had a big choice to make. They were prisoners of the king! The king wanted them to eat food that God said not to eat! They loved God, and they chose to obey God. They ate only vegetables and drank only water. God was pleased that they obeyed. And He made them healthier than all the other young men. God also gave them wisdom and skills to do things really well. So the king liked them and gave them jobs in his palace!

Today, we're going to learn some more about three of those men. This account is about Shadrach, Meshach, and Abed-Nego. We'll put Daniel away. This isn't about Daniel today. *Show Lesson Illustrations #2-4 as you say each name. And put the picture of Daniel out of sight.*

We're going to look in the Bible now and learn more about these three men. *Open the Bible to the book of Daniel. Make this a special time as the student brings the Bible, and he/she opens it to where the sticky note is. Here it is right here. Show the students where the book is. Let them look at it. Carry it around your circle. These men worked for the king of Babylon. Show Lesson Illustration #5. But they still loved God and wanted to obey God. Only, it was going to get much harder to obey! Let's read from God's Word and find out what happened.*

Listen carefully as I read so you can tell me the answer. *Read Daniel 3:4-5 emphasizing "fall down" and "worship the golden image."*

? The king commanded all the people to do something. Did you hear it? What did the king say everyone had to do? *Fall down and worship the gold image.*

All the people were told to worship the gold image that King Nebuchadnezzar set up. This gold image was a statue. And the king wanted people to bow down to it and worship it instead of worshipping God! *Show Lesson Illustration #6.*

? Does God like it when we worship other things like gold statues? *No!*

? Who is the only one we should worship? *God.*

That's right! The Bible tells us we are to worship God alone!

But wait! The king said he would punish anyone who did NOT do what he said and bow down to the statue. Listen and tell me what the king would do. *Read Daniel 3:6 emphasizing "burning fiery furnace."*

? What did the king say he would do to those who would not worship the statue? *Throw them into a fiery furnace.*

? Oh, no! What do you think Shadrach, Meshach, and Abed-Nego would do? Would they bow to the statue? Were they afraid? *Allow for answers.*

➤ As you present the Lesson Illustrations, get up and walk around the circle showing the pictures to your students. Lay them down on the floor in the circle.

Daniel 3:4-5

➤ Re-read the verses or the portion of the verse(s) that answer the questions you are asking of the text. The children should hear God's Word and know they can answer questions from it. It is not too hard for them.

Daniel 3:6

Daniel 3:13–15

? Who did Shadrach, Meshach, and Abed-Nego worship? *God.*

Yes. They worshipped God alone. They knew the one true God. They knew God did not want them to worship any false god or statue. So when the music played, and everyone else bowed and worshipped the statue, Shadrach, Meshach and Abed-Nego would not bow. *Refer to Lesson Flip Chart Page. Point out the three men still standing. They would only worship and obey the one true God.*

But when the king found out that Shadrach, Meshach, and Abed-Nego did not bow, he was SO angry with them! He commanded that they be brought to him. And this is what he said to them. Listen carefully! *Read Daniel 3:13–15 with lots of animation.*

? What did these men refuse to worship? *Refer to Lesson Illustration #6 and Flip Chart. The gold statue.*

? Where would they go if they didn't bow down to the statue? *Into the burning fiery furnace.*

? Would they bow down to the gold image and forget God? *No!*

No. They would not bow to any false god. They told the king that they believed the one true God was able to protect them—even in the fiery furnace. These men trusted God. They believed that God is all-powerful. When we talk about God being all-powerful, we say He is omnipotent. Say that with me. *Repeat "omnipotent" together.* God is omnipotent. He is more powerful than any king or any furnace.

Let's keep going and find out what God did. The king threw Shadrach, Meshach, and Abed-Nego into the hot, fiery furnace. *Refer to Flip Chart.* There was fire all around them. But when the king looked in, the men were not burning up! They were just walking around in there! How amazing! Listen to what happened. *Read Daniel 3:26.*

Daniel 3:26

? What did the king tell them to do? *He told them to come out of the furnace.*

? What did the men do? *Came out of the fire.*

? God protected them. God is all-powerful. Who is omnipotent? *God.*

Yes! Only God is omnipotent. Only God was able to protect Shadrach, Meshach, and Abed-Nego from the fire in the furnace. *Refer to Flip Chart.* They walked right out! And they were not hurt at all. The Bible says that they didn't even smell like smoke! Only God is powerful enough to do that!

