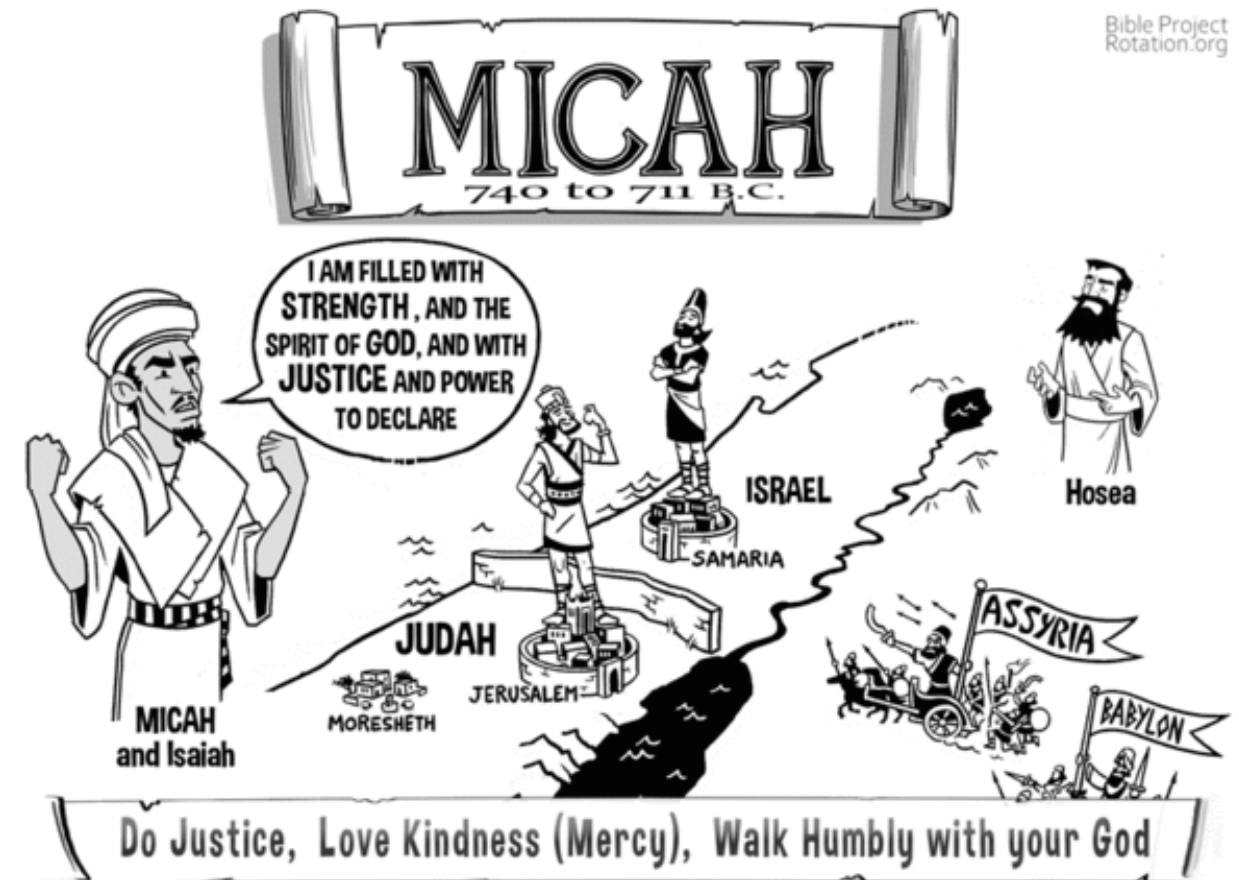


(WT) Micah 6:7-8 Bible Background and Lesson Objectives

Micah 6:7-8 Bible Background



You could read the entire Bible to find out what God wants, or you could just read [Micah 6:7-8](#).

1. **God wants us to do justice, not just talk about it.** And as you will read, for Micah justice includes economic justice.
2. **God wants us to love being kind (merciful).**
3. **And God wants us to walk closely* with him, not at an arm's length.**
(*See the word study below about the possible meaning of the phrase.)

Written during a time of great crisis and corruption, Micah 6:7-8 **rejects** the belief that God can be served, swayed, pleased, or appeased by religious offerings, elaborate worship, and foxhole

promises. Instead, Micah summarizes in six words what God wants from his people and their leaders.

Trouble in Israel

Following the death of King Solomon in 931 B.C., Israel split into two kingdoms, Judah in the south and Israel in the north. For the next two hundred years they were ruled by some good and some very bad kings who entangled their nations in regional power struggles and wars, and allowed their governments and religious establishment to become corrupt. During this time, God raised up prophets in both kingdoms to warn the leaders and people of the consequences of their sins and offer a vision of hope. These prophets included Elijah, Elisha, Isaiah, Jonah, Hosea, Amos, Jeremiah, and our hero, Micah.



Emphatically, Micah spoke up against the injustices and social evils taking place in both Israel and Judah during the last half of the 8th Century B.C.

*They covet fields and seize them, houses and take them away;
they oppress householder and house, people and their inheritance.*

(Micah 2:2, NRSV)



How bad was the corruption and idolatry in Judah and Israel? Micah likened it to cannibalism!

You who hate the good and love the evil.

You tear the skin off my people, and the flesh off their bones,
you eat the flesh of my people.

([Micah 3:2-3](#), NRSV)



As Micah predicted, circa 722. B.C. the Assyrian Empire overran Israel, laid waste to its capital in Samaria, and exiled many of its inhabitants (some of this had started in the years before the final conquest). Seeing the destruction, and perhaps chastened by Micah and Isaiah's warnings, King Hezekiah of Judah restored the rule of God's Law, built up Jerusalem's defenses, withstood an Assyrian siege, and bought time for Judah by paying tribute. But it only postponed the inevitable. When the Babylonians overthrew the Assyrians in 622, Judah tried to break free of their new overlords, and that eventually

led to the Babylonians invading Judah in 586 B.C., destroying Jerusalem and its Temple, and carrying off the cream of Jewish society into Babylonian exile.

Micah 6:7 suggests that the kings and priests of Judah and Israel DID try to appeal to God to defend them -- and did so with religious fervor. But according to Micah, **more offerings and worship were not going to save them.**

7 Will the Lord be pleased with thousands of rams,
with ten thousand rivers of oil?
Shall I give my firstborn for my transgression,
the fruit of my body for the sin of my soul?"

**8 He has told you, O mortal, what is good,
and what does the Lord require of you
but to do justice and to love kindness*
and to walk humbly with your God?**

[Micah 6:7-8, NRSV](#)

(*kindness and mercy are the same word in Hebrew)

[Micah 6:7-8, NIV](#)

