

Esther Saves the Day

CONCEPT

God is always in control.

GOAL

Children will learn that God is always in control. They will be challenged to trust Him to give them courage to make a difference in the lives of others.

PASSAGE: ESTHER 3:7-9, 4:1-17

Key Verse: "And who knows but that you, Queen Esther, have come to royal position for such a time as this?" Esther 4:14

PLANNING AHEAD

Lesson Supplies

Activity Stations:

- Playdough, 1 tub/room

Lesson:

- Laminated, color "puppets-on-a-stick" – King Xerxes, Esther, Mordecai, Haman
- Twin sheet

Free Play:

- *The Rhyme Bible*, L.J. Sattgast

Craft Supplies

Learning Activity #1:

- Haman, Mordecai, Xerxes, Esther color page, 1/child
- Markers
- Colorful stickers of various shapes, 5/child

Background Information / Teacher Helps

“Esther tells the story of a plot to exterminate the entire Jewish nation in the days of the Persian king, Ahasuerus (Xerxes), and how it was thwarted. It also explains the origin of the Jewish Feast of Purim... The writer is unknown, but his nationalism and accurate knowledge of Persian ways make it likely that he was a Jew who lived in Persia before the empire fell to Greece.

Although the book does not mention God by name, it speaks plainly of his overruling in the affairs of men, and his unfailing care for his people.”¹

“When a Persian king signed a decree, it became one of ‘the laws of the Persians and the Medes’ (Esther 1:19). This phrase describes the ironclad nature of the laws that governed the Persian Empire. Once a law was issued, it could not be changed or revoked—not even by the king himself. Thus, Ahasuerus could not revoke the decree calling for the Jews to be destroyed, which he had allowed Haman to make (Esther 3:7-15). However, he could and did authorize Mordecai the Jew to write a counter-decree (Esther 8:11).

An understanding of customs during Esther's time increases our appreciation of the amazing way in which God has worked behind the scenes of the most powerful human governments to protect His people. Be reassured that our all-powerful God is still at work in our behalf today.”²

God is sovereign. He is in control of all of human history. Yet, God’s sovereignty is inextricably linked with man’s free agency. Hence, as Christians, we can have lives that are significant. What we do has eternal impact on others.

¹ David Alexander, *Eerdmans’ Handbook to the Bible*, Lion Publishing, 1973, p. 313.

² *Children's Ministry Resource Bible*, 1993, Thomas Nelson Publishers, p. 587.

LESSON PLAN

SET UP/INCORPORATION

Teacher Preparation:

The **day of class**: Pray with other teachers.

Activity Stations:

- **Playdough**
Instructions: Tell the children that they will learn about a king and queen today. Make crowns and people out of playdough. Use this time to get to know the children.
- **Game – Stand Up, Sit Down**
Instructions: We are going to learn about Esther today. Esther did something very important for God. God knows each one of you. If you are His child, He will someday ask you to do something important for Him. When I call your name, stand up, skip in a circle and sit back down. We will play until everyone has had a turn.

INSTRUCTION

INTRODUCTION – large group format

Today we are going to learn about a very brave woman. Even though she was just like you and me, she chose to be brave and trust God to save others. She knew that **God is in control** and she made a difference in the lives of many people. Let's hear her story now.

LESSON – large group format

Drama – "Queen Esther Saves the Day," puppet show performed by the teachers

Instructions: Stretch the sheet between 2 chairs for a puppet stage. Use the laminated puppets-on-a-stick to tell the story of Esther. Have children repeat the "Audience" words.

Narrator: The Bible tells us that long ago there was a powerful King named Xerxes. King Xerxes was searching for a new queen so he sent out a message to gather together all of the beautiful women and bring them to him. A girl named Esther was one of the women chosen and King Xerxes was so pleased with her that he made her his new queen. Say "hello" to Queen Esther and King Xerxes.

Audience: "Hello, Queen Esther and King Xerxes."