The God who protected Shadrach, Meshach and Abed-Nego is the same God we worship and serve today. He never changes. He was omnipotent then, and He is omnipotent now! We can trust Him to always do what is best for us. This world has sin in it—and bad things do happen. But we can always trust God to do what is best for us. He promises to be with us always when we believe and trust in Jesus. He is powerful—omnipotent! And we can trust Him!

SONG

Turn to the Flip Chart Song Page. I'm going to teach you a new song called, "God Is Omnipotent." Remember, that means God is all-powerful. Sing each line and have the children repeat. Then sing the whole song together. You may want to add clapping or marching in place.

Let's sing the song we learned last week about the gospel. Remember that Jesus died so we can have forgiveness from sin! And that is good news—that's the gospel! Stand and sing "Tell the Gospel News."

Turn to the Flip Chart Memory Verse Page. Great singing! Now, let's practice our memory verse. Sing it with me. Here we go! Sing the Memory Verse Song with enthusiasm!

Repeat songs as time allows. You may want to add hand motions, stomping, marching, or instruments.

Lyrics can be found on the Flip Chart Song Page and the Song Sheet at the end of this Teacher Guide.

➤ Turn to the Flip Chart Song Page and Memory Verse Page during this part of the lesson.



God Is All-Powerful

MATERIALS

- ❑ One set of two each of the six God Is All-Powerful Cards for each team of 4–6 students or each table

INSTRUCTIONS

Print and cut out two each of the six God Is All-Powerful Cards from the Resource DVD-ROM. Students will play a Matching game by trying to match the pictures on the cards. You may need two or more sets for a larger class. As they play and turn cards over, remind them that God is more powerful than a lion, a terrible storm at sea, a tornado, a fiery furnace, and the strongest man alive!

Before playing the game, continue as scripted below.

- ? We learned today that God is all-powerful. What was the big word that meant all-powerful? Does anyone remember? Give a hint if necessary. Say the first, second, third syllable until someone gets it. "Om-ni-po-tent!"

That's right! God is omnipotent, all-powerful! He was more powerful than the fiery furnace and saved Shadrach, Meshach, and Abed-Nego.

He is more powerful than everything in the whole universe. Hold up the pictures one at a time—all but the God picture.

- ? With each picture ask the question. **What is this?** It is a storm at sea, a lion, a tornado, a fiery furnace, it is a strong man.

- ? After each picture ask. **Who is stronger than any** (storm, lion, lightning and thunder, furnace, or man?) God is!

God is omnipotent, all-powerful! Show the God Is Omnipotent Card.

I want you to take turns and try to flip over the two cards with the same picture on it.

Lay the cards face down on the tables in front of the children.

CONNECT TO THE TRUTH

Shadrach, Meshach, and Abed-Nego believed in the one true God. God saved them from the fiery furnace. God is all-powerful. He is omnipotent! He is always with us and always does what is best for His children.



God Protected Booklet

MATERIALS

- ☐ Four pages of the God Protected Booklet for each student
- ☐ Crayons
- ☐ Stapler
- ☐ Assembled and colored book to show as sample

INSTRUCTIONS

Show the assembled and colored booklet. Pass out the booklet pages—one at a time might be better. Discuss each picture as students color them. When finished, help students collate the pages and staple them.

This is the booklet we're going to make today. *Discuss each page briefly. It reminds us of*

how God protected Shadrach, Meshach and Abed-Nego.

You can color each page. Then we'll put them in order and staple them. Take them home and share how powerful God was when He saved the men from the fiery furnace.

CONNECT TO THE TRUTH

Shadrach, Meshach, and Abed-Nego loved God. They wanted to obey Him. They trusted that whatever God did would be the right thing. They knew that God was with them and God always does what is best for His children.



Memory Verse Review and Activity

Proverbs 21:1 The king's heart is in the hand of the Lord, like the rivers of water; He turns it wherever He wishes.

MATERIALS

- ☐ Flip Chart Memory Verse Page

INSTRUCTIONS

We're going to practice our memory verse.