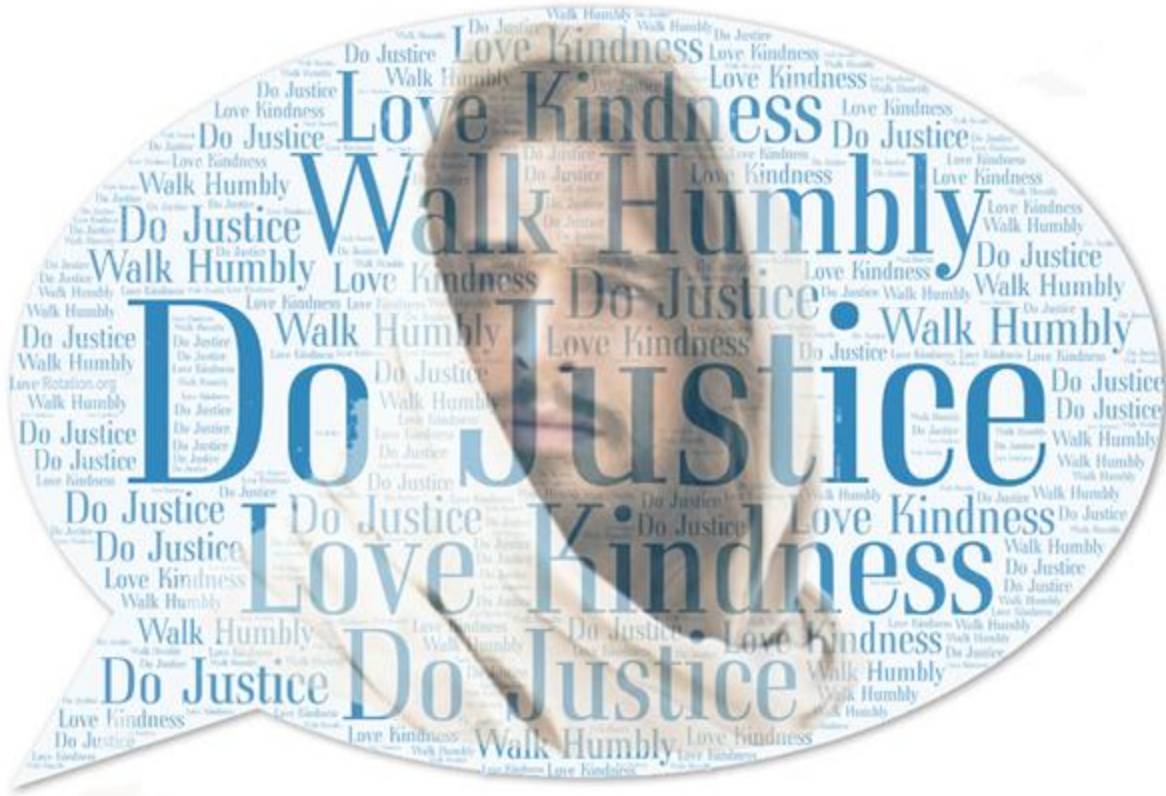
Amidst the chaos, Micah promises a new kind of ruler who will embody justice, kindness, and humility

Tucked away in all his warnings, Micah utters his *other* most remembered words:

*But you, O Bethlehem of Ephrathah...
from you shall come forth for me one who is to rule in Israel,
whose origin is from of old, from ancient days.*

(Micah 5:2)

Jesus is Micah 6:8 incarnate. He is the living embodiment of Micah's six words. If you're wondering what it means to do justice, be kind, and walk humbly, look at his life and look at the manner and meaning of his death. As Micah 4:2 puts it, "**He will teach us his ways so that we may walk in his paths.**"



TEACHING MICAH 6:7-8 to CHILDREN

Which version of Micah 6:8 should you teach and have students memorize?

We suggest you use either the NRSV, NIV, New American Standard, or NLT Bible. They stick close to the original Hebrew and are the versions of this verse that most North American children will likely hear and remember throughout their lives.

For children, we prefer the NRSV for Micah 6:8 for the following reasons:

1. In the NRSV, Micah says that God requires us to "DO JUSTICE." *The powerful simplicity of the English phrase "Do justice" is highly memorable and bold, whereas the NIV's "act justly" and the NLT's "do what is right" sound muted. "Justice" is a very important biblical concept that the lessons in this set will explore.*

2. The NRSV uses "Kindness" instead of "Mercy." *They are the same word in Hebrew ("[hesed](#)" -- see the word study below) and are interchangeably used throughout the Old Testament. But for the purposes of teaching children and memorizing the verse, we prefer the NRSV's "love kindness" because "be kind" is a popular encouragement in today's culture.*

Why we recommend studying verse 7 along with the more famous verse 8:

Verse 8's powerful words are the answer to the question Micah poses in verse 7. Verse 7 asks, *"Does the Lord require rams, rivers of oil, and firstborn?"* And verse 8 answers, *"NO! Here's what God requires."* Scripture memory activities in this lesson set will primarily focus on verse 8.

A CLOSER LOOK AT SOME VERSES AND WORDS

v 7: Thousands of rams? Rivers of oil? My firstborn?

Micah is alluding to the religious attempts to appease and appeal to God that the Assyrian conquest of Israel and siege of Jerusalem have touched off. Rams and sacred oil were routinely offered in worship. The offering of "firstborn" probably alludes to Abraham's near-sacrifice of Isaac (which God did not want), and the pagan practices of competing religions in that region. God does not want such "ultimate" and extravagant sacrifices.

v 8: What does God "require"?

The "require" in Hebrew is "[daw-rash](#)." It means "What does God **seek, ask for, demand, care about, search for.**"

What does it mean to "Do" "Justice"?

DO: The Hebrew word that Micah uses for "do" is "[asa](#)." It means to **do, make, perform, commit, offer.** It doesn't mean "*just talk about it*" or "*send thoughts and prayers.*" (*Interestingly, some people remember this phrase as "seek justice" but no English translation uses the word "seek."*)

JUSTICE: Micah uses the Hebrew legal term "[mish-pawt](#)" to describe what God wants us to do. "Mish-pawt" primarily means to **obey the law, to judge fairly, do the right thing, to exercise good judgment.** And while these are certainly good personal practices, Micah's first five chapters are especially aimed at those in power "*who despise justice and distort all that is right.*" (*Micah 3:9*)

"Asa mish-pawt," i.e. "Do Justice," calls upon the nation and those in authority to make just laws, treat people fairly, and use power, position, and wealth to lift people up rather than oppress them. Micah's contemporary, the Prophet Isaiah, preached a similar message in Isaiah 58 when he wrote, "*What is the fast that I require but to loose the bonds of injustice and let the oppressed go free.*" Jesus famously quoted this same passage from Isaiah in Luke 4 when he announced that "*the Spirit of the Lord is upon me -- to proclaim good news to the poor -- set free the oppressed.*"



There's a wonderful [six-minute video from the Bible Project on the Bible's concept of justice](#), including how Jesus' teachings, example, and death fit into "what God requires."

What does it mean to "Love Kindness" (or Mercy)

Love: Micah uses the common word for "love" which in Hebrew is "[a-hav-aw](#)." It's a word often used to describe God's love for his children and a husband's love for his wife (for example). This suggests that we are to "**commit ourselves to kindness**" and not simply do the occasional kind thing. It comes from who we are, not what we think we'll get in return.

"Kindness" and "Mercy" are the same word in Hebrew ("[hesed](#)"). Some English Bible translations prefer one over the other, and both are correct. "Hesed" is also frequently translated as "faithfulness," as in "be faithful to someone." Micah is saying that we should LOVE being kind and merciful, and not just do it because somebody prints it on a t-shirt but because "kind and merciful" is what God is.

What does it mean to "walk humbly with God"? (some surprising possibilities)

This wonderful phrase is full of wonderful and intriguing possibilities.

The word we translate as "humble" is "[tsaw-nah](#)" -- a rare word that only occurs one other place in the Bible in Proverbs 11:2 where it is contrasted with "pride, arrogance." The more common Hebrew word for "humble" is "[anav](#)" and suggests a meek character or lowly station in life.

"Walk" ([yaw-lak](#)) in the Bible is used both literally and figuratively to mean "walk," "follow," or "stride with."

"With ([im](#)) your God" seems obvious, but "with" can commonly mean "alongside," "beside," and "in sync with." And according to [Gesenius' Hebrew-Chaldee Lexicon](#), in the Bible it is also used to mean "in communion with," "closely," "near," "together," "at the same time."

Taken together, "walking humbly with God" suggests a closeness to God, even "walking humbly **like** God." God walks humbly? Yes. Remember Paul's description of Jesus in Philippians 2:6 when he said that Jesus, "*emptied himself, taking the form of a servant,and humbled himself and became obedient.*" We are to "*have this same mind,*" says Paul.

So if you want to know what humble looks like, look at Jesus and imitate him, "for whoever says, '*I abide in him, (I am with/follow him) ought to walk in the same way as he walked.*'" ([1 John 2:6](#))

Justice and Children

Children experience personal "injustices" every day, and some, *especially if they are in a minority or are "different,"* experience societal injustices as well.

