

Materials I Need:

Legend:


-  = Option 1, Appropriate for 1st – 2nd Grade
 = Option 2, Appropriate for 3rd – 6th Grade


Memory Work:



“Another generation grew up, who knew neither the LORD nor what He had done for Israel.”
Judges 2:10b



Hook:




The Act of Compromise (Object Lesson). ,  This object lesson is to show the students that a little compromise will hurt our relationship with God.




 Let them taste sugar. Once everyone is convinced that it is sweet, add dirt or salt to it. Although the added ingredient is minimal, it changes the outcome dramatically. Explain to the students how this is the same in our walk with God.

 Use Playdough or make no-bake cookies. Make 1 batch according to the recipe, but in the students' batch, change one part of the ingredients (i.e., 1/2 cup more salt). The change in the recipe needs to be something that will alter the result.

Exodus - Joshua (Review). ,  Dress up like Moses and Joshua. Set up a corner of the room to draw the attention of the students as they arrive. Bring in several items and pictures to help review the events that lead to the period of Judges that we will learn about this morning. The more background information the students remember, the more sense this morning's lesson will make. Some ideas for props might be manna (crackers) in a basket, sandals, stone tablets, a staff, a map of the trek to the Promised Land, a diagram or model of a tribal camp (using toy soldiers) around the tabernacle. Pictures from previous curriculum lessons will provide additional visuals. Ask the students questions of what they remember. Toward the end of your presentation, remind them that Moses died; Joshua was then in charge, and he led them to the borders of the Promised Land. They had conquered Jericho and were now ready to proceed forward. God commanded them not to allow the Canaanites to continue to inhabit the land, as this could lead to tempting the Israelites to "compromise" on God's commands.

How Does Your Garden Grow? (Visual Presentation). ,  If we each look at our life as if it were a garden, we may or may not have something pretty to show others. The first thing a gardener must do is to follow the instructions in his gardening handbook about planting, watering, fertilizing, pruning, and most important, weeding. If we are lazy or compromise on something, what will happen over time? That's right; our garden will be overtaken by weeds that will eventually choke out any of the plants we are trying to grow. Take the students on a walk outside and show them how weeds can come up almost overnight and quickly take over an entire yard. These weeds don't always look harmful. In fact, often times their root systems are growing under the ground and can't even be seen until it's too late! This is just what happened to the Israelites, God's chosen people, when they entered the land God had promised to give them since the time He had freed them from Egypt's captivity. They compromised their holiness and suffered the consequences.



 **One Bad Apple Spoils... (Visual/Discussion).** ,  Bring several apples (perhaps enough for the whole class to be used later for snack time). One should be noticeably rotten. The others should be in very good condition. Show the students the fresh apples. Ask for some adjectives to describe the apples, and write them on one side of the whiteboard. (Cutting an apple open and giving the students a taste may help give them ideas of descriptive words.) Fill in the list with your own, if necessary, to get across the idea that these are truly good, delicious apples. For example, crisp, sweet, juicy, tasty, red, and shiny. Now bring out the rotten apple. What words would the students use to describe this apple? As before, you may need to cut it open or fill in some words yourself to get across the idea that this is a bad, undesirable apple (i.e., mushy, slimy, rotten, brown spots, gross, etc.). Write these descriptive words on the other side of the whiteboard. Ask what will happen if the rotten apple is put in with the good apples. (The rot will spread to the good apples that it touches and they will become rotten in turn, spoiling the apples they are touching, etc). Today, the students will hear how the bad apples of disobedience spoiled the nation of Israel.

 **Compromise Cookies (Skit).** ,  You will need at least two teachers, several hats/caps or other props to show different generations of "children," a cookie tray of baked cookies, five large pieces of butcher paper and a dark broadtip felt marker.

SKIT:

1. A mother or father (a teacher wearing a #1 generation hat) pretends to bake cookies while saying the recipe aloud. Meanwhile, a child (a teacher on knees wearing a #2 generation hat) writes down the recipe as the mother makes cookies. This is written on the butcher paper large enough for students to see and hung on the wall. The child then eats and enjoys the cookie.

2. The mother fades away and the child grows up (stands), pretends to bake cookies, reading aloud the same recipe (which has been taped to wall) to her child (another teacher on knees wearing a #3 generation hat). She is busy or careless, and therefore, compromises on the ingredients or steps for making the cookies as her child listens and copies down what she says. This continues through several generations. (Change the recipe each time in such a way that it would obviously alter the taste or results. Tape each new recipe to the wall next to the previous recipe.) Ask the students what has happened to the cookies. Can they see how the compromises eventually changed the entire recipe? After only a few generations, they did not know either how to make the cookies or what the cookies should be like. In today's Bible adventure, the students will hear how God's people made compromises and what the consequences were.




 **How Did We Get Here? (Discussion Game).**  Using **JDG01.GF1 Pg. 1**, look up the verses listed. Write the number of the verse in the appropriate box on **JDG01.GF1 Pg. 2**. Talk about how, from the beginning of time, we can see God's plan for His chosen people. Even though man sinned, he was redeemed and given many opportunities to follow God and be obedient to His commands. God made a covenant with His people and He intends to keep it. **Answer Key: JDG01.GF1 Pg. 3.**



Book:

Presentation Ideas -

 **Promised Land During the Time of the Judges (Illustration/Overhead).** ,  **JDG01.GF2.**

 **Joshua Presents the Opening Statements before the Bible Adventure (Role-Play).** ,  Have the same person who was dressed as Joshua during the HOOK review time talk to the students. Quickly review the last events that brought the Israelites to the borders of the Promised Land. Joshua could even read portions of chapters 23 and 24 from the book of Joshua. The Israelites promised to obey God's commandments and keep themselves pure. Joshua exits the classroom as he recites Joshua 1:8. The teacher who is presenting the Bible Adventure may begin the BOOK presentation by saying that the Israelites didn't do what they had promised Joshua and God. The teacher may then recite the memory verse for today (Judges 2:10b) to begin this morning's presentation of what happens to the Israelites after that.



