

## Multiple Choice

**Bible Story:** Multiple Choice (Solomon chooses wisdom and judges wisely; choose wisdom) •  
*1 Kings 3:4-15 & 16-28; Proverbs 8:10-11*

**Bottom Line:** God wants to give you wisdom.

**Memory Verse:** “Choose my teaching instead of silver, knowledge rather than choice gold.” *Proverbs 8:10, NIV*

**Life App:** Wisdom—finding out what you should do and doing it.

**Basic Truth:** I can make the wise choice.

### Early Arriver Activity (8:45) (10:30) (5:45)

**What You Need:** Offering container, scrap paper, pencils

**What You Do:**

Ask kids to name the best gift they have ever gotten. What are some gifts they can give people that cost only a little or no money at all? Ask kids to write their ideas on a scrap of paper. When complete, put the papers in a pile and let each kid draw out one idea and act it out for the group. Others can guess what gift they are giving. Invite kids to put their offerings in the offering container.

**What You Say:**

“We like a lot of material things, but there are some gifts we can give that cost nothing. (*List some examples of gifts they suggested, or suggest a smile, a favor, or helping someone with a chore or with their schoolwork.*) Sometimes the best gifts are the ones that cost nothing.”

### Plug In (9:00) (10:45) (6:00)

**Good Gifts!**

**What You Need:** No supplies necessary

**What You Do:**

Invite kids to pair up and practice acting out giving each other a good gift. (You can choose whether they are allowed to use words.) The actions of both the giver and the receiver should make clear what the good gift is. When they are ready, ask each pair to demonstrate for the other kids in your group, letting them shout out what they think the gift is. Allow time for each pair to take a turn.

**What You Say:**

“Good job guessing about those gifts! **[Transition]** Let’s go to Large Group and learn about something God likes to give us!” Lead your group to the Large Group area.

### Prayer Time

After large group, gather children in their small groups. Lead them in prayer focusing on “The Bottom Line.”

### Catch On #1

**Finding Wisdom (application activity / review the Bible story)**

**What You Need:** “Finding Wisdom” (Activity Page), trash container, tape

**What You Do:**

Review the Bible story by asking the following questions:

- What had Solomon been doing when God asked him what he wanted? (*Offering sacrifices to God*)
- Why did Solomon ask for wisdom? What was he concerned about? (*He wanted to be a good king and follow in his father’s footsteps*)
- How did God feel about what Solomon asked for? (*He was pleased*)
- What was the bonus? (*Riches and honor*)
- What would you ask for if God told you that you could have anything you wanted? (If time permits, take a group vote on the most popular request.)

Tell the kids that you have hidden slips of paper around the room. They should work to find them. When they have found them all, discuss whether each one is a good idea for getting wisdom or a bad idea. The bad ones should be thrown into the trash container. The good ones should be taped to the wall.

**What You Say:**

“There are good ways and bad ways to find wisdom, aren’t there? What makes all of these ways you chose good ways? (Pause.) How do you know if you are looking for wisdom in the right place? (Pause.) **[Personalize] (Tell kids about a difficult situation in which you had to ask God to give you wisdom. What happened? Were you able to make a good decision?) [Apply] God is the source of all wisdom. All wisdom begins with Him, so He is always your safest bet when you are looking for wisdom. Knowing His Word and praying are two of the best ways you will ever find wisdom. And you know what the best thing about it is? [Impress] God wants to give you wisdom, so you don’t have to be afraid to ask.”**

## Catch On #2

**Steps to Wisdom (application activity / great for active learners)**

**What You Need:** “Steps to Wisdom” (Activity Page), tear sheet, markers

**What You Do:**

Invite kids to think about situations in which they would need wisdom. Prompt them with ideas such as: at school, online, managing your time, dealing with friends, with your parents and brothers and sisters, etc. Write all of their good ideas on the large paper. Then break your group into teams of three to five kids. Ask each team to think about the ideas they brainstormed and then make a plan for how to make a wise decision. The plan should include big and small steps. Ask them to write the big steps to making a wise decision on the big paper stones, medium-sized steps on the medium stones, and the small steps on the small stones. You may help them if they get stuck by asking some of the following questions:

- Who/where do you go when you have to make a decision about something?
- How do you process what you are considering? Do you write it down or pray about it or discuss with other people?
- Since God is the source of all wisdom, how do you involve Him in your process of finding wisdom?
- How do you know when you’ve made a good decision?