Children may experience injustice as "unfairness," exclusion, being made fun of or put down. It can appear as "unkindness," and they sometimes may even feel like their skin is being "torn off" (Micah 3:3). It can be rooted in racist or self-righteous attitudes, unjust laws, and all the made-up "social rules" that people follow in their communities and schools. If you are a minority, or an immigrant, or gay, or a geek, or poor, or unpopular, or have a disability -- you know what these rules are. And while

each of us can address them on a personal level, **Micah calls out the powers and authorities who keep these rules in place** as if they are the god-given way of things.

*Hear this, you leaders of Jacob, you rulers of Israel,
who despise justice and distort all that is right;
Micah 3:9 (NIV)*

Confronting Injustice and Unkindness

Humility doesn't mean being quiet; it means doing things God's way instead of your own. Micah describes himself as "*howling like a jackal*" (Micah 1:8). Jesus overturned the tables and used harsh words against the institutions of injustice, but he never condemned or tore down individuals.

Jesus harshly criticized the "blind guides" who oppressed their people with their rules while neglecting the people's needs and hardships.

*But woe to you Pharisees!
For you tithe mint and rue and herbs of all kinds
and neglect justice and the love of God
(Luke 11:42, NRSV)*

But Jesus met with individual leaders person-to-person (think Nicodemus, Zacchaeus, and the Lawyer asking about the Greatest Commandment), and by all accounts, his encounters with individuals were humble, not arrogant. Were it not for Jesus becoming the living example of what God wants us to be, I doubt we'd even know who Micah was much less remember his six amazing words.

Micah 6:8



Teaching Objectives for the Lesson Set

1. Remember Micah 6:8 and be able to recite it to the best of their ability.
2. Know that God does not condemn them, but accepts them unconditionally and does not have to be appeased with offerings or bargained with.
3. Recognize Jesus as the example of the one sent by God to call for justice, show kindness (mercy) to all, and walk humbly with God and among others.
4. Brainstorm and practice ways to do justice, love kindness, and walk humbly with God in the student's personal life (home, friends, school), at church, and out in the community.

(WT) Micah 6:7-8 ~ Video & Drama Workshop Lesson



[The Writing Team](#) Fortifying our Supporting Members

Rotation.org Writing Team

Do Justice, Love Kindness, Walk Humbly Video and Drama Workshop

Summary of Activities

Students will view and discuss three short videos about Justice, Kindness (Mercy), and Walking Humbly (Closely), and will make their own "Walking Humbly/Closely" video shorts. The videos are all freely found on YouTube. See setup notes below.

Scripture for the Lesson

[Micah 6:6-8](#) (NRSV). Verse 8 is the memory verse. (This is the only lesson in the set that includes verse 6.)

Lesson Objectives

See the [Bible Background](#) at Rotation.org for insights on this story and this set's complete list of objectives. In particular, it explains the the recommendation to use "kindness" instead of "mercy" in your translation, and the surprising meaning of "walk humbly" as "walk closely."

Preparation and Materials

- Read the Bible Background and Bible passage.
- Preview the three videos (about 14 minutes in total).
- Write the Bible reading prompts on slips of paper and put them in a hat.
- Print the [Outline and Discussion Guide to the Bible Project's "Justice" video](#).
- **Setup a large TV or monitor connected to YouTube (online) to view the free videos in this lesson.** Check your classroom's internet connection and

strength, especially on Sunday morning. If you don't have internet or it's weak, test your cellphone's "hotspot" feature to provide internet to your Smart TV or computer for viewing the online videos. See [this article](#) if you need help connecting your tv to the internet to play from YouTube. **Remember to test your equipment and connection ahead of time!**

- A cellphone or camera to record the short videos and a way to connect the phone or camera to the TV for playback. See [tips and equipment suggestions here](#).
 - A rectangular length of cloth approximately 5 to 7 feet long (like the one seen in the Justice video).
 - "Justice Boxes" as seen in the Justice video. Prepare two low chairs or stepstools and two higher chairs or stools, each with a sheet of cardboard/posterboard fixed to the front to look like the boxes in the video. (We're making the chairs look like the boxes in the video so that students can sit on the "boxes.") Have these and the cloth placed at the front of the classroom as students come in.
 - Popcorn or some other snack.
-

Lesson Plan

Opening

Welcome your students. Explain what they'll be doing today and what you hope they will learn.

A Not Fair, Not Kind, and Not Humble Scripture Reading of Micah 6:6-8

This creative reading creates anticipation, focus, and memories. It also demonstrates what Micah was talking about.

Write the prompts seen below on slips of paper and put them into a hat. Only include as many slips as you have students. If needed, make up more or make duplicates. Have students pull and read a slip without letting anyone else know what's on theirs.

Form the students in a circle with their Bibles open to Micah 6 and give them these instructions:

Today's scripture reading comes from the Old Testament Prophet Micah. He lived in the land of Israel and Judah about 2800 years ago when some bad kings were treating the people of Israel and Judah very badly. A prophet is someone who stands up and speaks the truth to powerful people. Prophets tell us how God wants us to act. In a moment, we're going to read three of Micah's most famous verses. As you hear the passage read, you are to do what it says on your slip of paper. If you are interrupted, you can pause or repeat.

Begin the reading by having a student volunteer to read the first line of the passage. Select volunteers to read the next two verses.

Prompts:

1. When the first word of the passage is read out loud, immediately walk over to the reader and say you want to take their turn. Give up in a few seconds. Try it again when you hear the phrase, "require of you."
2. Immediately after hearing verse 6, brag and lie about how much your family gives to the church.
3. After you hear the word "firstborn" in verse 7, interrupt saying, "Blah blah blah, this is so boring."
4. After you read your verse, pose like a rockstar and say, "Finally, they let someone with talent do the reading."
5. Dramatically turn your back on every person when they start to read their verse.
6. Immediately say, "I want more turns!" every time you hear the word "Lord" or "God."

If you have time, shuffle the strips and do the "Not" reading a second time.

Finally, read the verses the right way without interruptions.

Ask students to say whether their "slip prompt" was an example of "being unfair/unjust," "unkind/unmerciful," or "not humble." It's possible that some slips represent two or three of the ideas! Let them know that the videos in this lesson will explore these three concepts in greater detail.

Video #1: What is "Justice"?

This six-minute Bible Project video about the meaning of "justice" is chock-full of biblical connections and simple imagery that helps explain its spoken content -- especially to younger children who may not understand all the words, but will understand the visuals!

Write the four questions found on [the Outline of the Justice video](#) on the board, then **view the video**, reminding the students to watch for and think about the answers to the questions. The video can be viewed at the Bible Project website or on YouTube. It can also be downloaded from their site for viewing offline. <https://bibleproject.com/explore/video/justice/>

<https://www.youtube.com/watch?v=A14THPoc4-4>

Answer the four questions you wrote on the board.

Three Justice Ideas to Act Out:

Use the box and cloth props to demonstrate and reflect on three ideas from the Justice video.

Invite volunteers to step forward and re-enact each of the following. Whisper the idea and suggested actions to the actor(s) and after they perform the action, invite the class to say what idea about justice was being acted out. Have the actor confirm it, and then move on to the next idea.

Idea 1: Justice means "treating people equally" (lowering the raised, raising the lowered).

Idea 2: Justice means both "reaching down to those in need" and "going down to be with those in need."

Idea 3: Justice means "knocking down boxes/walls that separate us" -- walls like color and religion, where you were born, and what you look like.

Video #2: What is Kindness? (Mercy)

Tell the students what they are about to see in this five-minute video: a series of kind acts that begin with one person, and eventually the kindness returns to him. **Watch the video.** https://youtu.be/X3ld9_p2bS0?si=hithZVRY_aPZ-0Hx

Discuss the video:


1. This video is an example of "paying it forward." What does it mean to "pay it forward" and why would someone want to do that?
2. What kinds of things could have gotten in the way of people wanting to "pay it forward" and be kind to someone? (Too busy? Selfishness?)

