



ADULT LESSON GUIDE
FALL 2024

JESUS, OUR SAVIOR

Miracles Preceding Passion
Week (John 11-13)

SALVATION IN ACTS

From Jerusalem to
the Ends of the Earth

**TREASURES
IN ROMANS**

Exploring Themes
from Paul's Epistle



**GOD'S
WORD**
FOR LIFE



GOD'S WORD



FOR LIFE

**ADULT LESSON GUIDE
FALL 2024**

GOD'S WORD



FOR LIFE

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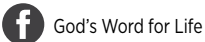


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*AN indicates All Nations Sunday.

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LESSON GUIDE

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GETTING STARTED

The first page of each lesson gives pertinent information that will be foundational for teaching the lesson. Here you will find the Lesson Title, the Truth about God, the Truth for My Life, and both the Focus Verses and Lesson Text. In addition, a callout box will either give an overview of the series (the first lesson of each series contains this information) or will connect students with their daily devotional activity from the previous week.

JANUARY 12, 2025
SERIES 2: MIRACLES

2.2

ANYONE ANYWHERE

FOCUS VERSES
Acts 8:36-38
*"And as they went on their way, they came unto a certain water and the eunuch said, See, here is water; what dost thou desire that I may be baptized?" And Philip said, I thou believest with all thine heart, thou mayest. And he answered and said, I believe; and said, I believe that Jesus Christ is the Son of God.
 "And he commanded the chariot to stand still: and they went down both into the water, both Philip and the eunuch; and he baptized him.
 "And they went up the stream, and Philip came to an inn, and the eunuch went on his way, rejoicing."*

LESSON TEXT
Acts 8:26-39

TRUTH ABOUT GOD
 The miracle of short salvation is for anyone anywhere.

TRUTH FOR MY LIFE
 I believe and wait to receive the miracle of salvation.



Thinking about Last Week:
 Have students refer to their Daily Devotional Guide to answer the following questions:

1. What most affected you as you read through the lesson text and the biblical insights?
2. How did it shape your prayers and thoughts throughout the week?
3. Do you feel you grew closer to the Lord this past week? Why or why not?

LESSON 11

TEACHING OUTLINE

- Icebreaker:** Tell about a time when something happened in your life with perfect timing.
- Lesson Connection:** Share the Lesson Connection.
- If you were Martha or Mary, what would you do when you heard Jesus was coming? What emotions would you feel? Would you feel anger? Disappointment? Hope? Despair?
- FOR GOD'S GLORY**
 - A. Jesus Loved His Friends
 - B. Jesus Waited
 - C. In His Love, Jesus Sometimes Waits to Respond to Our Needs
 • Has God ever made you wait for an answer to prayer? Describe how the timing worked out when He finally came through for you.
 - THE DETOUR**
 - A. Jesus Traveled through Judea
 - B. The Disciples Were Confused, Possibly Even Cynical
 - C. I Will Remain Faithful, Even When Jesus Does Not Do What I Want
 • What would you be willing to give up in your life if it meant seeing great miracles?
 - JESUS' COMPASSION**
 - A. Jesus Reasoned with Martha
 - B. Jesus Waited with Mary
 • Who do you identify with more, Martha or Mary? Can you share a time when Jesus either opened new truths in answer to your questions or simply wrapped His arms around you and comforted you?
 - C. Jesus Raised Lazarus
 - D. I Will Trust Jesus to Meet My Needs However He Sees Best
 • What stone is Jesus asking you to roll aside today in order to get your miracle? What are you going to do?

Internalizing the Message

Prayer Focus

- Lead the group in prayer and consider the following topics of focus:
- For God to build our faith in the waiting
 - For God to give us the courage to do whatever He asks of us to demonstrate our faith

TEACHING OUTLINE

The SG (Small Group) Teaching Outline is the lesson content in outline form. Each lesson main point is listed along with suggested discussion questions. Although the outline can be used to teach the lesson in a large group setting, the "SG" indicates the content is also designed to be used in a Small Group. Because of this, an icebreaker question has been provided to help jump-start interaction in the Small Group meeting.

FALL LESSON 11

LESSON CONNECTION

Jesus was late. Imagine you are Martha or Mary pacing the sickroom. Your brother Lazarus lies in the bed. You have done all you can to nurse him back to health, but he is fading fast. You alternate between your brother's bedside and the open window, where you stare off down the road—the road Jesus will take to reach you. But He'd better hurry. You strain your eyes for movement. Surely He will come.

You rush back to Lazarus, wring out a cloth for his fevered brow, and tell him, "Don't worry, Jesus will be here soon. We sent Him a message days ago. He will walk right through that door, lay His hand on you, and you will be healed as good as new." Then you lay your head on your brother's chest and pray that the words you just spoke were not a lie. But you can feel his heartbeat fading. His breath is a shallow rattle. Your sister pins you, and you pray harder.

Surely Jesus is running to you down the road. Surely He is just outside the door. He will burst in just in time. Wasn't He just in time to turn the water into wine? Wasn't He at the well at Sychar just in time to meet the woman of Samaria? Wasn't He in just the right place at the right time to heal the lepers, the paralyzed man, and the blind man? You wait, hope, and pray. And then your brother dies.