The answers to these questions should help them make their plans. When teams are finished with their steps, ask them to lay them out on the floor. With your whole group together, use their ideas to walk through making a decision about several of the ideas you brainstormed. (For example, how do you use these steps to make a decision about whether to go to your friend’s birthday party or visit another friend who is in the hospital? How do you use these steps to determine if you should log into a particular website?) As they consider their decisions, ask them to literally walk on each stone, considering each one as they go.

**What You Say:**

“Making a wise decision isn’t always something you do quickly or easily. Sometimes it is. Sometimes things are just clearly right or wrong. Other times, though, you have to really think about it. You did great making plans for how someone your age can make a wise decision. Do you think you’ll use the plan? **[Apply] When you aren’t sure about what step to take, the best choice is always to ask God, and this can be done quickly and easily! If your friends are arguing and wanting you to take sides, or if you have a choice between several good options, it is always wisest to make God the focus of your decision making. [Impress] God wants to give you wisdom, so you are wise to go to Him to get it! No choice is too big or small to ask for His help.”**

## Catch On #3

**More than Silver and Gold (memory verse activity)**

**What You Need:** Bibles, stones, Rub n Buff®, cleaning wipes

**What You Do:**

Help kids find this month’s verse, using the following tips.

**Finding verses with 4<sup>th</sup>-5<sup>th</sup> graders:** Tell kids that the verse is from Proverbs. Ask them to tell you whether that’s in the Old Testament or the New Testament. (Old) Explain that Proverbs is near the middle of the Bible. Instruct kids to open their Bibles in half. They will likely end up in Psalms or Proverbs. If they hit Psalms, they should turn a little bit toward the back of the Bible, to the very next book. When they find Proverbs, explain that the big numbers on the page are the chapter numbers. Tell them to find chapter 8. Explain that the small numbers are verse numbers. Tell them to find verse 10 in chapter 8.

Ask a volunteer to read the verse aloud. Say it together several times.

Give each kid in your group a stone. Then put a tiny drop of Rub n Buff® on the tip of each kid’s finger. Instruct them to rub it on one side of the stone. Next, they will use another finger to use the other color on the other side of the stone. So each kid has a stone that is gold on one side and silver on the other. (While they are doing this,

make one completely silver stone and one completely gold stone for yourself. Keep these, as you will need them next week.) Allow each kid to buff his or her rock with a soft rag to make it shiny. Give them some wipes to clean their fingers when they're done.

**What You Say:**

"A lot of people pray before they go to sleep. This is good, but this isn't usually when we need wisdom. **[Apply]** **We are supposed to be searching for God's wisdom like someone would search for silver and gold if they knew it was there for the taking. We should be looking for it everywhere and all the time!** God is always there, and **[Impress]** **God wants to give you wisdom.** Pray continually to become wiser. In fact, we are going to begin to do that together in just a minute."

*Optional 5<sup>th</sup> Grade Discussion Questions*

If you lead fifth graders, consider asking these discussion questions:

- Do you think a person could really want wisdom more than silver or gold? What could make wisdom so much better than things that make you rich? *(Possible answers include anything that says wisdom helps you live a better life and that, without wisdom, being rich can be more of a danger than a benefit.)*
- Who do you know that is really wise? Do you go to that person for help? How do you know when someone is wise? *(Answers might include that you can recognize a wise person by the fruit of the Spirit, evident in their life. It is also possible that wise people do not talk much, and you might not know someone is wise until you really get to know them and see what their lives are like. How someone lives life can show how much wisdom they have.)*
- Why might it be so important to look for wisdom when you are young? *(Answers might include helping you grow up better, keeping you out of trouble, setting you on the right path for the rest of your life, etc.)*

## Smart Mouth

**Bible Story:** Smart Mouth (choose your words carefully) • *Proverbs 12:18*

**Bottom Line:** If you want to be wise, think before you speak.

**Memory Verse:** “Choose my teaching instead of silver, knowledge rather than choice gold.” *Proverbs 8:10, NIV*

**Life App:** Wisdom—finding out what you should do and doing it.

**Basic Truth:** I need to make the wise choice.

### Early Arriver Activity (8:45) (10:30) (5:45)

**What You Need:** Offering container, dictionary (*optional*)

**What You Do:**

Yell out, “Pop rocks!” as each kid walks in. When they ask what you are talking about, ask if they have their reminder to seek wisdom in their pocket. Keep a tally of how many of the kids in your group have been carrying the rocks around with them. Next, say the multi-syllabic adjectives below and ask kids to guess (or vote on) whether it would be a compliment or an insult for someone to use this word about you.