3. Why does Micah tell us to "love" kindness and not just "like" it or "do" it? When you say you "love" something instead of just "liking" it, what are you saying? Is love easy? Convenient?
4. Does "loving" kindness mean being kind only when you feel like it? When it's easy or convenient?
5. What "kindness" or mercy has God extended to you?
6. What does this Bible verse mean?: "We love because Christ first loved us." (1 John 4:19) How does it relate to loving kindness? (Christ's love makes us want to love.)

If time permits, show this clip a second time so the students can watch for the progression of kindness.

Video #3: What does it mean to "walk humbly" with God?

Say: Our next video is about "walking humbly" with God, but it is sneaky, because at first, it looks like it's just going to teach a lesson about "kindness." **So watch and be prepared for what the video says about** (1) "WHO makes us kind" and (2) "HOW can unkind person become kind?"

 *Tip: Write these two questions on the board!*

Note: This two-minute video seems to be about "kindness," but watch for the unexpected God-character who walks "closely" with the man, not only showing him HOW to be kind to others, but MOTIVATING him to do so! <https://youtu.be/WN18kGdPHzk?si=qvNGt0lsLCZSPcJJ>

Discuss:

We often think of "walking humbly" (closely) as something WE do to be with God. But as this video clip illustrates, it also means **being open to letting God get close to us, which sometimes happens unexpectedly!**

1. Did the unkind man "expect" the old woman?
2. How might the old woman represent God coming into his life?
3. How can YOU be "an agent of God" (an angel) showing others how to be kind? Setting a good example?

Reflection: Making Our Own "Walk Humbly/Closely" Video Shorts

Pair up and ask each pair to choose a "suggested way of walking closely" or "with someone," to demonstrate on camera what "walking humbly" with God or "walking closely" with God might look like. Give students a few minutes to choose and practice. Then have them take their mark in front of a video camera and start the recording. Have them announce what they are planning to demonstrate, then perform it. (Each video "short" might last only 10 seconds.)

Some possible "ways to walk humbly or closely" with God:

Walking alongside; Walking in step with; Walking close behind; Walking just like; Imitating; Matching; Allowing ourselves to be led, taught, guided.

Walking for justice (marching, protesting), Helping others get up and walk, Walking with kindness, Walking unselfishly, Walking quietly, Walking while listening, Walking prayerfully.

*The clip here on the page comes from a TikTok video. Apparently, "walking in sync" went viral in Europe a few years ago. →

👁️ Show the video shorts as you share a snack. Offer comments and final insights.

Closing "Walk" Prayer

Close by having everyone imitate what you do as you pray the closing prayer out loud:

*Lord, help us to walk close behind and beside you,
and feel our hand in yours as you guide us.
Grab hold of us. Guide us to walk and work for what's right and fair,
to walk and talk kindly in this world,
and to get closer to you every day. Amen.*

"We Dine Together" ~ a Supplemental Video Resource

If time permits, take a look at this CBS news report about the **"We Dine Together"** school program that encourages kids to eat together in the lunchroom and not leave anyone feeling alone or unwelcome at school. It links together food and eating with the Lord's command that Micah shared.

You can find it on YouTube
at <https://www.youtube.com/watch?v=QdDa2outstl>

If the video isn't available in your country or if you need to show it offline,
download the attached video file of the news report.

Learn more at <https://www.wedinetgether.org/about>.

(WT) Micah 6:7-8 ~ Art Workshop

Lesson



[The Writing Team](#) Fortifying our Supporting Members

Rotation.org Writing Team

Micah 6:7-8 ~ Do Justice, Love Kindness, Walk Humbly

Collage-making Art Workshop

Summary of Activities

Students will create their own Micah 6:8 collage using words and images pasted from many printed sources to visually express their own personal and shareable interpretation of Doing Justice, Loving Kindness, and Walking Humbly with God. Their art may also incorporate other materials, such as yarn, symbols, or handwritten messages. Students will be encouraged to share their artwork and Micah's message with others and display it as a daily reminder.

Scripture for the Lesson

[Micah 6:7-8](#) (NRSV). Verse 8 is the memory verse.

Lesson Objectives

See the [Bible Background](#) at Rotation.org for insights into this story and this set's complete list of objectives.

Preparation and Materials

We've put together several printable/copy-able packets of words and images to supplement your traditional collage materials (magazines and newspapers). We strongly recommend starting to gather all these way in advance of your lesson.

- Read the Bible Background and Bible passage

- Prepare to share a collage or two at the beginning of the lesson. There are examples at the links in the sources list at the end of this lesson.
- Print or prepare to display the [artwork depicting Micah](#), or another Micah artwork of your choosing
- Print several color copies of the [attached Micah Word and Image Pack](#). It includes keywords from Micah 6:8 and their synonyms, along with a variety of images depicting justice, kindness, and humbly walking with God. ([Additional images](#) are attached to the Bible Games lesson in this set.)
- Print the [attached Hand, Heart, and Foot images](#) for discussion and possible inclusion in some students' collages (especially younger).
- Print the [attached clipart images of Jesus](#) for discussion and possible inclusion in some collages
- Gather a collection of newspapers, magazines, church bulletins and newsletters, catalogs, junk mail, political flyers, and fundraising letters to cut up (**consider precutting some words** from headlines; don't ignore the advertisements as a source of useful words)
- Make a sample Micah 6:8 collage
- Write Micah 6:8 on the board or poster board for all to see
- Collaging Supplies:
 - Base for artwork: cardboard, poster board, mat board, or heavy cardstock – something sturdy to support the materials glued onto it that won't curl up. Do not use construction paper. We suggest your board be at least 12"x12" in size.
 - Markers and/or fun color gel pens
 - Scratch paper for jotting down ideas
 - Scissors for everyone
 - Glue:
 - gluesticks for lightweight paper
 - tacky glue or white glue for heavier objects
 - glitter glue just for fun
 - Optional: Mod-Podge clear coat (to be used by the teacher if desired to seal the collages as a final step)
 - Baskets or trays or box lids to gather the cut out newspaper pieces, one per student plus some to hold your precut headlines and images
 - Scrapbook or color copier paper for the drawing the verse activity
 - Other lightweight flat things for collage: lace, ribbon, buttons, fabric scraps, sequins, yarn, feathers, odds and ends you may find in your supply closet 🙄



Advance Prep Tip: DO NOT WAIT until the last minute to gather magazines and images for the collages. A few potential sources:

- Ask church folks, doctors' offices, libraries, bookstores, etc. for old magazines and newspapers.
 - Set up a "We need your old magazines" box by the church entrance to collect them.
 - Collect mail and newsletters and curriculum catalogs sent to the church office/pastor.
 - "Junk mail" - we found fundraising letters to potential donors and advertisements to be particularly good sources for "kindness" and "doing" words.
 - Consider asking the manager at the local grocery store for "old" or damaged newspapers and magazines they can donate.
 - Flea markets and garage sales. Yes, people sell old magazines at them!
 - Look for bundles of old magazines on eBay and Amazon and Facebook Marketplace.
 - Print the [Micah Word and Image PDF](#).
 - Go to your denomination's mission website or sites like the Red Cross or search for images by keyword on Google and print them using a color printer.
 - See [the next post in this forum](#) for more image links and suggestions.
-

Lesson Plan

Opening

Welcome the students and explain that they will be creating a "collage" of our Bible verse today using a lot of different materials that they will be cutting up and pasting together.

SAY: A collage is a flat artwork where you arrange different images, words, colors, and textures to share a message. In our case, the message comes from our Bible verse.


Show a few samples of collages, including your own Micah 6:8 collage that you made in advance.

Share who Micah was as you show [his image](#): Micah was a prophet who lived about 2800 years ago in the land of Judah and Israel.

Ask: Do you know anyone else who lived in that land? (David, Jesus, etc.).

Ask: Do you know what a prophet is? Prophets are people who received a special message from God to share with others. Often they are warnings about what's going to happen if you keep being evil or making mistakes. Usually, they were messages the prophet spoke to leaders, such as kings and religious leaders. (Feel free to share more information about Micah from the Bible Background.)

