

Naaman

2 KINGS 5



Old Testament 7
Part 2: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

2 Kings 5

MEMORY WORK:

YOUNGER CHILDREN: “For this is the love of God, that we keep His commandments” (1 John 5:3a).

OLDER CHILDREN: “For this is the love of God, that we keep His commandments. And His commandments are not burdensome” (1 John 5:3).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Plan of Salvation”](#)
- [“Faith, Obedience, and Authority”](#)
- [“God Is So Good”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under “O.T. 7 Bible Facts”)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Pictures/drawings from any books listed under 3rd-4th Grader Pre-Class Activities/ Learning Centers
- Betty Lukens' felt pieces
- [“Map of the Divided Kingdom”](#) (provided in activity sheets)
- Elisha A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
- Make a number “7” as large as a full sheet of poster board. Cut it apart into several large puzzle pieces. On each piece, glue a picture or clue about the story. As you tell the story, put the number “7” together. (Small pictures can usually be found among



unused take-home papers, or in coloring books.) You could also use the letters from Naaman's name plus a happy face or something as the last piece of the puzzle.

- **Salvation Glove:** On each finger of a canvas work glove, write one of the steps of salvation with the appropriate Scripture reference.

PERSONAL APPLICATION:

I must do what God tells me to do if I want to be saved and go to heaven.

LESSON STARTS HERE

INTRODUCTION:

Briefly review the miracles Elisha performed in previous lessons. Ask the children what they think might have happened if the town, the widow, and the Shunammite woman had not done as Elisha told them to do. Discuss the importance of their obedience to Elisha's instructions.

Today we are going to learn about a man who needed Elisha's help, but this man did not want to do what Elisha said. When he decided to obey, something wonderful happened.

POINTS TO EMPHASIZE:

1. With 2- and 3-YEAR-OLDS, the emphasis of this lesson should be the helpful young Jewish girl that lived in Naaman's house. Even though she had been taken away from her family to a faraway land, she was kind and helpful to Naaman and his wife. She believed in God and believed in His ability to work through the prophet Elisha, and she shared that "good news" with her master. Talk to the younger children about being big enough to help. As Mary Ann Barnes has written, "Little people can do big things." Use the following questions from Mary Ann (with illustrations):

How big are you? As big as mother? As big as father? But big enough to share?

How big are you? As big as a doctor? As big as a mailman? But big enough to help?

How big are you? As big as a teacher? As big as a preacher? But big enough to tell others about Jesus?

WITH OLDER CHILDREN use the following points:

2. **Naaman heard the good news:** Naaman was a commander in the Syrian army who led his troops to many victories. He was brave and greatly respected, even by the Syrian king. He was a good man. But Naaman had a terrible problem: he had the deadly disease of **leprosy**. Living in his house was a servant girl, a Jewish girl who had been kidnapped during a raid and taken to Syria. She told Naaman's wife that she knew "the man of God" in Samaria could heal her master.

Leprosy: a skin disease that causes skin sores, nerve damage, and muscle weakness with symptoms getting worse over time. The Israelites who contracted this disease were commanded to quarantine themselves outside the camp. Like the lepers Jesus healed, they were to shout "Unclean!" if anyone came near. It appears that the Syrians did not have the same fear of the disease, or it could be that the word translated "leprosy" here may refer to another skin disease. [See Leviticus 13:1-46] The disease known today as





(cont.)

leprosy (or Hansen’s disease) is caused by a particular strain of bacteria. While it is not considered “highly infectious,” it can be transmitted with repeated close contact through moisture droplets from the nose and mouth. It can lie “dormant” for as long as five years; symptoms may not appear for as long as 20 years. [See the World Health Organization at www.who.int/mediacentre/factsheets/fs101/en/ for additional information.]

3. **Naaman tried to save himself:** Naaman told the king of Syria what the young girl had said. He sent a letter and gifts to the King of Israel asking that **he** cure Naaman of his leprosy! But the king of Israel did not understand this request and thought the king of Syria was trying to “pick a fight.” Elisha heard about Naaman’s request and the king of Israel’s distraught response; he sent word for Naaman to come directly to him.
4. **Naaman refused to do what was necessary to get well:** Naaman went to Elisha’s home, as any important official would, with servants, horses, chariots, and gifts. Elisha did not even come out to speak directly to Naaman but sent Gehazi, his servant, to tell him what to do: go wash in the Jordan River seven times. Naaman was angry because (1) Elisha sent word by a servant instead of coming out to meet such an important man (as if to say, “Doesn’t he know who I am?”), and (2) he did not want to wash in the dirty Jordan River. He thought he was too important to do something that simple—too important to humble himself in front of his servants like that.



NOTE: James 4:10 indicates that God wants those who desire to be lifted up to first be humble. By not coming out and doting over Naaman and by requiring him to wash seven times in a dirty river (in front of his entourage), God was requiring total, humble submission to His will before His blessing would be bestowed.