Here Comes the Judge (Role-Play). 🦋, 🦋 Have one teacher dress up as a courtroom judge (or ask a judge or lawyer to come in) and give a brief explanation of what a current-day judge does. Have another teacher dress up like a judge during the time the book of Judges was written and explain what a judge from that time did.

Bible Adventure –

Every single book in the Bible is there for a purpose; God wants us to learn from each of them. In the Old Testament, we find the history of God’s people, Israel. In the book of Joshua, we read about the leadership of Joshua as God’s people enter the land that God had promised them. God gave them victory over the people in that land. At the end of Joshua’s life, he gave a final message to the people. He told Israel to cling to the Lord and obey the laws that God had given them. After Joshua died, the nation was ruled by the older men of each tribe. God had given Joshua directions in dividing the land among the twelve tribes, but there were still some enemies living in those lands that needed to be driven out. God had commanded the Israelites to totally drive out all the Canaanite people—not to leave even one in the land. He also commanded them to remain faithful to His laws, and not to marry any of the Canaanites. God knew that if the Canaanites were allowed to stay, His people would soon be drawn into the evil practice of worshipping idols. You see, God knows the human heart better than anyone else, and He knows that usually we don’t jump into serious sin all at once. It happens in degrees or small steps. We disobey God in one small thing, followed by bigger and bigger rebellion, until we find ourselves in serious trouble.

This is what happened to the nation of Israel. As we read the first few chapters of the book of Judges, which covers the time period just before Joshua’s death, we see the nation of Israel already taking small steps of disobedience against what God had told them to do. We call this “compromise,” and in its negative sense, it means willfully neglecting to do what you have agreed to do or know is right to do. Did the Israelites know they were to drive out all the Canaanites? Yes, they did. But as the book of Judges begins, we see them time after time fail to do what they knew they were supposed to do.

First, the tribe of Judah went to battle. They did destroy a majority of the Canaanites, but they left groups of them still in the land. Their faith in God’s ability to use them to drive out all the Canaanites had weakened, and they did not believe that God would do what He had said He would do. They fooled themselves into believing that it wouldn’t make a difference whether they totally obeyed God or not.

After Judah’s compromise, the other tribes did the same thing. One tribe after another allowed groups of God’s enemies to remain in the land. Instead of destroying them or driving them out, they disobeyed God and allowed the Canaanites to remain. Some of the tribes even used Canaanites as slaves. This is not what God had told them to do!

Then God came to them as the “angel of the Lord” and asked them why they had not obeyed His voice. Though He would never break His covenant promise to them to always be their God, their disobedience would be punished. They would find out how important it is to fully obey God. The Canaanite nations they had failed to remove would become “thorns” in their sides, and the gods of the Canaanites would become traps for them. God’s blessing would be removed from the nation because of their rebellion.

It didn’t take long after the death of Joshua for things to begin to fall apart in the nation of Israel. Judges 2:10b says that after Joshua and his generation all died, “another generation grew up, who knew neither the LORD nor what He had done for Israel.” They turned their backs on God and began to worship the wicked gods of the Canaanites. The ways in which these gods were worshipped were extremely evil, and so God’s anger burned hot against His people. He punished them by allowing armies from other nations to attack them and make the Israelites serve them. Finally, the Israelites cried out to God, realizing that He was their only hope. God, in His great mercy, raised up special leaders, military judges, who would help the nation get out of slavery to the attacking nations. That is why the book is called Judges. God raised up a judge many times to deliver His people, but as soon as the judge died, Israel went back to its wicked ways and began worshipping the false gods again. Each time, the Israelites became more wicked and hardened toward God. The harder their hearts became, the longer God waited to deliver them.

Going through the book of Judges, we will see the cycle that the Israelites went through as they failed again and again to totally obey God, compromising what they knew was right. The cycle had five stages:

Rebellion ~ the nation falls into sin

Regret ~ God disciplines them with foreign oppression

Repentance ~ the nation cries out in repentance

Restoration ~ God raises up a deliverer

Rest ~ peace is restored

It's so easy for us to fool ourselves into believing that just a little disobedience is not going to make a difference to God. But we learn from this portion of Israel's history, recorded for us in the book of Judges, that to God it is a very serious matter. When we begin to "cut corners" or get sloppy with God's commands, we will eventually pay the price as God allows punishment in our lives. Israel's King Solomon said that the "little foxes" eventually spoil the vineyard (Song of Solomon 2:15). Those little foxes, the "small" sins that we think are unimportant, are the ones that will spoil our relationship with the Lord and remove His blessing from our lives.

As you think about your own relationship with God, are you compromising about areas of sin in your life? Don't fall for the lie that it's not going to make any difference. Even one small sin can cause our fellowship with God to be hindered. Whatever that sin may be—a small lie, a failure to do something your parents asked, a promise you made and didn't keep—you need to confess that sin now and turn from it before God allows punishment to come your way. To Him sin is never a small thing. It's a big problem that will cause you big headaches if you don't deal with it right away. Learn to view your sin the way He sees it, and deal with it mercilessly. Don't let sin get between you and the God who made you and loves you.