Reading and Beginning to Draw and Collage the Bible Verse

 *In this creative reading activity, the drawing not only serves to focus student attention and helps them to remember the reading's keywords, it also produces collage content.*

Say: I'm going to read aloud two verses from the sixth chapter of Micah's book of warnings to the leaders. I'm going to read it **very s-l-o-w-l-y** so you can write it on colorful paper. But I don't want you to just write the words, I want you to **ARTISTICALLY DRAW Micah's words**.

After you have written that verse, you'll use a pair of scissors to cut out the words and begin to use them to make your own collage of the verse.

Read verse 7 slowly as the students draw one or two of its keywords.

Questions to ask as they are drawing keywords in Verse 7:

- What were the people trying to offer God in order to please him or win his forgiveness?
- Have you ever prayed to God hoping he would give you something, like, *"Lord if you help me do well on this test -- or get out of this punishment -- I will be good -- or I promise I will go to church on Sunday."* What's wrong with treating God like that?

Read verse 8 slowly and have the students draw three or four of its keywords.

Questions to ask as they are drawing the words of Verse 8:

- What do you think the word "justice" means? Maybe fairness and honesty?
- Name 3 ways you can be kind to your brother or sister; to a stranger.
- What does the word "humble" look like? Is it bold and proud? Or quiet and modest? (Micah tells us to walk humbly with God. "With" can mean to get close, or to be like God.)

➔ **DRAWING TIPS:** Write the words on the board as you say them so they can spell them correctly. Suggest they draw the words using shapes and colors or illustrate the letters. Do not spend much time doing this as students can continue to improve their keyword drawings or do new ones once they start to collage.

MEMORY WORK: Have each student show their illustrated words to the class. As they show them, invite the class to "read" the illustrations -- reciting the words of the verses as best as they can remember.

SAY: Each of us can BE a prophet like Micah when we feel called by God to speak out for justice and kindness. We are ALL called to "love kindness," but we also can be a prophet who ENCOURAGES OTHERS to be kind. We are all called to "do justice," but there are times and causes when we may be called to speak out to the powers that be and protest injustice.

EXAMINE and COMMENT on Some of the Content of the [Word and Image Pack](#).

This packet has synonyms and images of the words like "justice," "kindness," and "humble." Review them and share some insights. Then distribute the packets to those who wish to cut out certain words and images to include in their collages.

SHOW AND ASK: (Optional) **Show the three simple symbols of "heart, hand, foot"** that students may wish to include in their collages.

- Hand: Do Justice. Discuss how the hand shows the word "DO" and emphasize that justice is something we do, not just talk about.
- Heart: Love Kindness. Discuss why Micah says that God wants us to LOVE being kind. Loving to do something means you do it all the time, not just on Sunday or to people you know.
- Foot: Walk Humbly. The FOOT represents walking. Where are we supposed to be walking toward and with whom?

SHOW AND ASK: (Optional) Show the images of Jesus (attached) and ask why we might want to put an image of Jesus in our collage about Micah? (It's because Jesus is the perfect example of the person God wants us to be! Jesus called for justice, was fair and honest, was kind and loving, and walked humbly with God every day -- even to the cross where he sacrificed his life for us.)

COLLAGING MICAH 6:8

Collaging is personal expression and not a "do it like this" craft. By selecting and arranging content, students will express their own interpretation of Micah's message, creating art that they may want to share with the class and at home. The teacher's job is to provide a selection of materials, help students see some possibilities, and encourage them toward a rich expression of Micah's message. Because collaging takes time, make sure you have plenty of it! -- and use the time to continue to reinforce Micah's message by sharing your thoughts and asking the occasional question as students work.

Overview of the collage steps:

1. **Examine and discuss** the preprinted materials provided as attachments in this lesson.
2. **Search and cut-out** images and words from magazines and newspapers.
3. **Arrange choices** on their "base" prior to pasting. (This is an important artistic step and it is also a good place for the teacher to encourage and share some ideas. In fact, you might want to hold off distributing glue until students have created their arrangement.)
4. **Paste** the items in place and add additional items or decorations if desired.
5. **Share**

1. Examine and Discuss:

Look at the variety of pre-printed materials (attached) and collage resources, noting some of the items and asking what they show related to "doing justice, loving kindness, walking humbly."

Demonstrate how you might select and creatively cut out an image and some headlines or keywords (without taking a lot of time doing it).

2. Search and Cut-out

Distribute materials and encourage sharing.

Challenge them to find two or three images and at least two words FOR EACH KEY MICAH 6:8 CONCEPT: justice, kindness, humbly walking with God. (Teacher: Circulate to help them achieve this goal. This is a key time for teaching.)

Give each student a **container to hold their collage pieces** so they don't blow on the floor or get mixed up with another student's stuff.

Let them know that after they find and cut most of the images they are looking for, they will **FIRST artistically arrange** their choices on their board, and only after doing so will they begin to glue them in place.

Some things to share and ask as they search:

- Fairness is another word for "justice." What does it feel like to be treated unfairly?
- Mercy is another word for "kindness." What does it mean to be merciful? Can you give me an example of a time when someone was "merciful" to you?
- Did you notice that Micah said that God wants us to "love" kindness? What does he mean?
- What does it mean to be "humble"?
- To "walk humbly with God" means to walk closely or in sync with God. What would "walking in sync or closely with God" look like every day? What things or people can help you do that?

3. Arranging Your Collage:

Give students a 5 and then a 3-minute "warning" that it's time to start arranging all their choices on their board. When it's time, remove the source materials to help them focus on arranging what they've found. Let them know they can come back and get more images/words to fill in spaces after they've begun to arrange their collage board.

- Start by laying down the biggest or visually busiest pieces, to create the "foundation" or backdrop of your collage. Try spreading out different styles, colors or shapes, or grouping them for greater impact.
- Next, start adding words. Try arranging headlines and pieces of text in different ways to see what works best — vertically or horizontally, grouped together by theme, connected to read like a paragraph or randomly as they happen to fit.
- Stop and review the Micah 6:8 story you want to tell, the statement you want to make, or the overall goal of your collage. Did you do it?

4. Pasting together your collage

- When you have your main pieces arranged as you like, begin gluing them in place.
- Overlap or layer images and words to give your work visual appeal.
- Finish by adding more images and words and other materials as finishing touches to your collage.
- Sign and date the back.
- If desired and if you have about ten minutes for drying time, consider adding a thin clear coat of acrylic spray or clear mod-podge to seal the collage and give it a shiny look. We suggest that the TEACHER apply this final very thin coat to speed up the process and not use too much. To speed up drying, place the artwork under a fan.

Closing

Have each student share and explain the messages and ideas in their collages.

Have each student share a place in their home where they can display Micah's message so that it will be a daily reminder.

Close with prayer, thanking God for Micah's message and asking for God's help to do justice, love kindness, and walk close to God every day.

Adaptations

For Younger Students:

- Provide a preprinted Bible verse, or just have them copy the key words (Justice, Kindness, Walk) from the board.
- Cut out lots of words and pictures in advance for the students to choose from in addition to having them go through newspapers and magazines looking for pictures.
- Provide stencils of heart, hand, and foot shapes or have [preprinted shapes](#) for them to cut out.

For Older Students:

- Students can cut apart letters from headlines to spell the words that they want to use.

- Start with "negative" headlines (things like "hunger," "homeless," "illegal immigrants") as the bottom layer of the collage and cross them out and/or cover them with "Micah-like" responses.
- Give them a larger piece of poster board if they wish.

For Those With More Class Time:

- Provide a larger piece of poster board for them to fill.
- They can rewrite parts of the memory verse on different colors of paper once they lay out their collage materials.
- Students can cut apart letters from headlines to spell the words that they want to use.

For At-Home Use

- Put together bundles of newspapers, magazines, and printouts for families to take home.

For a Shorter/Simpler lesson plan:

- Create one larger collage for display in the church, made by the group collaboratively.
- Provide a smaller piece of poster board as the base so there is less space to fill and/or have them focus on just one of the three imperatives of the verse.
- Use a preprinted Bible verse for collaging.
- Cut out lots of headlines and pictures for them to choose from (in addition to allowing them go through newspapers and magazines).