- Disingenuous (*insult*)
- Stupendous (*compliment*)
- Highfalutin’ (*insult*)
- Pretentious (*insult*)
- Capricious (*insult*)
- Pulchritudinous (*compliment*)
- Congenial (*compliment*)

*Optional: Let kids look the words up in a dictionary after they’ve guessed or voted on each one.*

**What You Say:**

“All words carry meaning, even the ones we don’t understand. What do you think using words might have to do with wisdom?”

### Plug In (9:00) (10:45) (6:00)

**Picture This**

**What You Need:** white boards, markers

**What You Do:**

Divide your group into two teams. Invite a kid from the first team up and give him a word he must draw (see list below). Only his team members can guess the word. Keep score of which team guesses the most words before it is time to go to Large Group. Add your own words if you like and if time allows.

- Treasure map
- Buried treasure
- Pirates
- Geocache
- Wisdom
- Solomon
- Small Group Leader

**What You Say:**

“Sometimes it’s hard to communicate without words, isn’t it? Words are important. **[Transition] Let’s go to Large Group and learn about the importance of the words we use.**” Lead your group to the Large Group area.

### Prayer Time

After large group, gather children in their small groups. Lead them in prayer focusing on “The Bottom Line.”

### Catch On #1

**Don’t Say It! (application activity / review the Bible story)**

**What You Need:** “Game Cards” (Activity Page)

### What You Do:

Divide your group into pairs. Give each pair a set of game cards and ask pairs not to sit too close to each other (as they will have identical game cards). Make sure all of the kids keep their cards facedown without looking at them until it's time to use the cards. Ask them to choose one person in the pair to be the "giver," and the other will be the "receiver." The giver will draw a card and try to get the receiver to guess the word on his card without saying any form of that word. He also may not use the words listed on the card. So, for example, if the word is "ice cream," and the words "cold, delicious, sugar" are written on the bottom, the child could say, "This is a treat that is chilly and tasty, and kids love to eat it." But he may not say, "This is a creamy, **cold** treat." Let them have a couple practice rounds, and then see which team guesses the most words.

### What You Say:

"Good job with those clues, everybody. Who thinks they got the most right? (*Take a count and declare a winner.*) Was it difficult to get your partner to guess the word without being able to say the other words on the cards?"

(*Allow a minute for discussion.*) **[Apply] It's difficult to be careful with your words. They come so easily out of our mouths! But words have power, so we have to constantly measure what we say, thinking about how our words will affect others. Words have the power to hurt, and the power to heal. It all depends on how we use them. [Personalize] (Tell a story about a time someone helped you with their kind words or a time you were able to help someone.)** In what ways can we remind ourselves to be careful with our words? What role does practice play in being careful with your words? (*Allow some time for answers.*) Even though it's hard to think about our words before we speak them, it's something we must do, right? **[Impress] If you want to be wise, think before you speak.** And when you do, you might find that people feel better about being around you!"

#### Optional 5<sup>th</sup> Grade Discussion Questions

If you lead fifth graders, consider asking these discussion questions:

- What are some other ways we communicate, other than talking?
- So what about when you aren't speaking your words, but you are texting or emailing or chatting or tweeting them? Is it more important or less important to be careful with your words then? (*Answers may vary, but it may be more important to be careful when you are typing your words, because those messages can be passed on to others.*)
- How would it change what you communicated if you knew that what you were saying could be broadcast through a megaphone to your whole school? Do you think this is anything like putting your words online? (*Because of technology, even sending a message to one person could lead to your words being heard by hundreds. That might make us stop and think about what we say even more!*)
- So, how do you decide whether your words are going to help or hurt someone? Are there times when it's better to say something to a person, in person, and avoid communicating online or via text?