Even at the funeral, you hold onto a thread of hope. You remember the miracle from Nain where Jesus stopped the whole procession, touched the funeral bier, and raised the widow's son back to life. Surely that is His plan—a more dramatic miracle. Tearfully you watch for Him, but still He does not come. He doesn't even show up to pay His respects at the graveside service. Your brother's body, wrapped head to toe in grave clothes, is laid in the rock-tewn tomb. A stone is rolled across the entrance; it drops into place with a clunk as it hits the hole in the wall. And you stand in front of that cold, unmoving stone and weep.

Four days your brother has been entombed. And then someone comes and tells you Jesus is finally coming. He is just down the road. Lazarus is long dead, and it feels like Jesus let it happen. He could have done something, you know He could have. So why didn't He? Martha gets up and rushes out to meet Jesus on the road. She is going to say her piece to Him. Mary cannot even bring herself to face Him. She just stays in the house with the mourners.

But Martha did not know and Mary could not yet tell that Jesus is never early, and He is never late. Our God is an on-time God.

If you were Martha or Mary, what would you do when you heard Jesus was coming? Would you feel anger? Disappointment? Hope?

LESSON CONNECTION

Most often the Lesson Connection will be a story or illustration designed to give students a glimpse of the overall theme of the lesson. Since stories often appeal to the heart and emotions, this portion of the lesson seeks to engage the heart to receive the truth that will be taught. You are encouraged to personalize this section and include your own testimony to help students connect to the lesson.

BIBLE LESSON

The Bible Lesson is a manuscript of the entire lesson. The lessons are written by various Apostolic authors who not only skillfully explain the truths of Scripture but also share ways we can apply these truths to our lives. The lesson contains discussion questions to stimulate thought and media callouts (videos and images available in the Adult Resource Kit) to connect with students of all learning styles.

BIBLE LESSON

I. FOR GOD'S GLORY

John 11 sets the scene. Lazarus was sick, and his sisters sent a distress call to Jesus. They lived in Bethany, a town in the province of Judea not far from Jerusalem. Jesus had left Judea to avoid arrest, and it seems he was a long journey from Bethany. No one but Jesus knew that Lazarus's sickness was not a tragedy; it was a catalyst for God's glory.

A. Jesus Loved His Friends

John 11:5 specifically notes: "Now Jesus loved Martha, and her sister, and Lazarus." We are left with no doubt that Jesus loved each one of them individually—Mary, Martha, and Lazarus. From this story and others, we understand just because Jesus does not answer our prayer when we think He should does not mean He doesn't love us. Even when tragedy strikes and we feel like our world is ending, it does not mean He doesn't love us. Jesus loved Martha, and Mary, and Lazarus, and He loves you too.

B. Jesus Waited

Even though Jesus loved Martha, Mary, and Lazarus, He waited. In fact, because Jesus loved them, He waited. Look at verses 5 and 6 together: "Now Jesus loved Martha, and her sister, and Lazarus. When he had heard therefore that he was sick, he abode two days still in the same place where he was" (John 11:5-6). The key word is therefore, which points back to the last statement made. Put another way, it could be written: "Jesus loved them; therefore, He abode two days still."

Sometimes Jesus loves us enough to make us wait. Sometimes He says the timing is not quite right yet, but Jesus always shows up right on time. Although we do not have Jesus' full itinerary, it is likely He would have reached Lazarus in time to stave off death if Jesus left immediately. He could have arrived, worked a miracle, and pulled Lazarus back from death's door. But that was not God's plan.

C. In His Love, Jesus Sometimes Waits to Respond to Our Needs

Jesus knows that some things can only be learned in the waiting. Some strength can only be developed by bearing a burden for a while and praying until something happens. Strong faith is built in the waiting. Perseverance and patience are developed in the waiting. Jesus had a plan for His friends whom He loved—Martha, Mary, and Lazarus. His plan could only be accomplished by waiting. And He has a plan for you too.

Teacher Option:
A supplemental video is available in the Resource Kit. 

Has God ever made you wait for an answer to prayer? Describe how the timing worked out when He finally came through for you.

11

THE ON-TIME GOD

INTERNALIZING THE MESSAGE

Imagine you are there that day with Jesus in front of your brother's tomb. You summon up all your courage and faith and throw your weight into rolling back the stone. Your sister helps and so do the other mourners. Then you stand back. You have done what you can do.

Jesus prays a short prayer. Then He cries with a loud voice: "Lazarus, come forth." You see and hear movement inside the tomb. A human cocooned in grave clothes stumbles toward the entrance. Your heart is in your throat, torn between fear and excitement. Is it possible?

But Jesus is smiling. "Loose him, and let him go." You rush to obey. Your brother's smile emerges from the wrappings. His arms are free, and he is hugging you and your sister. You are all joyfully crying and laughing and thanking Jesus at the same time. When you are willing to act on your faith and do what Jesus has told you to do, Jesus always comes through with His part of the miracle.

But the impact of Lazarus's resurrection did not end there. Many of the Jews who looked on that day believed on Jesus; for them it was a witness that led to their salvation. But other witnesses left and reported this astounding miracle to the chief priests and Pharisees. We would expect them to be thrilled to hear about such a miracle, but instead they asked: "What do we? For this man doeth many miracles. If we let him thus alone, all men will believe on him: and the Romans shall come and take away both our place and nation" (John 11:47-48).

