



# Queen Esther Helps Save God's People

Lesson Aim: To know God gives us courage and opportunities.

## THE WORSHIP

**Who God is:** The King Who Builds His Kingdom

## THE WORD

**Bible Story:** Esther 2:20; 4:12-16; 5:1-4

**What He has done:** God gave Queen Esther the courage and opportunity to save His people.

**Key Verse:** Esther 4:14

## THE WAY

**Christ Connection:** 1 Corinthians 16:13-14

## BIBLE MEMORY VERSE

"With what shall I come before the Lord and bow down before the exalted God?"  
 "He has shown you, O man, what is good. And what does the Lord require of you?  
 To act justly and to love mercy and to walk humbly with your God." Micah 6:6a, 8

Unit 9: The King Who Builds His Kingdom			
	Bible Story	What He Has Done	Lesson Aim
43	King Solomon and the Queen of Sheba, 1 Kings 10:1-10	God brought the Queen of Sheba to King Solomon.	To know God uses our actions to glorify Himself.
44	King Josiah Obeys, 2 Kings 22:1-2, 19; 23:1-4, 25	God used King Josiah to lead His people to hear and obey God's Word.	To remember and obey God's Word.
45	Ezra Teaches God's People, Ezra 7:6, 9-10, 25, 27; 9:6; 10:1	God used King Artaxerxes and Ezra to spiritually rebuild His people.	To inspire confession and repentance according to God's Word.
46	Nehemiah Rebuilds the Wall, Nehemiah 1:3-4; 4:6-20; 6:8-9, 15-16	God helped Nehemiah rebuild the city wall.	To work hard together to build up God's kingdom.
47	Queen Esther Helps Save God's People, Esther 2:20; 4:12-16; 5:1-4	God gave Queen Esther the courage and opportunity to save His people.	To know God gives us courage and opportunities.

## TEACHER'S ENCOURAGEMENT

This week, read Proverbs 31:8-9. Please join us in praying, "Thank You, Lord, for the courage You give us to speak up in defense of others and in defense of Your Word. Fill us with Your Spirit that we might boldly teach Your truth. Amen."



**THE WORSHIP  
THE WORD &  
THE WAY**

Segment	Minutes	Activity	Supplies
THE WELCOME	Up to 15	<b>Meet &amp; Greet</b>	None
		<b>Game:</b> Accept The Scepter Race	Two crowns (paper or plastic), two scepters (gold or silver painted sticks), two chairs, masking tape (or chalk or ribbon)
THE WORSHIP	Up to 20	<b>Worship</b> Sheet music and recordings for Bible Memory Verse Songs available at ResourceWell.org	<b>Unit 9 Bible Memory Verse Song:</b> "Do Justly" <b>Other Bible Memory Verse Song Suggestions:</b> "Search Me, O God" "To Him Who Sits on the Throne" "You Will Seek Me" <b>Additional Hymn Suggestion:</b> "Here I Am to Worship" "Trust and Obey" <b>Additional Song Collection Suggestions:</b> Songs 4 Worship Kids Volume 1 Sunday School Jamz by Worship Jamz
		<b>Worship Scripture Reading:</b> Joshua 1:9	Bible
		<b>Offering</b>	Baskets
		<b>Worship Illustration</b>	Lesson 47 King City Chronicles script or storybook
THE WORD	Up to 10	<b>Read the Word:</b> Esther 2:20; 4:12-16; 5:1-4	Bibles, Bible Story Scripture reference poster
THE WAY	Up to 25	<b>Discuss the Word</b>	Bibles, Christ Connection Scripture reference poster, scepter (stick, tube or pencil decorated with gold paint, foil, craft jewels, etc.)
		<b>Christ Connection:</b> 1 Corinthians 16:13-14	
		<b>Golden Bowl</b>	
	Final 5	<b>Final Five Minutes</b>	Treasure Treat—"Scepter Jewel" (craft gem), Daily Ways, basket, paper, pencils, crayons or markers, prayer notebook, Unit 9 Bible Memory Verse Song "Do Justly," CD player
GOT TIME?	Up to 10	<b>Snack:</b> Sweet & Salty Scepters	Pretzel sticks, frosting, colorful sprinkles
	Up to 10	<b>Game:</b> Queen Esther Story Cards	8 sheets of standard-size paper
	Up to 10	<b>Craft:</b> Favorite Proverbs Book—Courage	Sturdy paper, fasteners, hole punch, markers or crayons, glue, assorted craft items, magazines
	Up to 10	<b>Bible Memory Verse Activity:</b> Build the Wall Verse	Unit 9 Bible Memory Verse poster, 47 toy blocks, labels (paper strips and tape)
	Up to 10	<b>Bible Memory Verse Activity:</b> Royal Corners	Unit 9 Bible Memory Verse poster or Bible, paper, marker
	Up to 5	<b>Bible Timeline Review</b>	Date with story title or name printed on card