(WT) Micah 6:7-8 ~ Rhythm & Music Workshop Lesson



[The Writing Team](#) Fortifying our Supporting Members

Rotation.org Writing Team

Micah 6:7-8 ~ Do Justice, Love Kindness, Walk Humbly

Rhythm and Music Workshop

Summary of Activities

Students will use hammers and bells as rhythm instruments with the famous folk song “**If I Had a Hammer**” to explore and remember the concepts of justice, kindness, and walking humbly with God.

This lesson uses several "rhythm instruments" that your church may already own, or you can easily substitute other items.

Scripture for the Lesson

[Micah 6:7-8](#) (NRSV). Verse 8 is the memory verse.

Lesson Objectives

See the [Bible Background](#) at Rotation.org for insights on this story and this set's complete list of objectives.

Preparation and Materials

- Read the Bible Background and Bible passage.

- **Props for the Toolbox Opening:** A tool box or a bag containing
 - a hammer
 - pieces of wood
 - nails
 - a tape measure
 - any set of building instructions (leftover from a project or quickly drawn ahead of time)
 - a bell
 - a small mirror
 - **Rhythm Instruments:**
 - Small wood blocks from a rhythm set, from a children's block set, Jenga blocks, or blocks cut from a 2x4.
 - Wood [hammers](#) or rhythm sticks or dowels. (If needed, these can be purchased inexpensively online; search for things like Hammers for Chocolate or Wooden Crab Mallets)
 - Bells such as [these](#) found on Amazon or borrowed from the handbell choir. Other suggestions: cowbells, reindeer bells, tin cans with a bolt or nut suspended inside.
 - [Print the "Picking Up God's Beat" Scripture reading handout](#) and make copies for the class, or write it on the board or a poster with the keywords emphasized.
 - White board or poster board
 - Markers
 - A smart TV or another way to play the ["If I Had a Hammer" YouTube video](#). See tips for how to play this in the classroom at the end of the lesson.
 - Write the words/lyrics of the Closing Prayer on the board or a posterboard.
-

Lesson Plan

🔧 The "toolbox" opening is a short object lesson with props that interactively introduces words and concepts in the passage and song and builds anticipation. The rhythmic reading helps students focus and remember. The rhythmic accompaniment of the song explores the meaning of the passage and aids retention. See the adaptations for younger children at the end of this lesson.

Opening: Items in Our Toolbox

Welcome students and explain what they'll be doing and learning about today.

Place your toolbox in front of the class and pull the items out one at a time. Pass them around to various students, asking them what the item is used for. Demonstrate their use, and after student input, share the suggested insights and questions to help prime them for the rest of the lesson.

1. **Two pieces of wood.** What might they be used to make? (Accept any answer.) They are very nice boards, but kind of useless until we have the next item in our toolbox! What kind of materials do you think God wants us to build a better world with? (Love, kindness, faith, justice - treating people fairly)
2. **A tape measure.** What does a tape measure tell us? It might tell us exactly how many inches from the end we need to cut this board to make it fit in our treehouse, for example. Or how far it is from me to you. How close do you think God wants us to be to him? 10 feet? 3 feet? 6 inches?? (See the [Bible Background's](#) word study on the "closeness" implied in "walk humbly with God.")
3. **A set of instructions or manual** (could be of anything you've put together, even bookshelf assembly). Are instructions important? What happens when you don't follow them? Sometimes instruction manuals tell us what NOT to do, like "don't hit your head with this board." 😊 The Bible is sometimes like an instruction manual. It tells us the right way to live and warns us what not to do. In today's scripture passage, the prophet Micah is going to say ALL of God's instructions in just six words!
4. **A hammer and nails.** Hammers are great for building things and tearing things down. Can you name a few things we could build or tear down with a hammer? What do you think God want us to build -- to hammer together? (a better world, better relationships) What things does God want us to tear down? (injustice, hate)
5. **A bell.** Well, this is unexpected! How can a bell be a tool?? Think of its sound; what do we use bells for on a bicycle? On a cow? At a schoolhouse

or fire station? (as a warning, to announce, to get people's attention) The prophet Micah's words are going to sound like a bell.

6. **A small mirror.** As you pass around the mirror, ask something like "What is the 'tool' here?" (It's you!) Have you ever thought of yourself as one of God's chosen tools -- called to build a better world? How can you do that? (Acts 9:15)

Conclude with this statement:

Today we're going to learn about an Old Testament prophet named Micah who lived a long time ago in the land of Judah and Israel (Do you remember who else lived there? Do you know what a "prophet" is?)

Micah lived during a very difficult and dangerous time in that land. The leaders and kings were treating God's people very badly and Micah heard God's call to go warn them about their mistakes and tell them how to correct their mistakes.

To read today's scripture passage from Micah, we're going to use **THREE TOOLS** from our toolbox: ***Hammers, Bells, and YOU!***

"Picking Up God's Beat," a rhythmic reading of Micah 6:7-8

Distribute copies of the "Picking Up God's Beat" Scripture Handout, and bells, hammers (or sticks), and blocks. Depending on the size of your group, each student may either have a hammer and a block, a bell, or both.

Image only viewable by supporting members. Join today!

Practice tapping or ringing in rhythm. Have them follow your method and rhythm (like follow the leader, or tap out each student's name). If necessary, share a few quick safety rules about what to do and what not to do with the hammers and bells. Remind the students that when they are not playing their instrument, they should hold it quietly in a resting position.

Say: Today's scripture is from the book of Micah in the Old Testament.

Micah spoke "truth to power" -- which means calling the leaders out for mistreating the poor and for taking people's homes and possessions away from them. God was fed up with their mistreatment of others. In our passage, Micah tells them what God does NOT want, and what God DOES want them to do.

Review the **"Picking Up God's Beat" handout** (or words you've written on the board).

First Time Through: Demonstrate how to keep the beat with a hammer and bell. Then as the teacher reads the passage slowly and keeps the beat, students follow the teacher's steady beat. When done, ask or comment on the point Micah is making about extravagant offerings (rams and oil and children) not being what God wants from us. If needed, define "transgressions." (If you'd like, you can designate certain lines as "hammers only" or "bells only.")

Second Time Through: Everyone says it out loud as they beat in rhythm. When done, ask what "justice," "kindness," and "walking humbly" might mean and how doing these three things can build a better world for all.

"If I Had A Hammer"

Students will use their hammers and bells to rhythmically play and sing along with a video of the famous protest and church camp song, "If I Had a Hammer." The video we suggest has the lyrics onscreen. (If you can't play a video, download the song from your favorite music streaming service and play it. Include a large printout of the lyrics.)

Say: Now that you are expert rhythm-makers, let's use our hammers and bells to play along with a very famous folk song called "If I Had a Hammer." (Ask how many have heard it and let them sing it if they know it.)

Share: This song became popular in the 1960s as a song protesting racism, injustice, and war. It was made famous by the folk-rock group, "Peter, Paul, and Mary." If you were a teenager then, you had the song memorized! Over time, it became a popular song in children's choirs, youth groups, and church camps.

As the song is played, sing all the verses, but only play your instrument *during the verse that talks about your instrument*:

1. First verse: Hammer
2. Second verse: Bells
3. Third verse: Voices only
4. Fourth verse: All instruments and voices

Video: Peter, Paul, and Mary with onscreen lyrics
https://youtu.be/01M_J7c1ft4?si=uvCrJb-EYwUh3X_G

Follow Up Discussion About the Song:

For added focus, write some of the keywords from these questions on the board along with student responses.

1. The song calls the hammer, the “**hammer of justice.**” In our world, what are some good things we need to build or do more of, and bad things we need to tear down? What do you think we could “hammer out” to help us “do justice” like Micah tells us God wants?
2. What **dangers** do you think Micah would say that people your age need to be “warned” about? What does God want us to “stay away” from?
3. Now, let’s think about the bell. The song called it the “bell of freedom” and we certainly could use more freedom. But what if that bell was Micah’s **bell of kindness.** How can we ring out kindness between our brothers and our sisters?
4. Optional: It wasn’t in the song, but Micah said we also needed to walk humbly with God. What would “walking humbly” with God look like? (Invite students to show the class.)