In response, the high priest Caiaphas spoke prophetically, even though he was far from a holy man. He stated: "It is expedient for us, that one man should die for the people, and that the whole nation perish not" (John 11:50). The resurrection of Lazarus became a catalyst that led to the cross. God's timing was perfect. Jesus had told His disciples this miracle would be for the glory of God that the Son of Man might be glorified.

They did not realize Jesus' road to glory would lead through the cross to another tomb with another stone. Only this time an angel would roll the stone away to show the empty grave. This time no one would need to loose Jesus; the grave clothes would be laying abandoned. Because as Jesus told Martha, "I am the resurrection, and the life" (John 11:25).

"That same message of Jesus still echoes down the centuries to us today. Hear Jesus now as He says: "He that believeth in me, though he were dead, yet shall he live" (John 11:25). Do you want to be alive today? Are you still waiting on a miracle? Keep pushing for it. God is the on-time God.

Prayer Focus

Lead the group in prayer and consider the following topics of focus:

- For God to build our faith in the waiting
- For God to give us the courage to do whatever He asks of us to demonstrate our faith

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INTERNALIZING THE MESSAGE

The end of each lesson will offer a final call to action to apply the lesson's content. The goal of each lesson is not just to share biblical information, but also to show what must be done with the information, challenging students to apply God's Word to their lives. You are encouraged to use the Prayer Focus to end the lesson with a time of consecration.

LEGEND

The following icons and boxes are used throughout to aid leaders in navigating the content.

Contains a suggested discussion question

Gives direction regarding a media callout that is available



Signals the information can be used in a Small Group setting.



Shows a video component is available to help illustrate the lesson information.



Indicates an image is available to help illustrate the lesson information.

LEARNING AND LIVING OUT GOD'S WORD FOR LIFE



Your disciple making toolbox has another tool. Each Friday at noon (Eastern), God's Word for Life airs a new podcast episode. Listen as LJ Harry, our podcast host, walks through the upcoming Bible story and discussion questions to help you to prepare for Sunday before Sunday. Each episode complements the God's Word for Life Lesson Guide, Daily Devotional Guide, and the Small Group Guide as we think deeply about how God's Word impacts our lives. Like the guides, each episode features discussion questions to help us apply what we are hearing and start holy conversations.

Together, let's learn and live out God's Word for Life.

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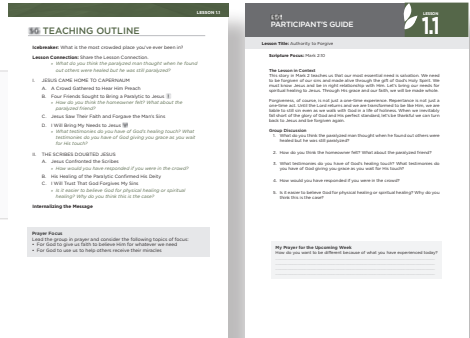
DIGITAL RESOURCE KIT

The Adult Resource Kit offers a wide array of materials to help expand the impact of each lesson. From videos that inspire discussion to social media tools to help encourage adults to join your group or class, this kit provides tools to help leaders grow their group and make teaching time more effective. Some resources include:



A Video to Accompany Each Lesson to Prompt Discussion or Further Thought

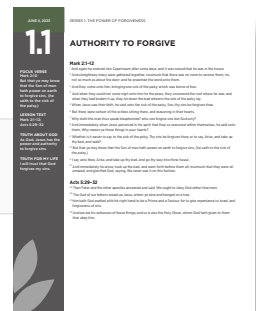
Small Group Teaching Outlines and Participant Guides



A Powerpoint to Accompany Each Lesson



Lesson Leaves and a Printable Version of the Scripture Text



Social Media Graphics, Tips, and Sample Posting Calendar

11

THE ON-TIME GOD

FOCUS VERSE

John 11:40

Jesus saith unto her, Said I not unto thee, that, if thou wouldest believe, thou shouldst see the glory of God?

LESSON TEXT

John 11:32-44

TRUTH ABOUT GOD

God knows exactly what we need.

TRUTH FOR MY LIFE

I will trust God to meet my needs however He sees best.



Series Overview:

From John 11-13, follow Jesus' Spirit-led footsteps as He set His face toward Calvary during His final week. He raised the dead, welcomed worship, and rode into Jerusalem to the cheers of Hosanna. He was clearly not just Jesus the carpenter or even the prophet: He was and is Jesus, our Savior.

SG TEACHING OUTLINE

Icebreaker: Tell about a time when something happened in your life with perfect timing.

Lesson Connection: Share the Lesson Connection.