**RESOURCES:** Supplemental materials are available at ResourceWell.org.



## Getting started

# THE WELCOME

To spark anticipation, encourage arriving children to meet and greet one another with today's question.  
**Meet & Greet Question: What is the bravest thing you have ever done?**

### **GAME: ACCEPT THE SCEPTER RACE**

**Purpose:** To introduce the story of Esther and how God gave her courage to save His people.

**Supplies:** Two crowns (paper or plastic), two scepters (gold or silver painted sticks), two chairs, masking tape (or chalk or ribbon)

**Prepare:** Create two equal, parallel lines (several feet long) on the floor with tape, chalk, or ribbon. Place a chair at the end of each line.

**Let's play a royal race! We will form two teams of royal subjects with a king. Each royal subject must be accepted by his or her king one at a time. However, to get to the king you must be full of courage and cross over an imaginary pit of alligators (or snakes, crocodiles, or boiling lava) to see the king. Don't step off the bridge because you could fall into the pit! Let's see which team of royal subjects is accepted by their king first!**

#### **Directions:**

1. Form two teams with equal numbers of children. If you have an odd number of children, choose one child on the smaller team to play twice for their team.
2. Choose a king for each team.
3. Each king sits on a chair at the end of the team's line, wears a crown, and holds a scepter.
4. The teams line up at their start lines.
5. On your signal, the first child on each team walks across the line to the team's king as if balancing on a balance beam. If the child steps off the line, he or she must return to the start and begin again. (The teacher or a helper judges if the child has stepped off the tape.)
6. The king holds out the scepter to the child. Child touches scepter and returns around side of the imaginary "pit" to touch the next child in line.
7. Next child takes turn. Play continues until each child has a turn.
8. The goal is to be the first team to finish the game.

**Today, we will discover the story of Queen Esther. She had to have courage to go see the king when she had not been invited. In those days, that was as dangerous as walking on a narrow bridge over a pit of hungry alligators! If the king accepted her, he would hold out his scepter for her to touch. Let's find out what happened!**



The King who builds His kingdom

## THE WORSHIP

**Teacher Tip:** To help children identify time set aside for worship, designate a special corner or area for singing, collecting the offering, and watching the worship illustration. Play music as children move to the designated area.

**We worship the King who builds His kingdom. Throughout history, God has used believers, non-believers, kings, and kingdoms on earth to build His kingdom. In today's story, we will see how God used a brave young Jewish lady named Esther and a Persian king to help save God's people from death. God gave Esther the courage she needed.**



**We can trust God to give us the courage we need to follow Jesus and do whatever He calls us to do. We do not need to be afraid or discouraged because God is with us wherever we go.** Read Joshua 1:9.



**We can trust God will use this offering to build His kingdom through serving others and pointing them to Him.** Sing: "Here I Am to Worship" as the offering is collected.

**We point others to God every time we do justly, love mercy, and walk humbly with our God.** Sing Unit 9 Bible Memory Verse Song: "Do Justly." You may also choose to sing songs that focus on trusting God.

**In today's story, Esther bravely went to speak to the king of Persia. She wasn't sure if he would let her speak. We are so blessed to be able to speak to King Jesus anytime. He always listens and we never have to be afraid of speaking to Him. King Jesus is seated on His throne in heaven. We are here to declare His praises. Let's sing to Him now.** Sing: "To Him Who Sits on the Throne" and "Chosen People."



Perform King City Chronicles script or read storybook: Kings & Kingdoms Unit 9, Lesson 47.



Queen Esther shows courage

## THE WORD

**Teacher Tip:** As you move from worship to instruction, change rooms or locations within a room to help redirect the children's focus to the Bible story. During this transition time, have each child write his or her name on a card and place it in the Golden Bowl.