Let's say it first. *Point to each picture as you say each word and have the students repeat. Practice the verse together using the Flip Chart Memory Verse Page.*

Good job! Now we're going to play "Echo."

First, I'll divide you into teams. *Divide the entire class (including teachers) into two or three teams. You can do boys, girls, and teachers to start and then mix it up by age, by hair color, what colors they are wearing, are they the oldest or youngest in the family, etc.*

We're going to take turns echoing the words of the memory verse. The first team will say the word and touch their toes as

they say it. Then the second team will echo the same word and do the same thing. Then Team Three gets to do it. So it sounds like an echo. Are you ready?

Assign one team to start by saying the first word or phrase of the memory verse. As each team speaks, have them sit down, stand up, spin in a circle, touch their toes, etc. Something to get them moving. Team Two will echo. Then Team Three will echo again. Continue several times. You can whisper, shout, squeak, etc. Change it up. This will help them learn.

You may want to sing the Memory Verse Song instead of saying the verse. When finished, see if anyone can say the verse using the Flip Chart Memory Verse Page.

CONNECT TO THE TRUTH

Our memory verse reminds us that God is in control of everything. He can turn a king's heart to do whatever He wants the king to do. God saved Shadrach, Meshach, and Abed-Nego from the king in our lesson today! God wants us to study His Word and learn what it says. That is why we memorize Bible verses.



Applying God's Word/Snack

WHAT YOU HEARD IN THE WORD

After thanking God for your snack, review today's lesson using the Lesson Flip Chart Page.

Shadrach, Meshach, and Abed-Nego worked for the king in the land of Babylon. But when the king told them they had to bow down and worship a false god—a gold statue—they knew that would not please the one true God. They chose to obey God. And God protected them from the king's fiery furnace. God is more powerful than any king or any furnace! Our God is omnipotent!

GOD'S WORD IN THE REAL WORLD

The God that Shadrach, Meshach, and Abed-Nego trusted is the same God we worship today! God never changes. He was omnipotent then, and He is still omnipotent now! We can trust Him to take care of us even when we're feeling bad or afraid. God is more powerful than anything or anyone. He promises to do what's best for those who trust Jesus as their Savior and Lord. We can trust God—He is omnipotent!

➤ Pass out the Student Take Home Sheets and remind the children to practice the memory verse this week.



Group Prayer Time

- Thank God for His Word, the Bible.
- Praise God for His omnipotence.
- Pray that God will give us hearts to obey Him like Shadrach, Meshach, and Abed-Nego.

Do you still have more time? Review the past quarters using the Flip Charts, add another coloring sheet, recite and review the current and past memory verses, sing more songs, bring out play dough. Keep the children occupied with intentional, God-centered activities until their parents come to pick them up.

Song Sheet

PROVERBS 21:1

(To the tune of "London Bridge")

Shout, "Proverbs 21:1!"

The king's heart is in the hand—

(London Bridge is falling down,)

Of the Lord, of the Lord.

(Falling down, falling down.)

Like the rivers of water;

(London Bridge is falling down,)

He-turns-it where-ever He wish-es.

(My fair Lady!)

GOD IS OMNIPOTENT

(To the tune of "Row, Row, Row Your Boat")

God is om-ni-po-tent.

(Row, row, row your boat,)

All-powerful is He.

(Gently down the stream.)

No-thing is stronger than our God—

(Merrily, merrily, merrily, merrily,)

All-powerful is He!

(Life is but a dream.)

TELL THE GOSPEL NEWS

(To the tune of "The Farmer in the Dell")

Oh, tell the Gospel News,

(The farmer in the dell,)

Oh, tell the Gospel News.

(The farmer in the dell.)

Jesus . . . He-e is alive!

(Hi-ho, the derry-ol!)

Oh, tell the Gospel News.

(The farmer in the dell.)

Christ gave His life for us.

He died upon the Cross,

So He could conquer sin and death,

And we can be with God!

We are free from sin.

We are free from death.

If we put our hope and trust—

Our hope and trust in Him!

Think of fun ways to sing. For example, get children in a circle holding hands. They can go in one direction and at each verse quickly reverse direction. Put one or more than one child in the middle of the circle. Go around them then move in and back out! Get them into a straight line. Have them follow you around the room.