» *If you were Martha or Mary, what would you do when you heard Jesus was coming? What emotions would you feel? Would you feel anger? disappointment? hope?*

I. FOR GOD'S GLORY

A. Jesus Loved His Friends

B. Jesus Waited **V**

C. In His Love, Jesus Sometimes Waits to Respond to Our Needs

» *Has God ever made you wait for an answer to prayer? Describe how the timing worked out when He finally came through for you.*

II. THE DETOUR

A. Jesus Traveled through Judea **I**

B. The Disciples Were Confused, Possibly Even Cynical

C. I Will Remain Faithful, Even When Jesus Does Not Do What I Want

» *What would you be willing to give up in your life if it meant seeing great miracles?*

III. JESUS' COMPASSION

A. Jesus Reasoned with Martha

B. Jesus Wept with Mary

» *Who do you identify with more, Martha or Mary? Can you share a time when Jesus either opened new truths in answer to your questions or simply wrapped His arms around you and comforted you?*

C. Jesus Raised Lazarus

D. I Will Trust Jesus to Meet My Needs However He Sees Best

» *What "stone" is Jesus asking you to roll aside today in order to get your miracle? What are you going to do?*

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LESSON CONNECTION

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You rush back to Lazarus, wring out a cloth for his fevered brow, and tell him, "Don't worry. Jesus will be here soon. We sent Him a message days ago. He will walk right through that door, lay His hand on you, and you will be healed as good as new." Then you lay your head on your brother's chest and pray that the words you just spoke were not a lie. But you can feel his heartbeat fading. His breath is a shallow rattle. Your sister joins you, and you pray harder.

Surely Jesus is running to you down the road. Surely He is just outside the door. He will burst in just in time. Wasn't He just on time to turn the water into wine? Wasn't He at the well at Sychar just in time to meet the woman of Samaria? Wasn't He in just the right place at the right time to heal the lepers, the paralyzed man, and the blind man? You wait, hope, and pray. And then—your brother dies.

Even at the funeral, you hold onto a thread of hope. You remember the miracle from Nain where Jesus stopped the whole procession, touched the funeral bier, and raised the widow's son back to life. Surely that is His plan—a more dramatic miracle. Tearfully you watch for Him, but still He does not come. He doesn't even show up to pay His respects at the graveside service. Your brother's body, wrapped head to toe in grave clothes, is laid in the rock-hewn tomb. A stone is rolled across the entrance; it drops into place with a thud as final as the end of the world. And you stand in front of that cold, unmoving stone and weep.

Four days your brother has been entombed. And then someone comes and tells you Jesus is finally coming. He is just down the road. Lazarus is long dead, and it feels like Jesus let it happen. He could have done something; you know He could have. So why didn't He? Martha gets up and rushes out to meet Jesus on the road. She is going to say her piece to Him. Mary cannot even bring herself to face Him. She just stays in the house with the mourners.

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If you were Martha or Mary, what would you do when you heard Jesus was coming? Would you feel anger? disappointment? hope?

BIBLE LESSON

I. FOR GOD'S GLORY

John 11 sets the scene. Lazarus was sick, and his sisters sent a distress call to Jesus. They lived in Bethany, a town in the province of Judea not far from Jerusalem. Jesus had left Judea to avoid arrest, and it seems He was a long journey from Bethany. No one but Jesus knew that Lazarus's sickness was not a tragedy; it was a catalyst for God's glory.

A. Jesus Loved His Friends

John 11:5 specifically notes: "Now Jesus loved Martha, and her sister, and Lazarus." We are left with no doubt that Jesus loved each one of them individually: Mary, Martha, and Lazarus. From this story and others, we understand just because Jesus does not answer our prayer when we think He should does not mean He doesn't love us. Even when tragedy strikes and we feel like our world is ending, it does not mean He doesn't love us. Jesus loved Martha, and Mary, and Lazarus, and He loves you too.

B. Jesus Waited


Even though Jesus loved Martha, Mary, and Lazarus, He waited. In fact, *because* Jesus loved them, He waited. Look at verses 5 and 6 together. "Now Jesus loved Martha, and her sister, and Lazarus. When he had heard therefore that he was sick, he abode two days still in the same place where he was" (John 11:5-6). The key word is *therefore*, which points back to the last statement made. Put another way, it could be written: "Jesus loved them; *therefore*, He abode two days still."

Sometimes Jesus loves us enough to make us wait. Sometimes He says the timing is not quite right yet, but Jesus always shows up right on time. Although we do not have Jesus' full itinerary, it is likely He would have reached Lazarus in time to stave off death if Jesus left immediately. He could have arrived, worked a miracle, and pulled Lazarus back from death's door. But that was not God's plan.

C. In His Love, Jesus Sometimes Waits to Respond to Our Needs

Jesus knows that some things can only be learned in the waiting. Some strength can only be developed by bearing a burden for a while and praying until something happens. Strong faith is built in the waiting. Perseverance and patience are developed in the waiting. Jesus had a plan for His friends whom He loved—Martha, Mary, and Lazarus. His plan could only be accomplished by waiting. And He has a plan for you too.

Teacher Option:

A supplemental video is available in the Resource Kit. 

Has God ever made you wait for an answer to prayer? Describe how the timing worked out when He finally came through for you.

II. THE DETOUR

A. Jesus Traveled through Judea

Jesus had left Judea after His claims to deity led the Jews to attempt to arrest Him for blasphemy. He crossed the Jordan River to Bethabara, where John first had baptized and Jesus Himself was baptized. Whether Jesus was still there ministering when He received the news of Lazarus's sickness or He had moved on from there, it is clear He was far away from Bethany and would have to traffic through the hostile territory of Judea.

Teacher Option:

A supplemental image is available in the Resource Kit. I

B. The Disciples Were Confused, Possibly Even Cynical

Jesus' decision to return to the province of Judea was not popular with His disciples. They asked Him: "Master, the Jews of late sought to stone thee; and goest thou thither again?" (John 11:8).