5. **Naaman was cured when he finally decided to obey, to put his faith into action:** Naaman was finally persuaded by his servants to go to the Jordan and do as Elisha said. Naaman was healed—but not because of anything miraculous in the water—but because he decided to obey. When he was cured, he returned to Elisha’s home and told him, “Indeed, now I **know** that there is no God in all the Earth except in Israel” (2 Kings 5:15). This miracle affirmed the prophet’s word and proved to Naaman the great power of God, forcing him to choose between the one true God and the idols that he had worshipped in Syria all his life.



RECOMMENDED READING FOR TEACHERS: See the articles “[Making Sense of Baptism](#)” and “[Two Different Questions: What and When?](#)” by Eric Lyons and “[The Meaning of Baptism and the Catholic Ritual](#)” by Moises Pinedo on the Apologetics Press Web site for a discussion of important implications from Naaman’s baptisms.

6. Today our problem is spiritual leprosy: sin. There are certain, specific things God has told us to do to get rid of sin (and be healed spiritually), just like Naaman was told something very specific to do to be healed physically. Sometimes people we talk to about Jesus get very excited and are interested in learning more about Him. Other people think that they can somehow save themselves if they are just “good people.” Some people will ignore what the Bible says to do or will work very hard to make excuses for not obeying God’s Word. But to be saved, **everyone** has to do what God says, whether or not they understand God’s commands or not. Many today do not believe that baptism is important. There is nothing miraculous in the water itself; it takes away our sins because we are doing what God commanded. Just like Naaman “dipped” (literally, went completely under the water) himself in

the Jordan River, baptism is an immersion under water. Hearing God’s Word, believing it, and choosing to become a Christian by being baptized are all actions of obedient faith.



RECOMMENDED READING FOR TEACHERS: See the article “[Questioning Quotation Marks](#)” by Eric Lyons on the Apologetics Press Web site for a response to alleged biblical discrepancies answered in part by the Naaman narrative.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Naaman Coloring Sheet](#)” (provided in activity sheets)
- Number “7” puzzle: Draw a large number seven on a piece of paper and, in very large print, write N A A M A N. Make copies on colored cardstock, one for each child in your class. Then cut each sheet into several pieces (more for 4- and 5-year-olds than for 2s and 3s); put the pieces for each puzzle into a plastic bag. You could add a piece of magnetic tape to the back of each piece if you want. (“[Naaman Puzzle](#)” provided in activity sheets)

If you have a copy machine that will make double-sided copies, each child could have a puzzle on one side and the coloring sheet (above) on the other.

Another idea: If you have a collection of different shapes/styles of bulletin board letters, you could trace several sevens randomly on the page. Write “Naaman obeyed.”

- For each child in the class, make a copy of a “Naaman” figure on both sides of a piece of paper. On one side write, “Naaman did not want to obey God,” and let the children paint or draw spots on him. (To make the spots, the children can dip a cotton swab in red or pink paint, or use a red or pink marker.) On the other side write, “Naaman obeyed God.” (You can also use men cutouts and glue them together, with a craft stick in between, as a Naaman stick puppet.) (“[Naaman Cutout](#)” provided in activity sheets)
- Let the children act out the story.
- Dip Naaman game: Purchase one old-fashioned (round top) clothespin and a blue plastic cup for each child in the class. Tie each clothespin to an 8”-10” piece of yarn. Attach the yarn in the bottom of the cup with strong tape. (**Or** punch a hole in the bottom of the cup, thread the yarn through the hole, and tape it to the underside of the cup.) Hold the cup with one hand and try to swing “Naaman” (the clothespin) into the cup. Try to “dip” him seven times (get the clothespin in the cup seven times).
- Review game: Bring a dish of water and a man figurine. Ask each child a review question from the story. If he answers correctly, let him dip Naaman in the water. Continue with the questions until every child has had a turn.
- Write the memory verse on a sheet of paper and make a copy for each child in the class. Let the children paint a river (with blue watercolor) on a piece of paper. Provide a Naaman figure for each child to color, cut out, and glue on the “water.” (The drawing of Naaman in the water on the [coloring sheet](#) could be cut out for this activity.)

1st-2nd Graders:

- Number “7” puzzle: Draw a large number seven on a piece of paper and, in very large print, write N A A M A N. Make copies on colored cardstock, one for each child in your class. Then cut each sheet into several pieces, and put the pieces for each puzzle into a plastic bag. You could add a piece of magnetic tape to the back of each piece if you want. (“[Naaman Puzzle](#)” provided in activity sheets)

If you have a copy machine that will make double-sided copies, each child could have a puzzle on one side and the coloring sheet (above) on the other.

Another idea: If you have a collection of different shapes/styles of bulletin board letters, you could trace several sevens randomly on the page. Write “Naaman obeyed.”

- Let the children take turns retelling the story using the large number “7” puzzle you made above.
- “Movin’ On Up!” ([provided in activity sheets](#)): On the board, draw six rectangles, one on top of the other, making them smaller as you go up. Beginning with the bottom rectangle, label them as follows: HEAR, BELIEVE, REPENT, CONFESS, BE BAPTIZED, LIVE FAITHFULLY

On index cards, write the following scriptures (and any others about salvation that you want to include). Give each student in the class one of the scriptures to look up. Ask each student to read his scripture out loud, and put the card on the correct rectangle on the board.