Aim Questions:

1. **What did God command the nation of Israel to do to the people living in their land?** *To completely drive them out (Judges 1:28; cf. Joshua 23:5, 13).*
2. **Why did God want them to do this?** *Because He knew if they didn't, they would be tempted to follow after the gods of the land (Judges 2:1-2).*
3. **How did God deal with their disobedience?** *He allowed foreign nations to invade them and oppress them (Judges 2:14).*
4. **What did the people do when they felt God's punishment?** *They cried out to God for deliverance.*
5. **What is the five-step cycle of failure?** *Rebellion, Regret, Repentance, Restoration, Rest*
6. **Are there any areas of compromise in your life?**



Look:



The Consequences of Compromise (Discussion). 🦋, 🦋 Have you ever compromised on something, and suffered a consequence for it? Relate this concept to the students regarding activities in their lives such as sports, homework, television, movies, their integrity, peer pressure, athletic or musical training. What happens when we let down our guard, waver in our obedience, or compromise God's standards in our lives? Sometimes there are direct, immediate consequences, and other times we simply miss out on a special blessing.



Compromise Memory Verse (Game). 🦋, 🦋 Print the memory verse once at the top of the whiteboard and again (identically) at a level where your students can easily reach it. Call students up one at a time to erase or change a word (compromise). The only rules are that it should remain grammatically correct and that, although the change can be funny, it must be in good taste. Discuss how one word change or deletion (compromise) can change the entire meaning of a verse and how after several changes the verse is no longer recognizable.



Judges Sin Cycle Hopscotch (Game). 🦋, 🦋 Items needed

a hopscotch game laid out on the floor using tape with 18"x18" squares as shown on **JDG01.GF3 Pg. 1**
stone marker for each team

JDG01.GF3 Pg. 2 copied onto cardstock and cut apart

The object of the game is to see which team can complete the hopscotch first. You may want to have Lifesaver Candies for the winners. Divide the students into two teams. Each member of the team will be allowed a turn. The first team member tosses the stone onto the first square. He then hops over the square with the stone and into each of the subsequent squares. On the return trip, when he arrives at the square with the stone, he must bend down, pick up the stone, and complete hopping until he hops out of the hopscotch. This must all be done without touching hands, other foot, or landing on a line. He may then turn around, toss the stone into the next square, and proceed hopping through the squares without making a mistake. Now the kicker! Using **JDG01.GF3 Pg. 2**, tape each of the Judges sin cycles in order in the first five squares. In the following weeks, you will also place the Judges' names in the remaining squares (more than one Judge may be placed in the square). While hopping on one foot, the entire team must say the following:

Rebellion, Regret, Repentance, Restoration, Rest for the nation.

Rebellion, Regret, Repentance, Restoration, Rest for the nation.

Rebellion, Regret, Repentance, Restoration, Rest for the nation.



Sin Cycle (Craft). 🦋 Each student will need:

JDG01.GF4 Pg. 1 copied onto cardstock

JDG01.GF4 Pg. 2 copied onto colored paper

paper plate (7 1/2" in diameter)

small brad

scissors

glue

Have students cut out the sin cycle circle on **JDG01.GF4 Pg. 2**, and glue it to the paper plate right side up. Next, have them attach the paper plate to **JDG01.GF4 Pg. 1** with the small brad. Discuss with students the sin cycles and what they mean. Where are the students in their sin cycles today?



Aim Questions (Worksheet). 🦋 Answer the following questions about today's Bible Adventure, **JDG02.GF5**.



Passage Review Questions (Worksheet). 🦋 This booklet contains many questions from the Scripture passage covered in today's lesson. Students may work on them in class and complete them during the week at home, **JDG01.GF6**.



Command vs. Compromise (Worksheet). 🦋 God commanded Israel to destroy all of the cities, people, and livestock in the Promised Land. How many of the tribes were able to do this? Have the students read the passages and check the appropriate box if the tribes were successful or not, **JDG01.GF7 Pgs. 1 & 2**.



Took:



Hand Motions to Sin Cycle (Activity). 🦋, 🦋 The cycle is as follows: Rebellion, Regret, Repentance, Restoration and Rest. To aid the students in memorizing the book of Judges, use the following hand motions that go along with the each cycle:

Rebellion	Make a fist and shake it at heaven (God)
Regret	Wipe a tear away from your eye
Repentance	Fold your hands in prayer
Restoration	Cross your heart with your palms (it looks like satisfaction)
Rest	Fold your hands and put them under your head as if you were sleeping

Rebellion/Regret (Discussion/Worksheet). 🦋 Write the words CHEAT and STEAL on the whiteboard. Use the sin cycle to discuss with the students each step that is gone through with these two types of **REBELLION** (sin). The **rebellion** is cheating (ask the students to give you a specific scenario) and the **Regret** is the consequence (ask the students what some specific consequences might be in this scenario). Explain that the consequences continue until they **Repent**. The longer they wait until they **Repent**, the more severe the consequences. Once **Repentance** (admitting, asking forgiveness and turning away from that sin) and **Restoration** (forgiveness) takes place, they can **Rest** (be at peace). The cycle begins all over if they **Rebel** (sin) again. Challenge each student to ask God in prayer to show him or her areas of **Rebellion** in their own lives. Have them complete **JDG01.GF8**. Encourage them to use their worksheets as a tool this week to look at the **Regret** that comes with their **Rebellion**. Encourage them to take the steps of **Repentance** and **Restoration** so that they can find **Rest**.

No Compromise on God's Commands (Craft). 🦋, 🦋 Each student will need:
JDG01.GF9 Pgs. 1-3 copied onto white paper
(2) 9 ½" paper plates
8 feet of red yarn
colored crayons or markers
scissors
glue

Using the instructions on **JDG01.GF9 Pg. 1**, have students assemble their wall hanging using the parts from **JDG01.GF9 Pgs. 2 & 3**. Review with the students how the Israelites compromised on God's commands and the consequences they faced because of that. Talk about how we can be tempted to compromise on God's commands in our lives, and how we can continually go to God's Word to keep us strong in the face of those temptations. Encourage the students to take the craft home and hang it as a daily reminder.

