

Punished for Doing Wrong

April 19, 2020—Lesson 8

Background Scripture: Esther 3; 5; 7 • **Lesson Scripture:** Esther 7:1-10

Key Verse: King Xerxes asked Queen Esther, “Who is he? Where is he—the man who has dared to do such a thing?” (*Esther 7:5*)

Lesson Objective: The students will begin to understand that good triumphs over evil.

Materials Needed: *Middle Elementary* student books, Bibles (NIV), coloring pencils, pens or pencils, crayons, index cards, tape, markers, scissors, an instrumental praise music CD and CD player. (**Optional:** Older Children’s Resource Kit [attendance chart and lesson 8 materials].)

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BEGINNING THE JOURNEY



✂ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂ Prior to class, clear the center of the classroom to facilitate ease of movement for the students.

Welcome and Worship

Welcome the students and their parents or guardians to the classroom. Acknowledge any visiting students. Open the class with a weekly check-in, letting students who desire to do so give a praise report or prayer request. Then pray or ask a volunteer to lead the class in prayer. Complete the roll call and then collect any offerings the students or any others may have brought.

Opening Activity

The students will participate in an “Esther and Haman Circle Run.” Choose a student to be “Esther” and another student to be “Haman.”

Gather the students into the center of the classroom. “Esther” will try to tag students to be on her “good” team, and “Haman” will try to tag students to be on his “evil” team. The students will try to avoid being tagged. The game ends when the last student is tagged. If time permits, choose another “Esther” and another “Haman” and begin again.

Say: Today’s lesson is about how Queen Esther used her influence, or good relationship, with the king to save her people.

Discuss with the students how God places us in situations where we can make a positive difference in someone’s life.

Discuss with the class how God’s will always triumphs over the evil that people plan for us.

Prepare the students for the Bible story.

BIBLE VOYAGE



The Bible Story

Always encourage your students to bring Bibles (New International Version) to class. Have extra Bibles available for classroom use.

You may choose to read today’s Scripture passage to the students from the Bible first. Then, using the student books, let volunteers take turns alternating reading different paragraphs of the Bible story aloud.

Punished for Doing Wrong

As the king and Haman were drinking wine at Queen Esther’s banquet, the king asked her what she wanted. He loved her so much that he would give her half his kingdom, if that is what she wanted.

Queen Esther told him that she wanted her life and the lives of her people to be *spared* (saved). She told him that there were people who would kill them. King Xerxes [Zerk-sees] demanded to know who would do this. Esther told the king that Haman was responsible. Haman became frightened as he stood before them. The king became angry and went out into the palace garden.

Haman begged Queen Esther for his life. He fell on the couch where Queen Esther was sitting. When the king returned, he thought that Haman was attacking the queen right in front of him! The king’s attendants covered Haman’s face.

Harbona, one of the king’s servants, told Xerxes about the gallows that Haman had built in his courtyard. Haman wanted to hang Mordecai on them. Mordecai was the man who had saved the king’s life.

Instead, the king ordered that Haman be hanged on the gallows he had set up for Mordecai.

After reading the story, ask the following questions:

1. What did the king ask Queen Esther? *(He asked her what she desired from him.)*
2. What made the king angry? *(He became angry that someone dared to touch the queen.)*
3. What had Haman built in his courtyard? *(He had built gallows on which to hang Mordecai.)*
4. What did the king do to Haman? *(He ordered that Haman be hanged on the gallows that he had built.)*

FUN EXPEDITIONS

Match the Sentence Parts

Give the students pencils and provide time for them to complete the activity in their student books. Help any students who struggle with figuring out the answers. After they complete the activity, review the answers aloud.

Answers: (1) c; (2) d; (3) e; (4) b; (5) a

The Contemporary Story

Read the story to the class, or let the students take turns alternating reading different paragraphs/sentences of the story aloud.

What a Bad Attitude!

While at Burger Place, Tyree waited patiently in line beside his parents for it to be their turn to order.

“Move out of my way!” someone yelled from the back of the line. It was a mean-looking man pushing his way through the crowd of people.

“I’m in a hurry, so I get to go first. You can go after me,” the man shouted at the line of people behind him. He was even rude to the people behind the counter and did everything he could to get his meal for free. Tyree was so angry that he did not know what to do!