**Before we read God's Word, let's go over our Class Covenant. A covenant is an agreement. Just as God made a covenant with His people, I ask each of you to make this covenant promise with me today. Listen as I read our Class Covenant: "I will keep my eyes on my teacher, my mouth in control, my ears on God's Word—knowing God is my goal."**

**Last time, we learned that a man named Nehemiah was sent from Babylon by King Artaxerxes to rebuild the city wall around Jerusalem. Today, we will learn how God used a beautiful young lady named Esther to save His people in a foreign land. This story took place in Persia before Nehemiah was sent to rebuild the wall.** If a Bible Timeline is available, point out Esther (Circa 470 B.C.). For a Bible Timeline Review activity, see the Got Time? segment of this lesson. **It was during the reign of the Persian King Xerxes who ruled Persia from a city named Susa.** If a map is available, point out Sushan (Susa) which is east of Babylon. It is the modern day city of Shush, Iran.



**If you brought your Bible, open it now and share with others.** Hand out spare Bibles. **Today's Scripture verse is behind the curtain** (or secret door, secret window, etc.). Child reveals the Bible Story Scripture reference: Esther 2:20; 4:12-16; 5:1-4.

**Before we read, let's stand and ask God to open our eyes, ears, hearts, and minds to His Word today. Who would like to pray that for us?** Child prays aloud. **Be seated.**

**Esther was a beautiful girl whose parents had died so she was raised by her cousin, Mordecai. Esther and Mordecai were Jews living in exile in Persia. King Xerxes of Persia searched throughout his kingdom for a new queen. He chose Esther. He did not know Esther was a Jew. Read Esther 2:20.**

**The king ordered everyone to kneel to his officer, Haman. Mordecai refused to kneel—he would only bow to God. Haman took revenge on Mordecai by planning to have all the Jews in the kingdom killed. Mordecai asked Queen Esther to help save God's people (the Jews) by talking to the king. Esther reminded Mordecai that the king's law stated that if a person came uninvited to speak to the king, he or she would be put to death unless he extended his golden scepter. Read Esther 4:12-16; 5:1-4.**

**At the banquet, Esther invited the king and Haman to a second banquet where Queen Esther told King Xerxes about Haman's evil plan. He punished Haman with death and passed a law so God's people could defend themselves. Because of Queen Esther's courage, she was able to help save God's people!**



Finding courage to speak up

## THE WAY

**Additional Supplies:** Scepter (stick, tube, or pencil decorated with gold paint, foil, craft jewels, etc.)

**Why did Esther need to speak to the king?** (To ask him to save her people from Haman's evil plan.) **Mordecai suggested God may have chosen Esther to be queen so she could help save her people. God had a plan for Esther, and He has a plan for you, too.**

**No one was allowed to speak with the king without an invitation. Before going to the king, Esther told Mordecai to gather all the Jews to fast for three days. That means they prayed for Esther and did not eat or drink. What did Esther and her maids do at the same time?** (Fasted.)

**When Esther went to the king, how did he show it was safe for her to talk to him?** (He extended his scepter for her to touch.) **At the banquet, what did Esther ask the king to do?** (Spare the lives of her people.) **Did the king agree to Esther's request?** (Yes.)

### THE SPEAKING SCEPTER

**Purpose:** The scepter is used as a "talking stick" to encourage bravery in speaking the truth.

**Supplies:** Scepter (stick, tube, or pencil decorated with gold paint, foil, craft jewels, etc.)

**Bravery does not mean being without fear. It is doing what is right even when you are afraid. Today, we will pass the Speaking Scepter to anyone who wants to share about a time when God made you brave to speak the truth. Perhaps you bravely told a teacher, coach, or parent about someone who was being hurt or teased. Maybe you know of an upcoming event when you will need to be brave. If you'd like to speak, raise your hand. As Queen Esther did, wait to touch the scepter before you speak. Only the person holding the scepter may speak. Pass the scepter to any child who wishes to speak about a situation requiring bravery. When all the children who would like a turn have spoken, hold the scepter and pray for the situations mentioned. God gave Esther courage. He gave her the opportunity to be queen and to speak with the king. God will give you courage and opportunities to speak the truth and help others.**



Connecting the Old Testament, the New Testament and Us

### CHRIST CONNECTION

**Over 400 years after Mordecai encouraged Esther to bravely go speak to the king, Paul encouraged the church in Corinth to bravely stand firm in their faith in Jesus.**



**Everyone, place your Bible on your lap.** Choose a child to reveal the Christ Connection Scripture reference: 1 Corinthians 16:13-14. **Let's find this scripture.** Read 1 Corinthians 16:13-14.