Daily Compromises All Around Us (Discussion/Visual Activity). 🦋, 🦋 Bring in several newspapers from last week and pass them out to the students. Can you see how many ways God's standards have been compromised in the world around us? What often begins as a little compromise ends up leading to larger compromises. Soon we are deep in sin and don't even realize how we got there. What are the results of forsaking our God? What can we do as Christians to remain strong?

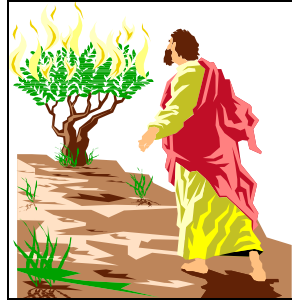
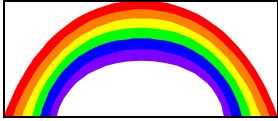
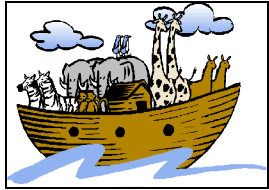
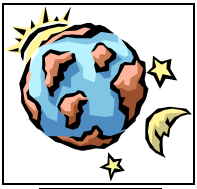
Secret Code (Memory Verse Review). 🦋, 🦋 Have the students use the code to reveal the message. *Answer: Today's memory verse, JDG01.GF10.*

It's a Test! (Activity). 🦋, 🦋 Give each of the students **JDG01.GF11** and have them follow the directions. If they followed the directions correctly, they will be sitting down and doing item #10 as soon as they are done reading it. Discuss how it is important to READ as well as LISTEN carefully. Ask students if they READ and LISTEN to God's Word carefully or if they compromise by skipping ahead or ignoring some things.

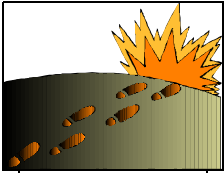
1. Genesis 3:6
2. Exodus 14:21-22
3. Genesis 9:12-13
4. Exodus 8:2
5. Numbers 14:33-34
6. Genesis 6:11-14
7. Judges 2:16
8. Joshua 6:20
9. Exodus 3:1-2
10. Judges 2:11
11. Deuteronomy 29:12-13
12. Exodus 24:12
13. Genesis 12:1-3
14. Genesis 1:1

Look up the verses listed on the left. Write the number of the verse in the appropriate box on **JDG01.GF2 Pg. 2**. Think about how, from the beginning of time, we can see God's plan for His chosen people. Even though man sinned, he was redeemed and given many opportunities to follow God and be obedient to His commands. God made a covenant with His people, and He intends to keep it.

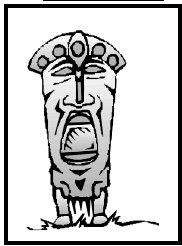
How Did We Get Here?