Just as Tyree’s father started to place their order with the lady behind the counter, they all heard a shout from outside. When they looked, they saw that the rude man had tripped and dropped his entire order onto the sidewalk!

Embarrassed, the man got into his car and drove away. All that negative attitude and he did not even get to eat his food!

When it was their turn to order, Tyree saw how calm and kind his father was and decided not to let his anger toward the situation make him act like the other guy.

Then, discuss the following questions:

1. What were Tyree and his family doing? *(They were waiting in line to order food at a restaurant.)*
2. What happened at the restaurant? *(A man pushed his way to the front of the line and mistreated the people working in the restaurant.)*
3. What happened to the rude man? *(He tripped and dropped his food on the sidewalk.)*
4. How did Tyree feel about his experience at the restaurant? *(He decided not to let his anger turn him into the rude man. He would be calm, fair, and kind like his father.)*

Exploring the Story in Ruby’s Lab

Say: It is now time to explore today’s lesson with Ruby. As you listen to Ruby, think about what she says. After we read this section, we will go back and discuss her statements, questions, and observations.

Let one or two students read Ruby’s words aloud. Discuss Ruby’s words with the students. Help them to understand how they should treat others even in the face of those who would mistreat others.

Word Finder

Give the students pencils and provide time for them to complete the activity in their student books. Help any students who struggle with figuring out the words they should circle and fill in. After they complete the activity, review the answers aloud.

Completed Verse: King Xerxes asked Queen Esther, “Who is he? Where is he—the man who has dared to do such a thing?” (Esther 7:5)

ENDING THE JOURNEY

Bring the lesson to a close by reviewing the Key Verse and the lesson.

Ask: What did the king’s attendants do to Haman? Why did they cover his face? What was Haman’s plans for Queen Esther and her people? *(Pause for responses and discussion.)*

Take the time to answer any remaining questions that the students might have. Then end the class session with prayer.

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Background Scripture: Esther 3; 5; 7 • **Lesson Scripture:** Esther 7:1-10

Key Verse: King Xerxes asked Queen Esther, “Who is he? Where is he—the man who has dared to do such a thing?” (*Esther 7:5*)

Lesson Objective: The students will hear the narrative of Esther’s triumph in saving her people.

Materials Needed: *Upper Elementary* student books, Bibles, star stickers, coloring markers and crayons, pens and/or pencils, a floor-sized puzzle (if a smaller puzzle is used, it must be no more than twenty-five [25] pieces). (**Optional:** Older Children’s Resource Kit [lesson 8 materials].)

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BEGINNING THE JOURNEY



✂ If you purchased the Older Children’s Resource Kit, post the attendance chart and purchase stickers (such as stars) to place on the chart. Also, gather any materials that may be needed for any of the activities for this lesson prior to class (found in the Teacher’s Guide of the Resource Kit).

✂ Prior to class, gather the needed supplies and arrange the classroom to facilitate student participation in the opening puzzle activity.

Welcome and Worship

Arrive 15-20 minutes prior to class for planning and setup. Greet the students by name as they enter the classroom. Introduce yourself as the teacher and your assistant (if applicable). Make each student feel welcome and comfortable. When guests are in attendance, have the class say, “We’re glad you’re here with us today.” Ask for a volunteer to open the class session with a prayer. Collect any offerings the students may have brought and take attendance. (*Optional:* The attendance chart found in the Leadership Resource Kit for Older Children may be posted to keep attendance, placing a star sticker on the chart for each student every day of his or her presence in class.)

Opening Activity

Regarding the puzzle you brought to class, give each student a piece of the puzzle. Let them look at their individual piece. In their observing just their one piece, ask the students to share what they think the puzzle is a picture of.

Say: With just one piece of the puzzle, we can’t see what the whole puzzle will look like when put together. We

can see bits and pieces of what the picture is, but we can’t be sure.

Instruct the students to come together and try to put their puzzle pieces together to complete the puzzle.

Say: As the puzzle begins to come together, we can begin to make out the picture. This puzzle is like God’s plan for each of our lives. We only know such a small piece of God’s bigger plan. In today’s lesson, we are going to see how God had a plan for a woman named Esther.

If they have not already done so, allow time for the students to finish putting together the puzzle. Then prepare the students for the Bible story.