Jesus told His disciples: "Our friend Lazarus sleepeth, but I go, that I may awake him out of sleep" (John 11:11). As usual, the disciples did not get it, so Jesus told them plainly, "Lazarus is dead" (John 11:14). Jesus made it clear that His purpose in going to Bethany outweighed the danger to His life. He was going there to perform a miracle and wake Lazarus from the dead.

C. I Will Remain Faithful, Even When Jesus Does Not Do What I Want

Thomas blurted out, "Let us also go, that we may die with him" (John 11:16). Given the recent attempt on Jesus' life, Thomas's statement was no exaggeration. He truly expected Jesus would die if He returned to Judea, and so would they, yet he was willing to go with Jesus. What about us? Are we willing to follow Him when it might cost us dearly? our life, or at least our quality of life, or the lifestyle we are used to? Sometimes we walk through dangerous territory, but following Jesus means we will never walk where He has not already first walked.

When Jesus does not do what we want when we want Him to, will we still follow Him? When He tells us to wait, will we still follow Him? When He charts a dangerous path for our lives, will we have the courage to walk it with Him? If not, we may never see the miracles and marvels He has in store for us. But if we do remain faithful and follow, we will see greater miracles than we have ever seen.

III. JESUS' COMPASSION

Jesus and His disciples finally arrived near Bethany. Martha was on her way out to meet Him. Mary was still weeping in the house. And Lazarus was lying dead in the grave that had entombed his body for four long days. By all appearances there was no hope. Even the Jewish traditions in the Talmud said the soul of the dead floated above the body for three days, wanting to return,

What would you be willing to give up in your life if it meant seeing great miracles?

but after those three days, the person was gone forever. But in His compassion, Jesus met each of these beloved friends exactly where they were and gave them exactly what they needed.

A. Jesus Reasoned with Martha

Martha was the hardworking one, busy and concerned about getting everything done. She confronted Jesus face to face. At first she seemed to be heaping on recrimination as she said, “Lord, if thou hadst been here, my brother had not died” (John 11:21). Was she playing the blame game? It might seem so, except for her next statement. “But I know, that even now, whatsoever thou wilt ask of God, God will give it thee” (John 11:22).

“But I know.” What faith! Faith is not about what we feel; faith is about what we know to be true. Lazarus was dead and buried, but Martha knew Jesus could do anything. She said, “Even now,” knowing that by now Lazarus was stinking, but she also knew Jesus could step into her stinking situation and change it. Faith is not wishful thinking or “pie-in-the-sky” power of positive thinking. Faith is about holding onto what we know is true when all evidence seems to point to the contrary.

With Martha, Jesus launched into deep theological waters. He reasoned with her. He promised her Lazarus would rise again. He revealed Himself to her in another of His amazing I AM statements sown throughout the Book of John. “I am the resurrection, and the life” (John 11:25). Jesus met this clear-eyed, faith-filled woman with the same frankness as she spoke to Him and met Martha where she was, spoke her language, and gave her what she needed: a clear and logical hope that her brother would rise again because the resurrection and the life—God in human flesh—was standing in front of her.

B. Jesus Wept with Mary

Then Jesus looked around and asked for Mary. She was too devastated to even come out to meet Him, but Martha hurried back to the house, found Mary, and told her secretly, “The Master is come, and calleth for thee” (John 11:28). That call was too much for Mary to ignore. She fell at Jesus’ feet, crying, “Lord, if thou hadst been here, my brother had not died” (John 11:32). Unlike Martha, she didn’t add any faith-filled statement about resurrection. She was grieving and broken. She felt lost and bereaved and hopeless in that moment.

Then we read the shortest verse in all 31,102 verses in the Bible: “Jesus wept” (John 11:35). He did not lecture Mary or launch into a theological discussion like He had with Martha. No, Jesus wept with her. He groaned with her. He was troubled by what troubled her. We have a High Priest who is deeply moved by the feelings of our infirmities (Hebrews 4:15). He weeps with those who weep, and He mourns with those who mourn. If all you can do today is fall at Jesus’ feet and ask, “Why weren’t You here on time?” that

is OK. He will sit down in the dust with you like He sat with Mary and weep with you.

C. Jesus Raised Lazarus

Jesus is not just the Lamb of God; He is also the Lion of the tribe of Judah. Family and friends led Jesus to Lazarus's tomb where Jesus demanded, "Take away the stone." Practical Martha protested, "Lord, by this time he stinketh: for he hath been dead four days." Jesus let her know this was a test of her faith she had spoken of before. "Said I not unto thee, that, if thou wouldest believe, thou shouldst see the glory of God?" (John 11:40).

We would expect Him to say, "If you roll away the stone, you will see the glory of God," but action is inextricably linked with faith. In other words, it was time for Martha to put legs on her faith.

D. I Will Trust Jesus to Meet My Needs However He Sees Best

Jesus has His own ways of meeting our needs. He knows right where we are, what we are going through, and what we need. At some time, all of us will have to get up and roll a stone out of the way. We will need to take some specific action that demonstrates our faith. For someone in financial straits, God might call you to trust Him by giving money to missions you were going to spend for a remodel. For those who have faith that God can make you a witness, the stone you need to move might be simply sharing your faith with the person beside you at the store or the server serving you at lunch when God nudges you to talk to them.