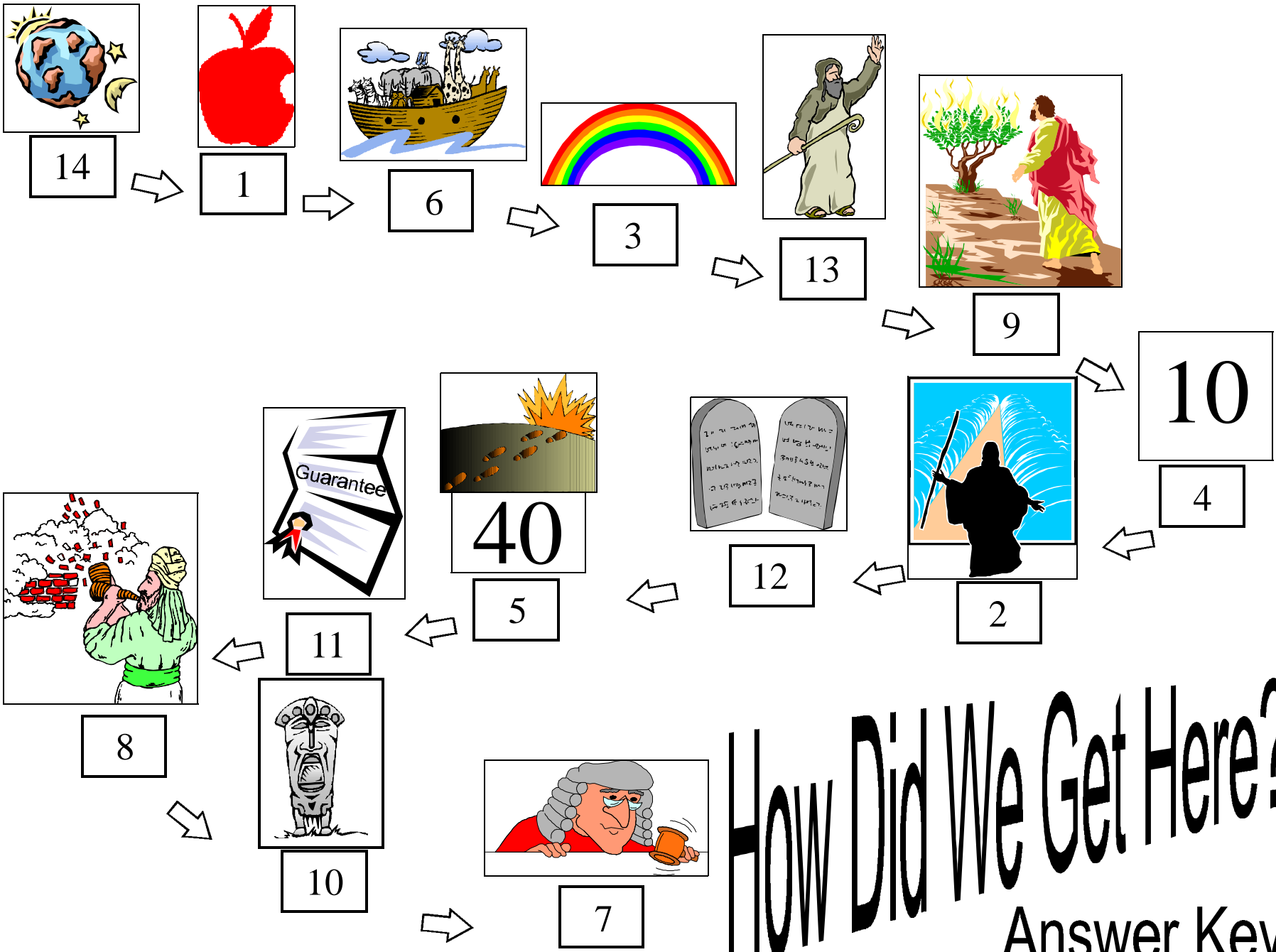
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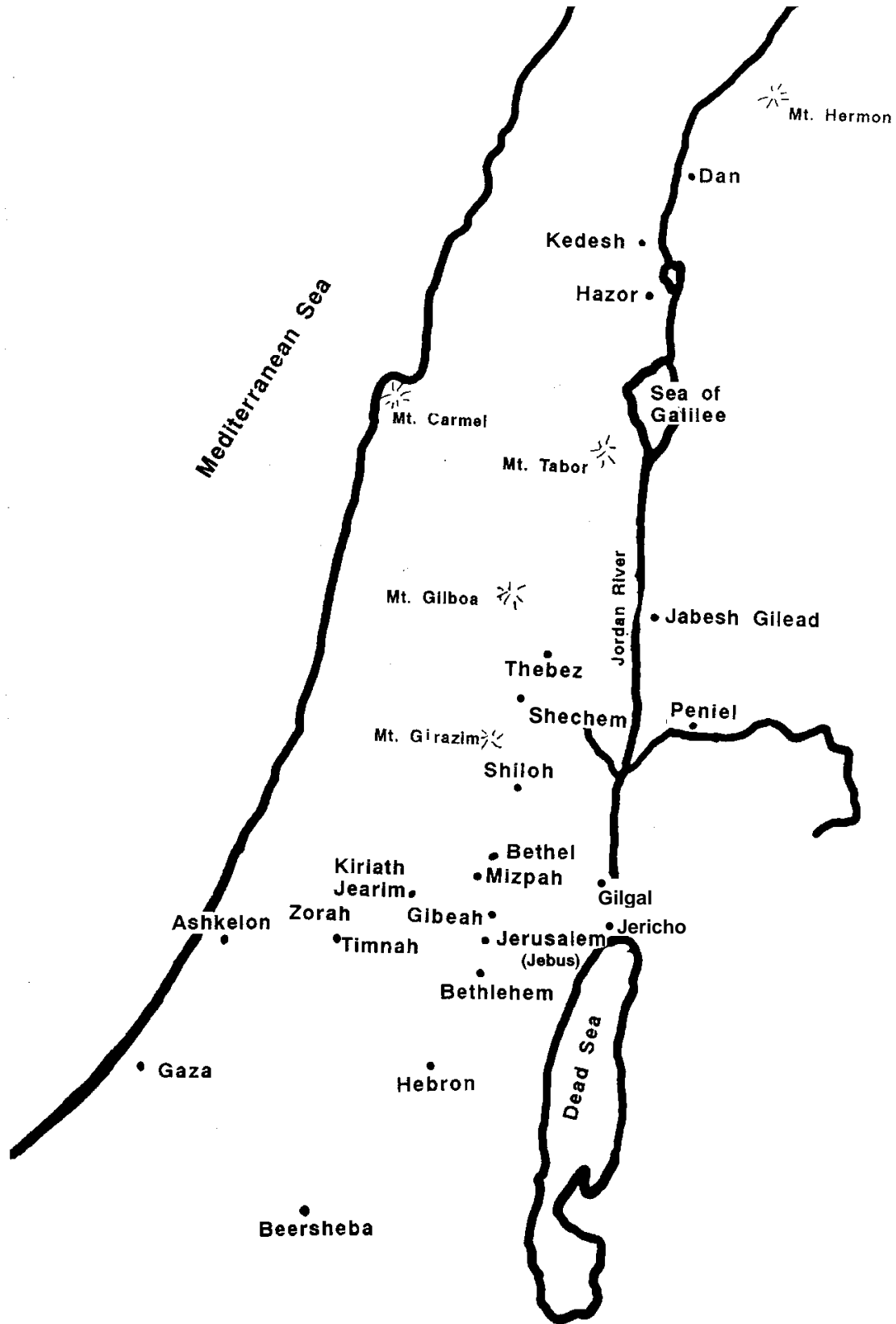


How Did We Get Here?