**Paul says to do everything in love. We should not bravely speak the truth if our reasons involve hatred, revenge (getting others in trouble), or feeling important. We should bravely speak the truth because we love God and all the people He has made and because we want to do what is right in His eyes.**

# THE WAY *continued...*



Revelation 5:8

## GOLDEN BOWL

**Teacher Tip:** Write the names of classmates, local church leaders, and children in other nations or others who need prayer on small pieces of paper. Place the papers in a golden bowl.

**Revelation 5:8 says our prayers are like sweet smelling incense in the golden bowls at God's throne. I'm going to lift each one of your names to God's throne as you pray for each person silently. Then, we will pray the Lord's Prayer (Matthew 6:9-13) aloud together. Let's pray.**

**Lord God, we lift up to Your throne the name of each child here. We trust You to watch over us and our needs, the ones we say aloud and the ones hidden in our hearts. First, we lift up to You \_\_\_\_, \_\_\_\_, \_\_\_\_. Read names in Golden Bowl.**

**Now, we pray the prayer Your Son taught us: Our Father, who art in heaven, hallowed be Your name. Your kingdom come, Your will be done on earth as it is in heaven. Give us this day our daily bread. Forgive us our sins, as we forgive those who sin against us. And lead us not into temptation, but deliver us from the evil one. For Yours is the kingdom and the power and the glory forever. Amen.**



When only 5 minutes remain, begin this segment.

## FINAL FIVE MINUTES

**TREASURE TREAT:** Today, your Treasure Treat is a "Scepter Jewel." Imagine what expensive jewels may have been on King Xerxes' gold scepter. Each time you see this jewel, remember to bravely speak about the truth—just like Queen Esther!

**DAILY WAY CHALLENGE:** Did anyone bring in a completed Daily Way from last time? Praise or reward those who return a Daily Way. Distribute Lesson 47 Daily Way 5-day Bible study. **Complete this week's Daily Way at home and let God speak to you through His own words in the Bible. Join the Daily Way Challenge by returning your completed Daily Way.**

**Teacher Tip:** Collect Daily Ways in a basket or other container and periodically reward children as a group for completing the challenge.

**OFFERING OF ART:** Until it is time to be dismissed, make an Offering of Art. For your offering, draw a picture of Queen Esther touching King Xerxes' scepter while he is seated on his throne.

**PRAYER REQUESTS:** As children work on their Offering of Art, ask how you can pray for them this week. Write requests in a prayer notebook.

**BIBLE MEMORY VERSE SONG:** Play the Unit 9 Bible Memory Verse Song, "Do Justly," in the background as children wait to be dismissed.



If time remains, choose from the connected activities below.

## **GOT TIME?**

### **SNACK: SWEET & SALTY SCEPTERS**

**Purpose:** Children are reminded of the king's scepter that was touched by Queen Esther.

**Snack Suggestion:** Pretzel sticks, frosting, colorful sprinkles

**God gave Queen Esther courage so she could talk to King Xerxes. How did the king show that he accepted Esther's visit? (He extended his scepter.) Let's make and eat our own scepters.**

**Directions:**

1. Serve snack and drinks.
2. Child prays to thank God for the snack.
3. Children dip pretzel sticks in frosting and then sprinkle colorful sprinkles (jewels) over the frosting.
4. Ask the Snack Discussion Question: **"If you could talk to anyone in the world, who would it be?"**

### **GAME: QUEEN ESTHER STORY CARDS**

**Purpose:** To review the story of Queen Esther speaking to King Xerxes to save God's people.

**Supplies:** 8 sheets of standard-size paper

**Prepare:** To create Queen Esther Story Cards, print each one of the eight sentences below and the corresponding symbol on a separate sheet of paper. Do not number the cards.