BIBLE VOYAGE

The Bible Story

Have extra classroom Bibles (New International Version) if possible. For those who may not have a personal Bible, try to provide a checkout loan procedure whereby the students return the Bibles every so often so that they can then be rotated out to other students.

If your students do not know how to find the passage or verse they are looking for, teach and review Bible skills on a weekly basis through the use of interactive drills, games, and so forth.

Let the students read the Scripture passage from the Bible first. Then, have them take turns alternating reading different paragraphs of the Bible story printed in their student books aloud.

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In today’s Scripture text, the banquet was ready and the

guests of honor, Haman and King Xerxes [ZERK-sees], were in attendance. Once again, King Xerxes asked Queen Esther for her request. He told her that he would give her what she wanted up to half of the kingdom. Esther asked the king to spare her life and the lives of her people. She told him that she and her people were going to be destroyed. King Xerxes asked Queen Esther, "What man would do such a thing?" Esther then pointed at Haman and said, "The adversary and enemy!" The king became so angry that he went out into his palace garden.

Haman realized that the king had then decided that Haman's life would end. While Esther was lying down on her couch, Haman fell on the couch beside her and pleaded for his life. Just as Haman did this and cried for his life, the king walked in and saw Haman on Esther's couch. "Will Haman try to harm the queen while she is with me?" Xerxes said. Then he commanded that Haman's face be covered so he could be taken to the gallows. Then Harbona, one of the king's servants, said, "Haman had a gallows seventy-five-feet tall built in his yard to kill Mordecai, the man who helped you." King Xerxes demanded, "Hang him on it!" Haman was hanged on his own gallows. After that, the king was no longer angry.

Ask: What did the king promise Esther about her request? (*She could ask for anything up to half of the kingdom.*) What was Haman's plan? (*To kill all the Jews.*) What happened to Haman? (*He died on the same gallows on which he had planned to hang Mordecai.*)

FUN EXPEDITIONS

The Contemporary Story (Part 1)

Let the students take turns alternating reading different paragraphs of the first part of the contemporary story aloud.

A Bad Decision (Part 1)

As Darian slowly walked toward the principal's office, he wondered what his parents would say when he got home.

"Darian, do you know why I've called you to my office?" Mr. Toms asked.

"Yes, sir. I had a fight with E. J. during P.E.—but it wasn't my fault! He was talking about my mother," Darian explained.

"Well, I'm pretty sure that whatever he said wasn't true," Mr. Toms replied.

"It wasn't, but I couldn't let him get away with it. The other boys said we should fight," Darian commented.

Mr. Toms shook his head and said, "You know the school rules. You made your decision, now I must make mine."

Darian waited for him to continue.

Exploring the Story with Nicholas and Cornelius (first section)

Let students volunteer to read the information in this

section aloud. Allow time for the students to respond to and discuss any questions that are posed.

The Contemporary Story (Part 2)

Let the students take turns alternating reading different paragraphs of the second part of the contemporary story aloud.

A Bad Decision (Part 2)

"Newton's third law can be applied to a lot of different things in life. Do you know what it says?" Mr. Toms asked.

"Is that the one that says, 'every action causes a reaction?'" Darian inquired.

"That's the one! Your decision (action) to fight has caused you two days of In-school Learning," Mr. Toms explained. "I also want you to remember something: the people we choose to call our friends and with whom we spend our time will affect our decisions and ultimately how we will be rewarded or punished. Those boys who told you to fight were not your friends. Next time, I hope you will make better decisions."

"Don't worry, I will," Darian responded.

Ask: Why did Darian have to go to the principal's office? How did Darian's friends influence him to fight? Why was Darian's decision a bad one? (*Pause for responses and discussion.*)

Exploring the Story with Nicholas and Cornelius (second section)

Let students volunteer to read the information in this section aloud. Allow time for the students to respond to any questions that are posed, offering insight as deemed necessary.

True or False?

Provide time for the students to complete this activity. Assist the students as needed. After the students complete the activity, review the answers aloud.

Answers: (1) F; (2) T; (3) F; (4) F; (5) T

ENDING THE JOURNEY

Assemble the class to reflect on the main points of the lesson by focusing on the central characters, places, conflicts, etc. Take a few minutes to review the Key Verse from today's lesson. Also, allot time to answer any questions that the students might have. Ask for a volunteer to end the class session with a prayer, encouraging him or her to include some aspect related to the lesson in the prayer.