How Did We Get Here?
 Answer Key

The Promised Land During the Time of the Judges

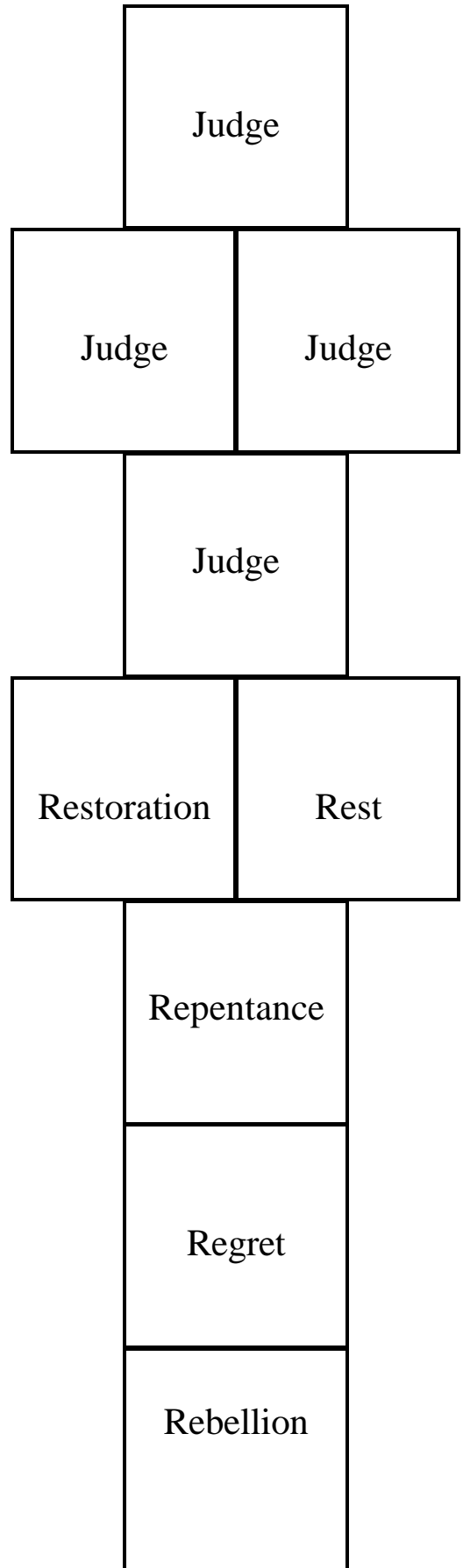


↓Kadesh Barnea

Judges Sin Cycle

Hopscotch

Using tape, follow this pattern to arrange a Hopscotch on the floor.
Make the squares 18 inches.



Rebellion

Regret

Repentance

Restoration

Rest

Othniel

Samson

Deborah

Tola

Ehud

Jair

Gideon

Ibzan

Shamgar

Elon

Jepthah

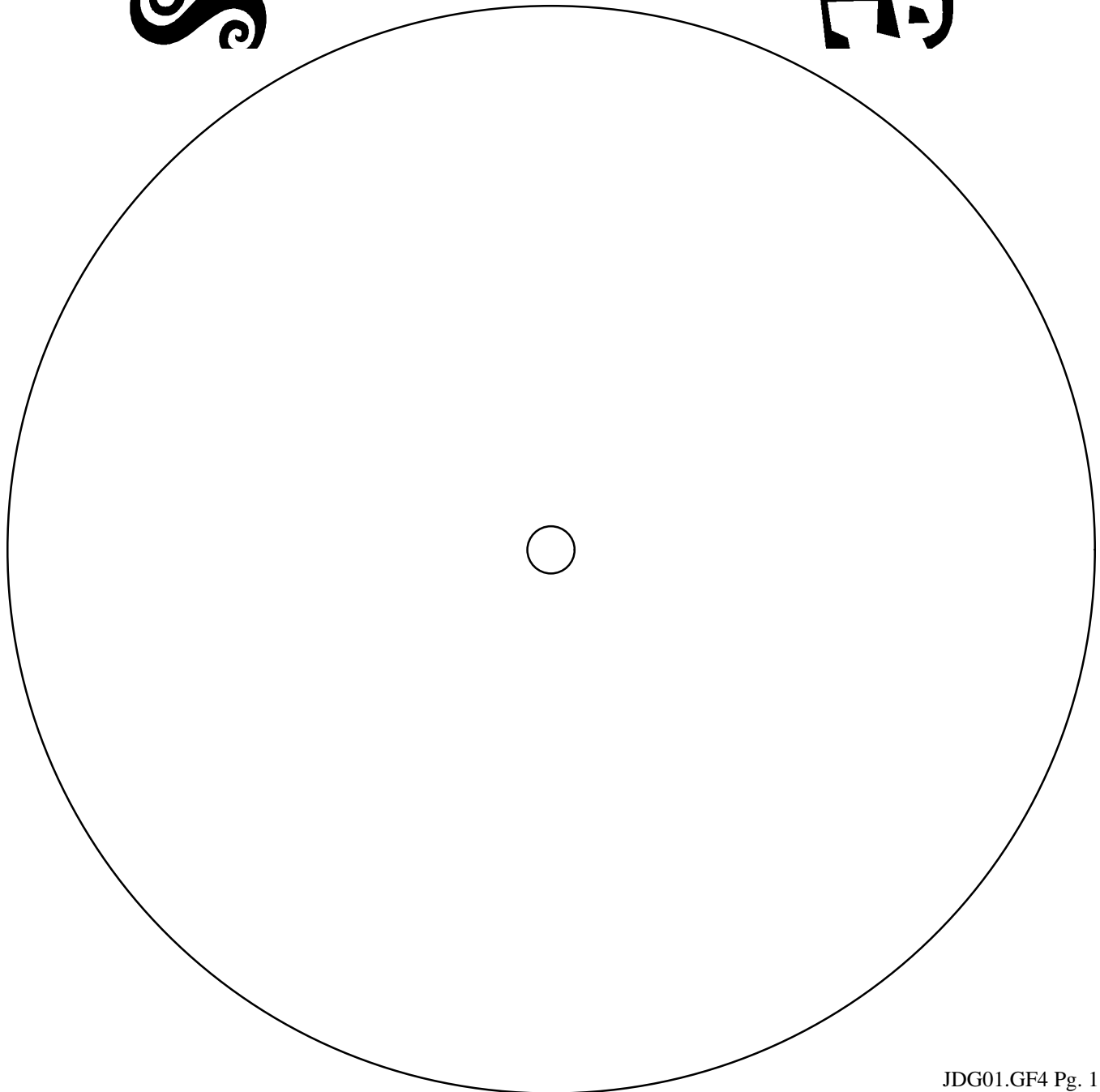
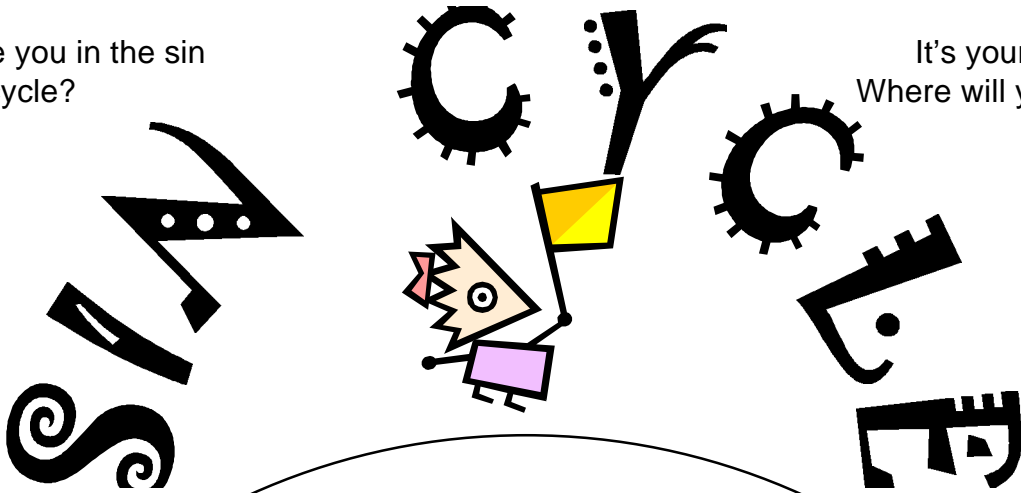
Abden