## Catch On #2

### Body Language (*application activity / great for active learners*)

**What You Need:** No supplies

### What You Do:

Choose a few kids to show what body language a fourth or fifth grader might demonstrate when experiencing one of the scenarios below. Bring up one kid at a time and give him a scenario from the list below. Kids will act out how their body language would show how they felt about the situation. This is not a real charades game, so let each kid cheat a little at helping the others in the group figure out why he/she is demonstrating that body language. As each turn finishes, let the kids tell the group what their scenario was, and let others in the group discuss what dangers might be avoided by remaining silent instead of speaking.

Scenarios:

- Mom just grounded you because of a bad grade.
- A kid in your class has challenged you to a fight. You know you are stronger than he is.
- Your teacher is yelling at you, and you don't know what to say.
- You found out your score on the test was the highest in the class, and you're feeling like bragging.
- Dad says you have to stay in dance class because he's already paid for it, but you don't want to.
- Your sister just took something that is really important to you. (Imagine what it is before acting it out.)

### What You Say:

“Body language can be a form of speaking, too, can’t it? Do we need to think even before we ‘speak’ with our bodies? *(Pause for discussion.)* **[Apply]** Staying silent for a time can be a great way to avoid saying something hurtful. Sometimes, not speaking at all is the best option—at least for a time. It can be the right way to avoid doing damage with our words. Other times, though, our body language can be so negative that it would be better to talk through our problem with someone. If you want to be wise, spend a little time being silent before you begin speaking. And **[Impress]** if you want to be wise, think before you speak.”

## Catch On #3

### Wisdom in a Cup *(memory verse activity)*

**What You Need:** Silver and gold stones, prepared scrap paper pieces with words, cups, Bibles

**What You Do:**

Before you begin, arrange your four cups upside down in the center of your workspace. Under each one, put one of these items: a silver stone, a gold stone, the word “teaching” or “instruction,” and the word “knowledge.” Look up your memory verse together. As you begin this game, choose a kid in your group to scramble the cups (without lifting them up). Ask another kid to come and choose a cup. When he has chosen one, ask if (according to the memory verse) this is what someone should seek. *(Hint: knowledge, instruction, and teaching are the things to seek. Silver and gold are the things that are of temporary value.)* If you made more than one set, you may break your Small Group into two teams. Each team can practice at this game to see who on the team guesses correctly most often.

**What You Say:**

**[Apply]** “Even though the silver and gold rocks are prettier than the plain scraps of paper, they were not what you were trying to get. Sometimes, the way things look is not the best indication of the wisest choice. This can apply to our words, too. Sometimes the plainest words and the simple, honest words are the best words you can speak. **[Impress]** If you want to be wise, think before you speak. Do you speak plainly and clearly, or do you use a lot of fancy words and flatter people? What is the difference between building someone up with your words and flattering them?”

# Fools Rush In

**Bible Story:** Fools Rush In (choose your friends wisely; Rehoboam listens to fools) • *Proverbs 13:20; 1 Kings 12:1-15a*

**Bottom Line:** If you want to be wise, hang out with wise people.

**Memory Verse:** “Choose my teaching instead of silver, knowledge rather than choice gold.” *Proverbs 8:10, NIV*

**Life App:** Wisdom—finding out what you should do and doing it.

**Basic Truth:** I need to make the wise choice.

## Early Arriver Activity (8:45) (10:30) (5:45)

**What You Need:** Offering container

**What You Do:**

Ask if anyone remembers what you talked about last week. What are the things they should remember when someone says bad things about them? (They should remember the things that God says are true about them. They were made by a perfect Creator. They were made for a purpose, and God will be faithful to complete His purpose in them. God loves them, and they are important to Him.) Invite kids to put their offerings into the offering container.

**What You Say:**

“Did anyone get a chance to practice what we learned about saying the opposite of the negative words they heard? Have you been more cautious with words when speaking or texting? How much time does it take to think before you speak?”