Narrator: This is Mordecai. He is Esther's cousin and loves God and wants to do things God's way because he knew that **God is always in control**. Say "hello" to Mordecai.

Audience: "Hello, Mordecai."

Narrator: There was another man, named Haman. The king liked him better than all his other men. Haman didn't know that **God is always in control**. He thought he was in control. Whenever Haman walked out of the king's

palace, all the servants and princes had to bow low, with their faces to the ground. Haman thought he was more important than anyone else on earth. Say “hello” to Prince Haman.

Audience: “Hello, Prince Haman.”

Narrator: There was one man who would never bow down to Haman. That man was Mordecai. The king's officials told Mordecai to bow to Haman but Mordecai did not want to pretend that someone else was more important than God. Mordecai said, “I will not. I will only bow to God because I know that **God is always in control.**”

Haman was very angry. When he found out that Mordecai was a Jewish person, Haman not only hated Mordecai but all the Jewish people. Haman decided that he would tell the king that the Jewish people wouldn't obey the King's laws. He asked the king to make a rule that all the Jewish people be killed. The king said, “Do whatever you want.” Mordecai found out about Haman's plan to kill all the Jewish people. He said, “Esther, you must go to the king and beg for your peoples' lives.” Esther was afraid. Esther said, “I am afraid the king will kill me if I go to see him without permission.”

Mordecai told Esther not to forget that she was Jewish. She would be killed too if the king found out that she was Jewish. Mordecai said, “**And who knows but that you, Queen Esther, have come to royal position for such a time as this?**” Mordecai believed God had made Esther queen so she could save the Jewish people. Mordecai knew that **God is always in control?**

Even though Esther was very afraid, she decided to believe that **God is always in control.** She decided to try to save her people. She asked Mordecai to have all the Jewish people pray to God for her. She went to the king and he told her to ask him anything and he would do it. She said, “Please don't kill me and my people.”

Audience: Please don't kill Esther and her people.

Narrator: The king said, “Who wants to kill you?”
Esther pointed to Haman and said, “He does!”

Audience: Haman does!

Narrator: The king was so angry that he ordered Haman to be killed. Haman was killed that very day. **God is always in control** so the Jewish people were not killed!

The End

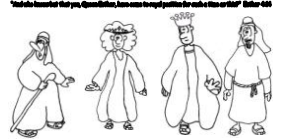
Just as queen Esther saved her people, so did Jesus save people. Queen Esther was brave and trusted God with her life. But Jesus gave His life for us. He chose to die on the cross for all of our bad choices called sins so we can be God's children forever. You can thank Jesus for dying on the cross for your sins and ask Him to come live in your heart.

Let's **pray** now and thank God that **He is always in control**. He made Esther brave so she could save her people. Let's ask Him to remind us that **He is always in control** and He will make us brave to make a difference in the lives of other people. Let's thank Him for taking care of us and loving us.

Transition: Let's color the people in the story of Esther to remind us that **God is in control** and He made Esther brave so He could use her to save the Jewish people from Haman.

LEARNING ACTIVITY #1 – large group format

Craft – Color the Characters



Instructions: Give each child a coloring page. Color the characters and put stickers on them as desired.

FREE PLAY

Story – "Esther Saves the Day"

Instructions: Read the story on pages 198-209 of *The Rhyme Bible*. Read "Esther Saves the Day" and have the children act it out with the laminated puppets.

OASIS

PRESCHOOL CURRICULUM FEEDBACK FORM

Name: _____

Year #: _____ Lesson #: _____

Classroom: _____

1. Did preparing for this lesson motivate you in any way? If so, how?

2. If you believe the theological content to be weak, how would you change it?

3. What did you like about the craft, format, content, teacher preparation of this lesson?

4. What should be changed about or added to the craft, format, content, teacher preparation of this lesson?

5. Did the lesson challenge the children to think or learn? If so, what?