“Another generation grew up, who neither knew the LORD nor what He had done for Israel.”

Judges 2:10b

Where are you in the sin cycle?

It's your choice.
Where will you choose?



SIN CYCLE

Cut out the sin cycle wheel below. Glue onto a 7 1/2-inch paper plate (right side up, centers matching). Attach paper plate to the circle outline on **JDG01.GF3 Pg. 1** with a brass fastener.



Aim Questions

Answer the following questions about today's Bible Adventure.

1. What did God command the nation of Israel to do to the people living in their land?
2. Why did God want them to do this?
3. How did God deal with their disobedience?
4. What did the people do when they felt God's punishment?
5. What is the five-step cycle of failure?

*Are there any areas of compromise in your life?
Stand firm on the Word of God.
Refuse to compromise concerning God's Truth!*



"Another generation grew up, who knew neither the LORD nor what He had done for Israel." Judges 2:10b

gods? 2:12d-13

26. What did the Lord do in His anger against Israel? 2:14

27. How did this effect the Israelites? 2:15c

28. Who did the Lord raise up? What did they do? 2:16

29. What happened whenever the Lord raised up a judge for the Israelites? 2:18a

30. Why was this? 2:18b

31. What happened when the judge died? 2:19a

32. What did the Israelites refuse to give up? 2:19b

33. What was the Lord's response? 2:20a

Passage Review Questions

Judges 1:1 - 3:4

1. After the death of Joshua, what did the Israelites ask the Lord? 1:1

2. Why was Judah to go? 1:2b

3. What did the men of Judah say to their brothers, the Simeonites? What in turn would they do? 1:3

4. What other cities did the men of Judah take? 1:18

5. What were the men of Judah unable to do? Why was that? 1:19c

6. What did the Benjamites fail to do? 1:21a

7. To this day, who lives in Jerusalem along with the Benjamites? 1:21b

8. What couldn't Manasseh do to the people of Beth Shan, Taanach, Dor, Ibleam, or Megiddo and their surrounding settlements? Why? 1:27
9. What did the Israelites do to the Canaanites when they became strong? 1:28
10. Who else was unable to drive out the Canaanites? 1:29a
11. Where were these Canaanites living? 1:29b
12. Among whom did the Canaanites continue to live? 1:29c
13. Who else was not able to drive out the Canaanites living in _____ and _____? 1:30a
14. Asher could not drive out the Canaanites living in _____ and _____. 1:31
15. Who did not drive out the Canaanites living in Beth Shemesh or Beth Anath? 1:33a

16. Who confined the Danites to the hill country? 1:34a
17. Where else were the Amorites determined to hold out? 1:35a
18. What did the angel of the Lord say to the Israelites? 2:1-2
20. What was the angel of the Lord's promise to the Israelites because of the Israelites disobedience? 2:3
21. What then did the people do? 2:4
22. What did the Israelites do in the eyes of the Lord? 2:11a
23. Whom did the Israelites serve? 2:11b
24. Whom did the Israelites forsake? 2:12a
25. What did they do to the Lord when they worshiped other

Command vs. Compromise

God commanded Israel to utterly destroy all of the cities, people, and livestock in the Promised Land. How many of the tribes were able to do this? Read the passages below, and then check the appropriate box if the tribes were successful or not.

1. Judah - Judges 1:4-21

“When Judah attacked, the Lord gave the Canaanites and Perizzites into their hands and they struck down ten thousand men at Bezek.” The men of Judah attacked Jerusalem and took it. They went down to fight against the Canaanites living in the Negev and the western foothills; against the Canaanites living in Hebron (formerly called Kiriath Arba) and defeated Sheshi, Ahiman and Talmai; against the people living in Debir (Kiriath Sepher). They “attacked the Canaanites living in Zephath, and they totally destroyed the city. Therefore it was called Hormah. The men of Judah also took Gaza, Ashkelon and Ekron—each city with its territory. The Lord was with the men of Judah. They took possession of the hill country, but they were unable to drive the people from the plains, because they had iron chariots.”

Committed

Compromised

2. Benjamin - Judges 1:21

The Benjamites, however, failed to dislodge the Jebusites, who were living in Jerusalem; to this day the Jebusites live there with the Benjamites.