## Plug In (9:00) (10:45) (6:00)

**Five Things for Fools**

**What You Need:** white boards and markers

**What You Do:**

Give each kid in your group a white board and a marker. Ask them to list five things that “fools” do (without listing any names or giving too-specific examples). Make them realistic. Think of the most foolish things they have seen or heard their friends or others do. When they are finished, let them draw their five ideas on their white boards “Wimpy Kid™” style, with stick figures doing the foolish things. Spend some time talking about the foolish things and how they might have been avoided.

**What You Say:**

“Great job with that mural, guys. It gives me a lot to think about—ways I don’t want to act myself! **[Transition]**

**Did you know there were fools even in the Bible? Let’s go to Large Group and learn about some of them.”** Lead your group to the Large Group area.

## Prayer Time

After large group, gather children in their small groups. Lead them in prayer focusing on “The Bottom Line.”

## Catch On #1

**The Dangers of Fools and Their Friends (application activity / review the Bible story)**

**What You Need:** “Scripture Search” (Activity Page), pencils, Bibles

**What You Do:**

Give a copy of the Scripture Search to each kid. Ask them to find five or six of the verses and translate them into their own words. It’s okay if their version is very close to the actual version, especially if they have an easy-to-read translation. Ask them also to be thinking about what each verse has to do with choosing your friends wisely. When they have completed their Scripture Search, let them talk about the verses they thought were the most interesting and will be most helpful for them when they are choosing friends.

**What You Say:**

“You all made some good translations of verses. I hope they are really helpful when you are making choices about who to be friends with. **[Apply] The Bible says that a companion of fools suffers harm. It also says that when you walk with wise people, you will be wise. That doesn’t mean we need to schedule times to go for a walk with smart people. It means we should be very careful about who we choose to spend our**

time with. We should think about and choose our friends intentionally, rather than just hanging out with whoever is around. *[Impress]* If you want to be wise, hang out with wise people.” *[Personalize]* (Tell the kids about a friend you have chosen who is wise. Why did you choose him or her? How has he or she shown wisdom?)

## Catch On #2

**Mold-a-Friend** (*application activity / great for active learners*)

**What You Need:** Sticky notes, pencils

**What You Do:**

Invite kids to work in same-gender pairs to sculpt their best friend in the world. One kid will be the clay, and the other will be the sculptor. The sculptor works to put the friend into a position that shows him or her as the best friend the sculptor could ever find. Ask them to think before they begin about what kinds of things true friends do with their hands, their eyes (be careful), their ears, their feet, etc. Then give each sculptor a pad of sticky notes. Ask the sculptors to label their friends to show how they would know this person is a good friend. The clay people should stay still for the entire activity. When they are complete, have a look, and then ask the kids to reverse roles.

**What You Say:**

*[Apply]* “The best way to start choosing friends wisely is to be the best friend you can be and then look for friends who are making the same kinds of choices. What things about you would you have to change to be the best friend you could be? (Take some time for them to work on their thoughts and answers.)

Remember, *[Impress]* if you want to be wise, hang out with wise people, and be one, too!”



## Danger Zone

**Bible Story:** Danger Zone (cautious people see danger; Josiah chooses to follow God) • *Proverbs 22:3; 2 Kings 22–23*

**Bottom Line:** If you want to be wise, look before you leap.

**Memory Verse:** “Choose my teaching instead of silver, knowledge rather than choice gold.” *Proverbs 8:10, NIV*

**Life App:** Wisdom—finding out what you should do and doing it.

**Basic Truth:** I need to make the wise choice.

### Early Arriver Activity (8:45) (10:30) (5:45)

**What You Need:** Offering container, paper, marker

**What You Do:**

As kids arrive, ask how they have done lately when it comes to watching for and choosing wise friends. Next, put a piece of paper down on the floor. Ask kids to leap over it. See who can leap the furthest. Next write, “dangerous pitfalls” on the paper. Now see if they can leap even further. Invite kids to put their offerings in the offering container.

### Plug In (9:00) (10:45) (6:00)

**Meaningful**

**What You Need:** Prepared bag(s) of objects

**What You Do:**

Hand the bag to the kids. (If you have more than one bag, break kids up into smaller groups.) In the bag they will find some things that are unimportant and one thing that is important. Encourage kids to discuss and choose which item is important and why. When they do, ask if it reminds them of a Life App they have learned about here at church.

**What You Say:**

“Good job searching for what was important. You have remembered what you learned in here really well!