**There are many parts to today's story. Let's see if we can get them in the correct order.**

**Directions:**

1. Read and display the Queen Esther Story Cards in the order below to review the story.
2. Choose eight children to stand in front of the classroom.
3. Shuffle the cards and give each child a card.
4. The remaining children see how quickly they can move the cardholders to put the cards in the correct order:
  - Esther is crowned the Queen of Persia. (Symbol: crown)
  - Mordecai won't kneel to Haman. (Symbol: stick figure of a man standing, arms folded)
  - Haman plans to kill Mordecai's people. (Symbol: angry face)
  - Mordecai asks Esther to go to the king for help. (Symbol: male face, female face with crown)
  - All God's people fast and pray for Esther. (Symbol: praying hands)
  - The king extends his scepter and allows Queen Esther to speak. (Symbol: scepter)
  - Queen Esther asks the king to stop Haman's evil plan against the Jews. (Symbol: male and female faces with crowns)
  - The king makes a law to keep God's people safe. (Symbol: stop sign and smiley face)



# GOT TIME? *continued...*

## **CRAFT: FAVORITE PROVERBS BOOK—COURAGE**

**Purpose:** Children create their own book of verses from Proverbs.

**Supplies:** Sturdy paper or index cards, metal brads/fasteners or yarn, hole punch, crayons or markers, glue or glue sticks, assorted craft items (ie. jewels, glitter, and buttons), magazines

**Prepare:** For each child, print or write each of the following proverbs on a 3-inch x 5-inch sheet of paper or index card. Children will also need two blank 3-inch x 5-inch cards for a cover.

- **Proverbs 28:1** "The wicked man flees though no one pursues, but the righteous are as bold as a lion."  
Meaning: Evildoers run away even when no one is chasing them. But those who do what is right are as bold as lions.
- **Proverbs 29:25** "Fear of man will prove to be a snare, but whoever trusts in the Lord is kept safe."  
Meaning: If you are afraid of people, it will trap you. But if you trust in the Lord, He will keep you safe.
- **Proverbs 1:33** "But whoever listens to Me will live in safety and be at ease, without fear of harm."  
Meaning: Whoever listens to the Lord will be safe and will not worry about getting hurt.
- **Proverbs 31:8** "Speak up for those who cannot speak for themselves, for the rights of all who are destitute."  
Meaning: "Speak up to defend those who can't speak for themselves. Speak up to defend the rights of all those who are poor."
- **Proverbs 12:7** "Wicked men are overthrown and are no more, but the house of the righteous stands firm."  
Meaning: Evildoers are taken away, but those who do what is right stand firm.

**Teacher Tip:** This craft is designed to be completed in Lessons 43-47 with children bringing their books and adding new proverbs each lesson; however, each lesson's book can be created individually.

**How did Queen Esther show courage?** (She went to see the king without an invitation. She asked the king to save God's people.) **When has God given you courage?** (Children respond.)

### **Directions:**

1. If needed, create a title page: write "Favorite Proverbs" in large letters.
2. Distribute today's five proverb pages.
3. **Decorate today's pages with pictures of courage and bravery. Cut out or draw pictures of times you were brave and times when you might be afraid but can remember to call on God for courage.** Provide assorted craft supplies and magazines for cutting out pictures.
4. Draw or cut out pictures of bravery from magazines.
5. Glue the pictures to today's five proverb pages. Decorate pages with craft supplies.
6. Read and discuss the meaning of the proverbs that are being added to the book today.
7. Place today's five proverb pages together in a stack with title page on top. Add any proverb pages created in the previous lessons. Make sure the page edges are even and punch three holes down the left side of the stack.
8. Fasten the book together. If you have been adding to your book each week, it is now complete.

# GOT TIME? *continued...*



## BIBLE MEMORY VERSE ACTIVITIES

"With what shall I come before the Lord and bow down before the exalted God?"

"He has shown you, O man, what is good. And what does the Lord require of you?"

To act justly and to love mercy and to walk humbly with your God." Micah 6:6a, 8

### **GAME: BUILD THE WALL VERSE**

**Purpose:** Children learn the Unit 9 Bible Memory Verse.

**Supplies:** Unit 9 Bible Memory Verse poster, 47 toy blocks, labels (paper strips and tape)

**Prepare:** Print or write one word from the Unit 9 Bible Memory Verse on individual labels or strips of paper. Stick one word on each block. Mix up the blocks. Display the Unit 9 Bible Memory Verse poster.