Committed

Compromised

3. Ephraim and Manasseh - Judges 1:22-29

“Now the house of Joseph attacked Bethel, and the LORD was with them. When they sent men to spy out Bethel (formerly called Luz), the spies saw a man coming out of the city and they said to him, ‘Show us how to get into the city and we will see that you are treated well.’

So he showed them, and they put the city to the sword but spared the man and his whole family. He then went to the land of the Hittites, where he built a city and called it Luz, which is its name to this day. But Manasseh did not drive out the people of Beth Shan or Taanach or

Dor or Ibleam or Megiddo and their surrounding settlements, for the Canaanites were determined to live in that land. When Israel became strong, they pressed the Canaanites into forced labor but never drove them out completely. Nor did

Ephraim drive out the

Committed

Canaa

Compromised

nites living in Gezer, but the

4. Zebulun - Judges 1:30a

“Neither did Zebulun drive out the Canaanites living in Kitron or Nahalol, who remained among them; but they did subject them to forced labor.”

Committed

Compromised

5. Ashur - Judges 1:31-32

“Nor did Ashur drive out those living in Acco or Sidon or Ahlab or Aczib or Helbah or Apeh or Rebob, and because of this the people of Asher lived among the Canaanite inhabitants of the land.”

Committed

Compromised

6. Naphtali - Judges 1:33

“Neither did Naphtali drive out those living in Beth Shemesh or Beth Anath; but the Naphtalites too lived among the Canaanite inhabitants of the land, and those living in Beth Shemesh and Beth Anath became forced laborers for them.”

Committed

Compromised

7. Dan - Judges 1:34-36

“The Amorites confined the Danites to the hill country, not allowing them to come down into the plain. And the Amorites were determined also to hold out in Mount Heres, Aijalon and Shaalbim, but when the power of the house of Joseph increased, they too were pressed into forced labor. The boundary of the Amorites was from Scorpion Pass to Sela and beyond.”

Committed

Compromised

Consequences of Breaking the Lord's Command

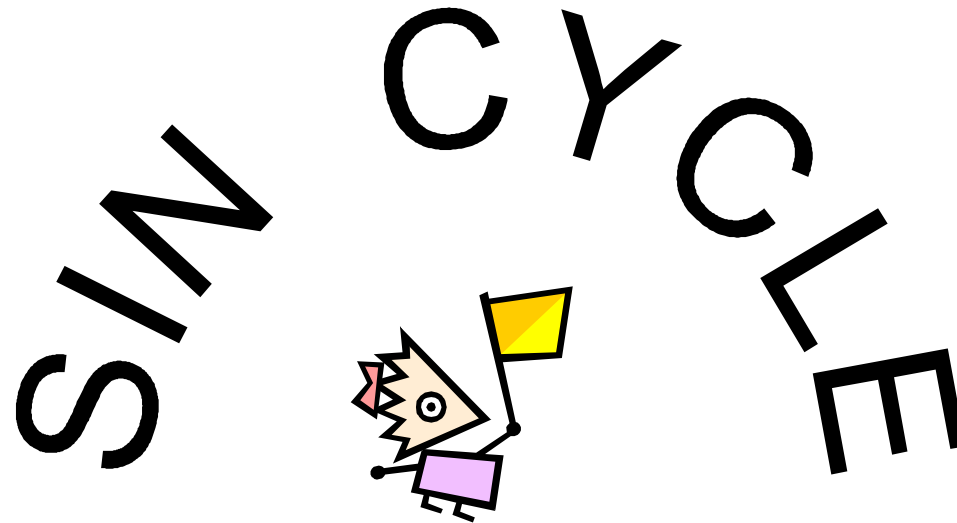
Judges

2:1b-3

REBELLION (List specific sin with which you are struggling.)

REGRET (List some consequences suffered because of this sin.)

We're all somewhere in the

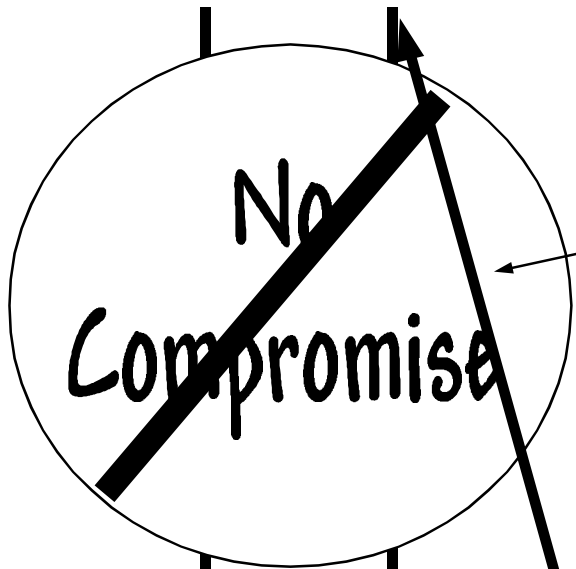


REST
(You are listening to His Word. Trusting and obeying Him brings peace and joy. Don't sin and begin the cycle over again!)

REPENTANCE
(Ask God to forgive you and turn away from your sin.)

Evaluate yourself. Where are you?

RESTORATION (If you have repented of your sin, God has forgiven you, and your relationship with Him has been restored.)



Inverted paper plates which have been glued together and “No Compromise” written on the front.

No other gods before me

Commandment tags which have been folded in half over the yarn and glued together.

Have no idols

Do not misuse the name of God

Remember the Sabbath day and keep it holy

Honor mom and dad

Do not murder

Be loyal to the one you love

Do not steal

Do not lie

Do not covet

Continuous piece of yarn which runs from the bottom, up through the paper plates, and back down the other side to the bottom again.

No other gods before Me

Have no idols

Do not misuse the name of God

Remember the Sabbath day
and keep it holy

Honor Mom and Dad

Do not murder

**Be loyal
to the one you love**

Do not steal

Do not lie

Do not covet