**[Transition] Let’s go to Large Group and find out about someone else who found something very important!”** Lead your group to the Large Group area.

### Prayer Time

After large group, gather children in their small groups. Lead them in prayer focusing on “The Bottom Line.”

### Catch On #1

**Do You Know the Word? (application activity / review the Bible story)**

**What You Need:** 2 prepared stacks of printed material, blank paper, markers

**What You Do:**

Give each kid a blank piece of paper. Ask the questions below and instruct kids to write down their answers.

- What did Josiah’s advisors find while rebuilding the temple?
- What did Josiah do for advice?
- What did Josiah do after renewing the promise to God?
- Where should you go for advice?
- What should you do before making a quick decision?
- What is our definition of wisdom?

Collect the papers and stick them randomly into the two stacks of printed material. Then divide your group into two teams. Give each team one of the stacks. Tell kids that three pages in each stack have Scripture on them. The rest of the papers have other things printed on them. Invite teams to dig through the stacks to find the pages with Scripture. Whichever team finds the three pages of Scripture first is the winner.

**What You Say:**

**[Apply] “If you don’t know God’s Word, you won’t know wisdom when you find it.** Today we’re learning that **[Impress] if you want to be wise, look before you leap,** but you have to know what you’re looking at and looking for. That’s what Josiah did. As soon as God’s Word was found, he learned it.” **[Personalize] (Tell kids about a time when you turned to God’s Word before making a decision.)**

## Catch On #2

### Advertising Wisdom (*application activity / great for active learners*)

**What You Need:** Mural paper, markers

**What You Do:**

Divide your group into two teams and ask each team to make a commercial for wisdom, explaining why kids should look before they leap. They may either create an “on-screen” commercial, which they will act out for the group, or they can make a billboard on mural paper. Ask the other group to rate each commercial for how well it “sells” the product.

**What You Say:**

**[Apply]** “Sometimes we get in trouble not because we had bad intentions, but because we acted too quickly. What are some ways we can slow down? *(Pause for responses.)* How will we look for wisdom when we’re about to make a choice or ‘take a leap’? *(Pause for responses.)* How will we know when it’s time to go ahead and jump? *(Pause for responses.)* **[Impress]** **If you want to be wise, look before you leap.**”

## Catch On #3

### Sack of Wisdom (*memory verse activity*)

**What You Need:** Bibles, prepared paper sacks, “Memory Strips activity page”

**What You Do:**

Invite kids in your group to look up the memory verse or say it aloud from memory. Then stand the bags all around your meeting space. Invite kids to work together to put the bags in order of the memory verse by what is in each bag. The stones will stand in place of the words “silver” and “gold.”

**What You Say:**

“The best way to avoid the danger of fools is to have wisdom yourself. Working with Scripture like you have this month with this memory verse, by learning it inside and out, memorizing it, and trying to apply it in your life, is a good way to gain wisdom and really let it sink in. **[Apply]** **Stay in God’s Word. Don’t just read a little every once in a while or when you’re in trouble. Read it every day. Work with it like you have been working on this memory verse. Talk about it with your friends—not just at church, but everywhere.** This week we’re learning that **[Impress]** **if you want to be wise, look before you leap.** You can start doing this by looking in the Bible. What are some ways you can start doing this in your lives and not just walk away today and never think about it again?”

*Optional 5<sup>th</sup> Grade Discussion Questions*

If you lead fifth graders, consider asking these discussion questions:

- What does the expression “look before you leap” mean? Why is it a good idea literally? Why is it a good idea figuratively? *(You may have to help kids understand the concepts of literal and figurative, though they should have learned this in school by this age.)*
- How do you know when you are in a situation in which you should stop and “look before you leap?” *(Various answers)*
- If you want to go to the Bible for help in making a decision, how do you know where to start looking? *(Ask an adult. Use a concordance to find verses on the subject. Go to websites like Bible Gateway or Bible.org, which are reliable sources for biblical commentary. Be careful of blogs and websites of individuals sharing their opinions.)*
- What are ways you can start getting more of Scripture into your head and heart, so you can make wise decisions? *(Read it more. Pray Scripture. Post Scripture on your walls. Invite friends over to talk about Scripture. Make posters of your favorite passages.)*