**Optional:** To make the game more challenging, divide the class into teams. Have teams compete to see who can put the blocks in order the quickest.

#### **Directions:**

1. Say the Unit 9 Bible Memory Verse together several times.
2. Place the blocks in a pile.
3. The children work together to stack the blocks in the correct order.
4. Read the Unit 9 Bible Memory Verse together from the blocks.

### **GAME: ROYAL CORNERS**

**Purpose:** Children play this version of "Four Corners" to learn the Unit 9 Bible Memory Verse.

**Supplies:** Bible Memory Verse poster or Bible, paper, marker

**Prepare:** Write one of these four names each on a piece of paper: King Saul, King Solomon, King David, and Queen Esther. Post one of the four signs in each of the four corners of the play area.

**Our Bible Memory Verse gives the secret to being a good king or queen. It is to worship God by acting justly, loving mercy and walking humbly with God.** (Read Bible Memory Verse.) **Let's practice our Bible Memory Verse by playing "Royal Corners."**

#### **Directions:**

1. Choose a Caller to stand in the middle of the room to count aloud to 10 with his/her eyes closed.
2. Children rush to stand in different corners before the Caller says, "10."
3. Caller calls out one of the four corners.
4. All children in that corner recite the Bible Memory verse together as quickly as possible.
5. Choose another Caller and play again. All children remain in the game.
6. Play as long as you like or as time allows.

**Optional:** For a more competitive version, the children whose corner is called recite the Bible Memory verse together and then sit down. Play continues until only a few remain in the game.

# GOT TIME? *continued...*



## BIBLE TIMELINE REVIEW

Kings & Kingdoms Part Two studies the miracles and stories of the Bible from Judges through Esther. Review recent Bible stories to see the continuing story of who God is and what He has done.

**Ezra (500 B.C.) Why did King Artaxerxes send Ezra to Jerusalem?** (To teach the people to obey God's laws. Ezra loved to study and teach God's laws.) **What did Ezra do when he saw the people were disobeying God?** (He confessed their sins to God.) **Who joined Ezra when he was crying and confessing?** (A crowd of men, women, and children. They cried with him.) **After confessing, what did Ezra lead the people to do?** (Repent: To stop disobeying and turn toward God to do things His way.)

**Nehemiah (Circa 430 B.C.) What did Nehemiah ask King Artaxerxes?** (He asked for permission to go rebuild Jerusalem's city wall.) **How did Nehemiah use the families of Jerusalem to rebuild the city wall?** (He gave each family a part of the wall to rebuild.) **What was Nehemiah's plan for defending the families against the enemy as they built the wall?** (He prayed and posted guards. He had the workers carry supplies in one hand and a weapon in the other.)

**Esther (Circa 470 B.C.) Who did King Xerxes, the king of Persia, choose as his queen?** (Esther.) **What did Mordecai ask Queen Esther to do?** (Ask the king to save God's people.) **How did the king show Queen Esther it was safe for her to talk to him?** (He extended his scepter for her to touch.) **Did the king agree to Queen Esther's request?** (Yes.)

How to create a Bible Timeline from Judges through Esther:

1. Print each scroll on sturdy paper.
2. Choose a wall or other visible location to display the timeline.
3. Before each lesson, add the scroll for that lesson to the Bible Timeline using the list below. Add the Unit 10 card for Kings & Kingdoms Lessons 48-52.
4. To review, ask the corresponding questions as you point to the associated scroll.

Judges – Esther: Deborah (Circa 1350 B.C.) > Gideon (Circa 1250 B.C.) > Samson (Circa 1150 B.C.) > Ruth > Samuel (Circa 1100 B.C.) > Saul (Circa 1050 B.C.) > David (Circa 1020 B.C.) > Solomon (Circa 970 B.C.) > Josiah (Circa 640 B.C.) > Ezra (Circa 500 B.C.) > Esther (Circa 470 B.C.) > Nehemiah (Circa 430 B.C.)

Unit 10: Jesus on Earth (Circa 2 B.C.-33 A.D.)

**Teacher Tip:** To view Bible Timeline and lessons from Genesis through Joshua, see Year One, God of Wonders Lessons 22-47.