For those who want freedom from addiction, it might mean ridding yourself and your home of anything that would drag you back into addiction and asking God for freedom. For those who want to receive the Holy Ghost, it might mean you coming to the altar with your hands raised in surrender. For those who need healing, that stone might be stepping forward in faith to be anointed with oil and prayed over. Jesus simply asked His audience to do what they could do: roll away the stone. Then Jesus did what they could not do: raise Lazarus from the grave.

Who do you identify with more, Martha or Mary? Can you share a time when Jesus either answered your tough questions or simply wrapped His arms around you and comforted you?

What "stone" is Jesus asking you to roll aside today in order to get your miracle? What are you going to do?

INTERNALIZING THE MESSAGE

Imagine you are there that day with Jesus in front of your brother's tomb. You summon up all your courage and faith and throw your weight into rolling back the stone. Your sister helps and so do the other mourners. Then you stand back. You have done what you can do.

Jesus prays a short prayer. Then He cries with a loud voice: "Lazarus, come forth." You see and hear movement inside the tomb. A human cocooned in grave clothes stumbles toward the entrance. Your heart is in your throat, torn between fear and excitement. Is it possible?

But Jesus is smiling. "Loose him, and let him go." You rush to obey. Your brother's smile emerges from the wrappings. His arms are free, and he is hugging you and your sister. You are all joyfully crying and laughing and thanking Jesus at the same time. When you are willing to act on your faith and do what Jesus has told you to do, Jesus always comes through with His part of the miracle.

But the impact of Lazarus's resurrection did not end there. Many of the Jews who looked on that day believed on Jesus; for them it was a witness that led to their salvation. But other witnesses left and reported this astounding miracle to the chief priests and Pharisees. We would expect them to be thrilled to hear about such a miracle, but instead they asked: "What do we? for this man doeth many miracles. If we let him thus alone, all men will believe on him: and the Romans shall come and take away both our place and nation" (John 11:47-48).

In response, the high priest Caiaphas spoke prophetically, even though he was far from a holy man. He stated: "It is expedient for us, that one man should die for the people, and that the whole nation perish not" (John 11:50). The resurrection of Lazarus became a catalyst that led to the cross. God's timing was perfect. Jesus had told His disciples this miracle would be for the glory of God that the Son of Man might be glorified.

They did not realize Jesus' road to glory would lead through the cross to another tomb with another stone. Only this time an angel would roll the stone away to show the empty grave. This time no one would need to loose Jesus; the grave clothes would be laying abandoned. Because as Jesus told Martha, "I am the resurrection, and the life" (John 11:25).

That same message of Jesus still echoes down the centuries to us today. Hear Jesus now as He says: "He that believeth in me, though he were dead, yet shall he live" (John 11:25). Do you want to be alive today? Are you still waiting on a miracle? Keep pushing for it. God is the on-time God.

Prayer Focus

Lead the group in prayer and consider the following topics of focus:

- For God to build our faith in the waiting
- For God to give us the courage to do whatever He asks of us to demonstrate our faith

YOUTH

LEADER GUIDE

JESUS, OUR SAVIOR

FOLLOW JESUS
THROUGH JOHN 11-13

TO THE ENDS OF THE EARTH

FROM JERUSALEM TO THE
END OF THE EARTH

TREASURES IN ROMANS

MINE TREASURES
IN THE BOOK OF ROMANS

GOD'S WORD



FOR LIFE

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Youth Leader Guide
Fall 2024

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Youth Leader Guide

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All Scripture quotations are taken from the King James Version unless otherwise noted.

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*AN indicates All Nations Sunday.

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HOW TO USE THIS LESSON GUIDE

God's Word for Life marks a new chapter in both youth and church-wide curriculum. With this new chapter comes a fresh vision for curriculum's focus, content, and visual display. Below you'll find various highlights of the features and what to expect as you start to prepare for the quarter ahead.

GETTING STARTED

The first page of each lesson provides the overarching information you can use to plan your class.

PRETEEN TRANSITION

The idea behind the preteen transition is simple: there will always be an influx of preteens joining the youth class, and these options help make students in transition feel comfortable moving from one classroom dynamic to the next. The Preteen Transition offers a quick activity that often highlights more physical action or activity—something that tends to be more common in children's classrooms.

SEPTEMBER 1, 2024
SERIES 1: JESUS, OUR SAVIOR

11

THE ON-TIME GOD

SERIES BIG IDEA
Follow Jesus' Spirit-led footsteps as He set His face toward Calvary during His final week. He raised the dead, welcomed worship, and rode into Jerusalem to the cheers of Hosanna. He was clearly not just Jesus the carpenter or even the prophet: He was and is Jesus, our Savior.

BIBLICAL PASSAGE
John 11:32-44

THE TRUTH FOR MY LIFE
I will trust God to meet my needs however He sees best.

TRUTH ABOUT GOD ///
God knows exactly what we need.

PRETEEN TRANSITION (5 MIN)

HOW LONG WILL IT TAKE?

1. Use the "How Long Will It Take?" Chart from the resource kit.
2. Have students stand in a line in the middle of the classroom.
3. Read each question on the chart. Then direct students to respond to each question by stepping to the right or left as you read off items one and two. (Do not tell students the times in parentheses.)
4. Finally, tell them the correct answer.
 - Different items require different cook times. A good cook will know the right time and temperature.
 - We need to be sensitive to the voice of God as the "Master Chef" and the temperature of the world around us to make sure we are ready when He is.