John 20:30-31; Acts 17:30; Romans 10:10; Acts 2:38; Luke 13:3; Romans 6:3-5; Romans 10:17; 1 Peter 1:9; Revelation 2:10

- “Who Said It?” ([provided in activity sheets](#)): From 2 Kings 5:1-14, write phrases that were said on index cards. Glue library pockets on a half sheet of poster board or a piece of cardboard. On the library pockets, write the names of the people who made the statements you chose (Naaman, Elisha, King of Israel, servant girl, etc). Let the children draw a card, read it, and see if they can match it with the correct pocket (the person who said it).
- Right on Target: Draw several targets on a piece of posterboard, and mount it on a small bulletin board. (There should be at least one target for each child in the class.) Write true and false statements about the lesson on the targets. Provide push pins, in two colors—one color for the **true** statements and one color for the **false** statements. Before you read the statements to the kids, tell them which color they should stick into their targets for **true** statements and which color they should use for **false** statements.

3rd-4th Graders:

- Let the children take turns retelling the story using the large number “7” puzzle from the Recommended Additional Visuals.
- “Movin’ On Up!” ([provided in activity sheets](#)): On the board, draw six rectangles, one on top of the other, making them smaller as you go up. Beginning with the bottom rectangle, label them as follows: HEAR, BELIEVE, REPENT, CONFESS, BE BAPTIZED, LIVE FAITHFULLY

On index cards, write the following scriptures (and any others about salvation that you want to include). Give each student in the class one of the scriptures to look up. Ask each student to read his scripture out loud, and put the card on the correct rectangle on the board.

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- **Right on Target:** Draw several targets on a piece of posterboard, and mount it on a small bulletin board. (There should be at least one target for each child in the class.) Write true and false statements about the lesson on the targets. Provide push pins, in two colors—one color for the **true** statements and one color for the **false** statements. Before you read the statements to the kids, tell them which color they should stick into their targets for **true** statements and which color they should use for **false** statements.

Another idea: Use multiple colors of pushpins. On each target, write the name of one of the important characters in this Bible story. Then tell each student something like this: “Put the BLUE pushpin on the name of the person who got leprosy for lying to Elisha.”

- Have the children read the following:
 - 2 Kings 5 (as well as 1-4 if they did not do so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 2 Kings 1-5 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Good News for Naaman*, by Lisa Konzen, Arch books (DISCLAIMERS: p. 14—remove the third line, “And God forgave...”; skip the note to parents)

SONGS:

“PLAN OF SALVATION” ([Click to Hear](#))

Author: Unknown*

(Tune: “Here We Go ‘Round the Mulberry Bush”)

Hear, believe, repent, confess,
Be baptized in the water.
Rise up again to walk with Christ,
And live like you ought too.

(REPEAT)

[as you sing the song, point to each of your fingers]

Hear [pinky finger],
Believe [ring finger],
Repent [middle finger],
and confess [first finger],

Be baptized in the water [move the “pointer” finger of one hand down the side of the other pointer finger, down into the area between it and your thumb]
Rise up again to walk with Christ [move the “baptized” finger up the side of the thumb]
And live like you oughta! [give a thumbs up]

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,

That's what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

“GOD IS SO GOOD” ([Click to Hear](#))

Traditional

God is so good,
God is so good,
God is so good,
He's so good to me!

He cares for me,
He cares for me,
He cares for me,
He's so good to me!

I love Him so,
I love Him so,
I love Him so,
He's so good to me!

I praise His Name,
I praise His Name,
I praise His Name,
He's so good to me!

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Naaman

2 KINGS 5



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Part 2: The Divided Kingdom

WEDNESDAY EVENING

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SCRIPTURE REFERENCES:

2 Kings 5

MEMORY WORK:

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OLDER CHILDREN: "For this is the love of God, that we keep His commandments. And His commandments are not burdensome" (1 John 5:3).

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the story, put the number “7” together. (Small pictures can usually be found among unused take-home papers, or in coloring books.) You could also use the letters from Naaman’s name plus a happy face or something as the last piece of the puzzle.

- **Salvation Glove:** On each finger of a canvas work glove, write one of the steps of salvation with the appropriate Scripture reference.

PERSONAL APPLICATION:

I must do what God tells me to do if I want to be saved and go to heaven.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)

With OLDER CHILDREN, discuss Gehazi’s greed in 2 Kings 5:15-27.



NOTE: 2 Kings 8:4-5 indicate that King Jehoram went to speak to Gehazi about Elisha’s great deeds, in spite of Gehazi’s leprosy. Commentators agree that the conversation likely took place at a distance, since physical contact with a leper would defile the individual and therefore was against the Law of Moses (Leviticus 7:21; 13:8).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson.
- Role play this story using a blue sheet (or shower curtain or tablecloth) for water and a white robe covered in red or pink spots (representing leprosy) to be worn by each student pretending to be Naaman. The robe will be removed when the student “dips” seven times in the water.

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