Closing Prayer to the Tune of "If I Had a Hammer"

Show a poster with these words or write them on the board and invite the kids to sing along using their hammers and bells as you sing this prayer to the tune of "If I Had a Hammer." Tell hammers to tap and bells to ring only when they hear their word. (Alternatively, you can simply pray each of these sentences and have the students sound their hammers and bells when they hear the words "hammer" or "bell.")

Lord, thank you for my hammer
Thank you for my bell
And thank you for your song to sing
All over this land
It's the hammer of justice
It's the bell of kindness
It's a song about walking humbly by your side
All over this land
Ooooh, oooh..... Amen.

Adaptations

For Younger Students:

- Simplify your vocabulary and time spent in the opening "toolbox" object lesson.
- Practice hammering and ringing in rhythm, such as saying their names in rhythm.
- Share a few rules about how to use the hammers and bells (and how not to).
- "Line out" the verses by first saying them with the beat, and then having students repeat the words as they keep beat.

For Older Students:

- Invite older students to look more closely at the "hammers and bells," issues of justice and freedom that they see in their world.
- Invite older students to make up their own verses to the song imagining other tools and how they might be used to follow the scripture.

For Those With More Class Time:

- If your church has a handbell choir, invite a couple of bell ringers to demonstrate their bells and talk about the message they are sharing through their ministry.
- Trade instruments and play along with the video a second time.

Song Options and Notes:

Show the YouTube video of the song. To view the YouTube video, you will need either an internet-connected device with a large screen (such as a smart tv or computer with a large monitor), or [an internet-connected device connected to a large screen](#) (such as a cellphone, tablet, laptop, or desktop computer connected by HDMI cable to a large monitor, large screen tv, or LCD projector). Note: Unless you have a paid YouTube account, you may see ads during the playback.

Listen to the songs. If you do not have access to a large screen, you can still play the videos on your phone or tablet connected to a Bluetooth speaker. The kids will hear the songs, but not see the video. You may want to print the words on a poster.

"If I Had a Hammer" was originally written by Pete Seeger in 1949 as a protest against unfair labor practices in the U.S. (which Micah would have recognized). It became popular in the early 1960's during the Civil Rights movement as a protest against racial injustice and against the Vietnam War. It has been covered by the likes of Johnny Cash, Sam Cooke, and Aretha Franklin. It became a staple at church camps

and with youth groups for the next several generations. Though recorded by many different artists, it is most closely associated with the group "Peter, Paul, and Mary" whose recording made it a Top 10 Hit. The hammer is widely considered to be a metaphor for "the power to change things" and the bell is an "alarm bell" used to get people's attention. The song's themes and tone are very much within the prophetic tradition -- speaking to the problems of our day and calling us to speak out for change.

Written by Dena Kitchens and the Rotation.org Writing Team
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(WT) Micah 6:7-8 ~ Baking Justice & Kindness Workshop Lesson



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Rotation.org Writing Team

Baking Justice & Kindness

Micah 6:7-8 Message and Memory Cookies Workshop

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Summary of Activities

Students will **LEARN** the meaning and **REMEMBER** *Micah 6:8 using a fun Synonyms Cards Game*, then **MIX** a batch of *Micah 6:8 "Message and Memory" Cookies (using a quick and easy fortune cookie recipe) -- putting the verse and a message inside to share with others*. While **BAKING**, students will quickly play a Micah 6:8 Antonym (Opposites) "Bad Recipe" Game. Finally, they'll eat a few cookies as they package up the rest to **SHARE** Micah's important message with others.

Scripture for the Lesson

[Micah 6:7-8](#) (NRSV). Verse 8 is the memory verse.

Lesson Objectives

See the [Bible Background](#) at Rotation.org for insights on this story and the words you'll be focusing on, as well as this set's complete list of objectives.

Preparation and Materials

Read the Bible Background and Bible passage.

- Print the following attachments and cut apart:
 - [Micah Memory Cookie Inserts](#) (*Micah 6:8 conveniently printed on white printer paper*)
 - Optional: [Micah 6:7-8 Picture Verse Memory Cards](#) (*you may want to print these on a color printer for non-readers*)
 - [Micah 6:8 SYNONYMS Recipe Game Cards](#) (*on one color of cardstock*)
 - [Micah 6:8 Antonyms Recipe Game Cards](#) (*use a different color of cardstock*)
- Tape to hold the title strips onto the game cookie sheets.
- 3 Large Cookie Sheets for the Synonym and Antonym (same, opposites) games.
- Optional: magnets to stick to the back of the Synonym and Antonym cards, to attach them to the cookie sheets for the game.
- 2 Cookie Sheets for baking, lined with silicone sheets for best cookie removal.
- 1 or 2 metal spatulas to remove cookies from sheets (metal is best since the cookies are very thin).
- Any kind of spatula for the games.
- Pencils or pens to write encouragements on the Memory Cookie Inserts.
- Gather the baking ingredients and supplies (Recipe with quantities listed is below):
 - Flour, salt, water, white table sugar, vanilla, egg whites (you can separate eggs or use egg whites in a carton).
 - Mixing bowl, mixing spoon or spatula, whisk or hand mixer, measuring cups, measuring spoons, spoon to spread the batter, muffin tin to cool the cookies and hold their shape.
 - Adjust quantities for your class size and situation.
- Make a test batch. If you have never made Fortune Cookies, we recommend making a test batch in the church's oven so that you understand the importance of getting the consistency and baking time right for YOUR oven.

- Note: You will also need a helper in the kitchen for baking while you are doing the second game. They will call out as each sheet is about to come out of the oven so that two to four students can join them to add paper Cookie Message Inserts and fold cookies.
 - Use muffin tins to place folded cookies to hold the shape while they cool.
 - Paper towels to hold the hot cookies as you fold them.
 - Sandwich bags or cellophane wrap & ribbon to package and share the cookies.
-

Lesson Plan

LEARN

Welcome the students and explain what they'll be doing and learning in today's lesson.

Play Micah 6:8 Synonyms Recipe Game

Synonyms are different words that can mean the same thing, "Great" and "Awesome" for example. Exploring synonyms of key Bible words like "justice" is a great way to unpack their meaning and understand them more deeply. In this game, you'll do just that.

- Tape the pre-printed titles to cookie sheets, one per sheet: "Recipe for Justice," "Recipe for Kindness," and "Recipe for Walking Humbly with God."
- Have spatulas and game cards ready.
- Explain to students that you are now going to **read Micah 6:7-8**, and then one-by-one they are going to scoop up a synonym card with their spatula and flip it onto the pan that they think their synonym belongs on. For example, flip a "Generosity" card onto the "Kindness" pan because "Generosity" is a synonym for "Kindness."

- Spread out all the synonym cards on the table. Then, one by one, each student scoops up a card, gives an example of what their word means, and then places it onto the cookie sheet where they feel it goes.

(Further discussion can take place between the teacher and students if a student is unsure where to place a word.)

Notes About the Reading: You may choose to only work on verse 8. Other lessons in this set include verse 7. If you want to include verse 7 in the reading, offer a short explanation of what Micah is saying about things "God doesn't need or want from us." You will also want to include a brief introduction about "who is Micah" and what was going on in Judah during his time. Consult the Bible Background for details you may want to share. [The Bible Background](#) also has some important "word studies" about the meaning behind Micah's words for justice, kindness (mercy), and what it means to "walk humbly with."

Create Micah 6:8 Memory Messages to Put in the Cookies

👁️ You can create these slips *BEFORE MIXING* the cookies, *OR WHILE THEY BAKE* if you think you can create the slips in 8 minutes. The slips are folded into the cookie immediately after they come out of the oven.