Daily Devotional Check-In ///

Last week we talked about God's immense love and how we should show love in all we do. God calls us to reach out to others in love, but we often hesitate to respond for several reasons. How can you overcome feeling hesitant?

WHERE DO WE BEGIN?

Every lesson will begin with a narrative to reinforce the themes and ideas of the subject matter, grabbing students' attention in a unique way with a new narrative or scenario every week.

ENGAGE AND RELEASE ACTIVITIES

God's Word for Life offers two options at the beginning and end of each lesson to ensure teachers have a variety of ways to engage students. These options feature physical activities, object lessons, discussion, learning scenarios, and short stories to add variety as well as reinforce the themes and ideas of the material.

WHERE DO WE BEGIN? /// (5 MIN)

One way we relate to people is through time. We may sit and chat with an acquaintance before school to "pass the time" while waiting for the bus. When we are on a road trip, our parents may drive slightly over the speed limit to "make good time." When we have been playing video games too long, we may be scolded for "wasting time." A conductor waves a baton in front of an orchestra to help them "keep time."

If church starts at 10:00 on Sunday morning, what does your family consider to be "on time"? Perhaps "on time" means arriving at 9:45 so you have time to fellowship or pray before the service starts. Maybe "on time" is arriving at 9:55 so you have time to get to your seat. It could mean arriving precisely at 10:00, even if you are just pulling into the parking lot at that time. It may even mean getting to church around 10:10 or so, but you are "on time" for the preaching.

If we have different opinions than other people about what "on time" means, it stands to reason we may have a different opinion than Jesus on the subject.

ENGAGE /// (10 MIN)

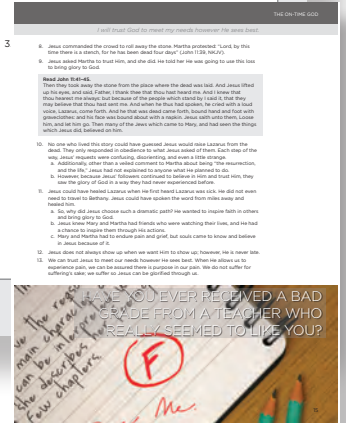
OPTION 1

- Use the Time Zone Map from the resource kit.
 - Have a student find your location on the map. Mark it with a star sticker.
 - Ask students what time it is at your location.
 - Draw a line from the star to the border on the map. Write the time.
 - Have a student find a location two time zones to the east. Mark it with a star sticker.
 - Draw a line from that star to the border. Write the time.
 - Change the time on a clock in the classroom to two hours in the future (e.g., first location=10:00 AM, second location=noon). Ask students what time it is there.
 - Have a student find a location three time zones to the east of the second location. Mark it with a star sticker.
 - Draw a line from that star to the border. Write the time.
 - Change the time on the clock to three hours in the future (e.g., second location=noon, third location=3:00 PM). Ask students what time it is there.
 - Have a student find a location ten time zones to the west of the third location. Mark it with a star sticker.
 - Draw a line from that star to the border. Write the time.
 - Change the time on the clock—10 hours in the past of the time at the third location (e.g., third location=3:00 PM, fourth location=5:00 PM). Ask students what time it is there.
- How does God see time? (Answer: He isn't limited by time. There is no beginning or end of a day for God.)

• It is important to respect time as part of our society. However, we should not be surprised when God answers our prayers on His schedule.

OPTION 2

- Blow up nine balloons.
- During the first round, form three groups and give each group three balloons.
 - Without people touching each other, each group has to keep all three balloons up in the air for one minute.
 - Set a timer for one minute.
 - If a balloon touches the floor or two people



I will trust God to meet my needs however He sees best.

WHERE DO WE GO FROM HERE? /// (25 MIN)

A. For God's Glory

- When we think of Jesus, we think of Him most readily and easily as God in flesh. During His time walking this earth, Jesus was as much a human being as He was God.
 - He had the same feelings, thoughts, and needs we have.
 - He had the same types of relationships we have. That means Jesus had friends.
- Jesus was friends with a family of two sisters and a brother. Their names were Martha, Mary, and Lazarus. One day Jesus received a message from Mary and Martha. They had terrible news to share about their brother and they needed Jesus' help.

Read John 11:3-5.

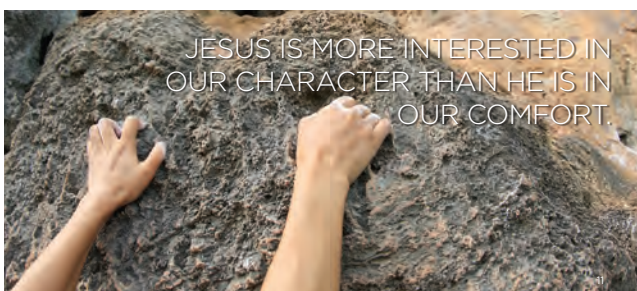
Therefore his sisters sent unto him, saying, Lord, behold, he whom thou lovest is sick. When Jesus heard that, he said, This sickness is not unto death, but for the glory of God, that the Son of God might be glorified thereby. Now Jesus loved Martha, and her sister, and Lazarus.