Explain that in a few minutes, we're going to be putting slips of paper into the cookies that we have baked and will share them as "Micah Messages" with others. On one side is our memory verse, and on the other side you will write a personal encouragement that you will come up with.

Hand out the [pre-printed Micah 6:8 message slips](#) and have them flip them over to their blank side. (If you have time, students can write out the Micah verse, too.)

Have them write a suggested action on the blank side of the cookie slip using the synonyms from the synonym game they just played that corresponds to "do justice," "love kindness" (mercy), or "walk humbly with your God." For example, from the synonyms game they might write one or several of the following on the blank side of a message slip:

Be Fair and Be Honest.
Be Generous and Forgiving.
Use Good Judgement and Pray.
Listen and Follow God Closely.

Older children can come up with their own encouraging messages that fit with Micah 6:8, such as

- Listen to someone's trouble.
- Offer a prayer of gratitude to God right now.

- Reach out to someone who has been sad or sick.
- Ask God to guide your life.

MIX & BAKE

Prepare the Micah 6:8 Cookie Batter

- **ASK** the students if they have ever eaten a Fortune Cookie. Ask how a Fortune Cookie is different from a chocolate chip cookie? (*type of dough, message found inside*)
- **ASK**, "What does a prophet in the Bible do?" "What does a fortune teller do?" "What's the difference between the two?"

SHARE: Prophets in the Bible deliver messages of warning and hope from God. They often warn leaders to be fair and honest and follow God's ways, instead of misleading the people and forsaking God. "Fortune tellers" claim to have the power to know the future, but only God knows the future.

- **SAY:** Today, we will be sharing Micah's message and encouraging words by putting them inside our Micah Message Cookies.
- Have everyone wash their hands or use hand sanitizer.

Memory Cookies Recipe

(Adapted from: <https://tasty.co/recipe/fortune-cookies>. Beware of recipes that use oil or butter as they won't turn out as well. Do not skimp on the sugar as it is what makes the cookies crisp.)

Ingredients

- 2 large egg whites (do not use the yolks; you can find egg whites sold in cartons)
- ½ teaspoon vanilla extract
- ½ cup all purpose flour (60 g)
- ½ cup sugar (100 g)
- 1 pinch salt
- 3 tablespoons water

Directions

1. Preheat the oven to 425°F (220°C).

2. Add the egg whites and vanilla extract to a medium bowl and use a whisk or hand mixer to beat until frothy, about 1 minute.
3. Sift together the flour, sugar, and salt.
4. Using a spatula, gently incorporate dry ingredients into the wet until it forms a paste-like batter.

Do not over-mix, and keep it thin: Stop as soon as the flour disappears. Over-mixing can cause the gluten in the flour to form elastic gluten strands. This makes it more difficult to spread the batter into circles and tends to result in a more chewy texture after baking.

5. Add the water, 1 tablespoon at a time, until the batter is smooth and falls in ribbons when the spatula is picked up. *(Keep in mind that you are not baking "dough" like you would with a chocolate chip cookie. These are more like crepes.)*
6. **Place 1 tablespoon of batter onto a silicone baking sheet** (for easy removal) and spread with the back of the spoon to make a thin 3-inch (7-cm) circle.
7. **Repeat with another tablespoon of batter.** You'll probably be able to get six to eight 3" circles of batter on one sheet, so we recommend preparing at least two sheets at a time. Fill as many baking sheets as your oven will hold for greater production (keeping in mind that more sheets may affect the baking time).
8. **Bake for 8 minutes** or until the edges become golden brown. Check at 7 minutes! You do not want to overbake them or they won't fold well. They get harder as they cool.
9. **Working quickly, use a spatula to remove the cookies** from the pan to individual paper towels so that students can pick them up and fold them in the next steps. Then have students or a volunteer quickly prepare the sheets with more batter circles and put them in the oven.
10. **Add a message slip in the middle of each circular cookie, then fold it over.**
11. **To make the traditional "fortune cookie shape,"** place the flat edge of the folded cookie against on the lip of a cup or use your thumbs to pull down the edges as you carefully push up the middle.
12. **Place the folded cookies in a mini muffin tin** to retain their shape as they cool.
13. Repeat with the remaining batter.
14. Finished cookies will crisp faster if you put them BACK in a warm oven (not hot) for about 5 to 10 minutes. Watch them. The crispiness depends on many factors. The longer they sit, the crispier they get.

Micah Opposites Game: While Baking, or While They are Cooling

You can start this game during the baking time and allow some players to be the first to quickly fold cookies as they come out of the oven, or if you have time, play it while the cookies crisp/cool.

Have this game set up ahead of time. It is identical to the Synonyms Game you began the lesson with, except that it works with "antonyms" -- opposites -- to help us understand what God does NOT want us to do.

SETUP: 3 large cookie sheets with one of the pre-printed antonym titles on each: (1) "Recipe Against Justice," (2) "Recipe Against Kindness," and (3) "Recipe Against Walking Humbly with God,"

GAMEPLAY:

1. Students take turns scooping up a card.
2. Student gives an example of what their word means and why it is something God doesn't want us to do or act like.
3. Student places their card onto the sheet where they feel it belongs.

Tip: Use these "opposites" to enhance their understanding. Ask additional questions, like "Why wouldn't God like that?" Encourage discussion about on which sheet to place the card.

Option for Non-Readers or for those with more time: Play the memory verse game using the [Micah 6:7-8 Picture Verse Memory Cards](#). Sort the cards into the correct verse order.

Closing Micah Cookie Prayer: "**Lord, make me more...**"

1. Have each student put a cookie in front of them, but don't eat it just yet!
2. Bring forward all the SYNONYM GAME CARDS and divide them all up between your students, giving each an equal number of cards. These cards will be used to pray with.
3. Tell them that when it is their turn to pray, they will say the words, "**Lord make me more...**" and then say one of the words from their cards.



They will need to parse the words on the cards to fit the prayer. For example, turning the "Generosity" card into "*Lord make me more generous*" and "Mercy" to "*Merciful,*" etc.

4. Go around the circle until all the cards have been used, or as many as you prefer.
5. Have the teacher close with a note of thanksgiving and ask for God's help to do justice, love kindness, and walk humbly with him.
6. *Then crack those cookies and enjoy!*

Sharing Our Micah Message Cookies

Have students package up a dozen or so of the cookies, **one per bag**, to share with an unsuspecting acquaintance at church. Encourage them to give it to someone they know who might gladly receive the message. Practice what they might say when they give it.

Adaptations

- **For Younger Students:**
 - **Synonyms Game:** Have them pick a card, tell them what the word is, and have them explain what they think it means. To place it on the correct tray, ask them if they *"think that idea goes with justice, kindness, or walking with God?"*
 - **If they can't write the Micah Message Slips**, let them dictate to you.
 - Be sure to give them paper towels or have clean gloves to protect their sensitive hands from the warm cookies.
 - **Antonym Game:** Skip if necessary, or pick only a couple of the easier words for each category, tell them the word they have picked up, and ask them to explain it before placing it on a tray.
OR skip this game for Non-Readers and instead have them put the [Micah 6:7-8 Picture Verse Memory Cards](#) in the correct order.
Again, for fun, have them use spatulas to place the cards in the correct order.
- **For Older Students:**
 - Focus on writing message slips in their own words, using the synonym cards as a help.
 - Spend more time reviewing some of the synonyms and giving examples of each.
 - Have a discussion/action related to your church's "justice" efforts, such as your ministry to help battered women or combat racial injustice.
- **For Those With More Class Time:**

- Bake more cookies to share!
- Have students cut out the pre-printed Micah 6:8 message slips.
- Share more from the Bible background on the passage and about Micah.
- Play the memory verse game using the [Micah 6:7-8 Picture Verse Memory Cards](#).
- **For At-Home Use or a Shorter/Simpler lesson plan:**
 - Synonym and antonym games: Reduce the number of cards used for each category, select words easiest for your age group. See hints under Younger Students to help them sort the cards into the right columns.
 - Skip the Antonyms Game.

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