- Just like we love our friends, Jesus loved His friends. He wanted the very best for them. Surely because He cared about them so much, Jesus would set out immediately to go help Lazarus, right? Wrong. What Jesus did next seems very strange.

Read John 11:6-7.

When he had heard therefore that he was sick, he abode two days still in the same place where he was. Then after that saith he to his disciples, Let us go into Judaea again.

- Jesus knew Lazarus was so sick his sisters sent for His help, yet Jesus did not immediately go to help Lazarus.
 - Why would Jesus do that if He cared so much about Lazarus?
 - People try to define love as doing what makes someone happy. After all, if you love someone, you want that person to be happy, right?
- We do not always know what is best for others but Jesus does. In His love Jesus sometimes waits to respond to our needs. He is more interested in our character than He is in our comfort. He will always do what is right for us, rather than just what makes us happy.



WHERE DO WE GO FROM HERE?

Alongside offerings of multiple options for opening and closing activities God's Word for Life offers foundational biblical teaching in a simple and concise outline for teachers to use. Whether you plan to use this as a basis for your weekly study or plan to expand on the points provided, this section lays out the basis of the story each week. When we can fully grasp the main points of each story, we can better express how we apply the story to students' lives in the following sections.

HOW TO USE THIS LESSON GUIDE

JR. HIGH AND SR. HIGH BREAKOUTS

God's Word for Life offers a completely new approach to curriculum through a single Youth level that features breakout content tailored for different age levels. These Jr. High and Sr. High Breakouts will be displayed as a spread in the middle of each lesson and will offer unique activities and discussion prompts. Breakouts will also provide a tailored application of the content discussed in the first half of each lesson.

LESSON 11

JR. HIGH BREAKOUT

1. Draw two columns on the board.
2. Label the first column: Fun for Me.
3. Brainstorm a list of fun activities. Write them on the board (e.g., playing games, swimming, talking to friends).
4. Label the second column: Good for Me.
5. Brainstorm a list of healthy or working activities. Write them on the board.
6. Circle any ideas that appear in both columns (e.g., swimming). Encourage students to think of things they can do for others that will be both enjoyable and healthy, such as mowing someone's lawn or baking for someone.
 - Are all enjoyable activities bad for you? (Answer: No.)
 - Are all healthy activities boring? (Answer: No.)
 - Share a time when you did something for someone else without expecting anything in return. How did it make you feel? How do you think it made the other person feel?
 - Giving our time, talents, and strength to bless someone else will always bless us in return.

1. Jesus' actions in the Bible are sometimes hard for us to understand, even though we have the benefit of knowing the entire story. But His disciples did not have that benefit.
 - a. They could not skip to the end of the story to see how things worked out; they were living the story.
 - b. If we struggle to understand what Jesus was doing at times, His disciples struggled even more.
2. Jesus decided to make His way to Lazarus by traveling to the region of Judea, where Bethany (Lazarus's hometown) was.
3. Jesus' disciples were confused by this decision. Jesus had recently been run out of town because He declared He was the one true God, who existed before Abraham (John 8).
 - a. The disciples expressed concern, saying, "Rabbi, lately the Jews sought to stone You, and are You going there again?" (John 11:8, NKJV).
 - b. Jesus responded that He had to do the work He was called to do while it was still daylight. Then He surprised the disciples by saying Lazarus was asleep and He needed to wake him up.

Daily Devotional Insight //
This week we will talk about God's ability to anticipate our needs and provide all we could ever need. We often ask God for things we want without ever considering if we need them. God's plan is to give us what we need and what will benefit His kingdom.

THE ON-TIME GOD

SR. HIGH BREAKOUT

1. Use the Discussion Cards from the resource kit.
2. Form six groups.
3. Give each group a discussion card.
4. Set a timer for three minutes.
5. Groups discuss the scenario on the card and determine what they would do.
6. Have students share their responses with the class if they feel comfortable doing so.
 - Although we can plan ahead or consider what we would do when faced with certain situations, it is impossible to know what we would actually do until we are faced with that problem.
 - Now that we know the whole story, we better understand why Jesus allowed Lazarus to die. The disciples did not have that luxury.
 - This lesson teaches us to trust God even when we do not understand what is happening.

1. Jesus decided to make His way to Lazarus by traveling to the region of Judea, where Bethany (Lazarus's hometown) was.
2. Jesus' disciples were confused by this decision. Jesus had recently been run out of town because He declared He was the one true God, who existed before Abraham (John 8).
 - a. The disciples tried to reason with Jesus: "Lord, if he sleeps he will get well" (John 11:21, NKJV).
 - b. Jesus' answer shocked them and caused a cynical response.

- Read John 11:13-16.**
Howbeit Jesus spake of his death; but they thought that he had spoken of taking rest in sleep. Then said Jesus unto them plainly, Lazarus is dead. And I am glad for your sakes that I was not there, to the intent ye may believe; nevertheless let us go unto him. Then said Thomas, which is called Didymus, unto his fellowdisciples, Let us also go, that we may die with him.
5. Even though the disciples did not understand what Jesus was doing, they still went with Him. Jesus did not do what they wanted, but they did not leave Him.
 6. We must remain faithful, even when Jesus does not do what we want. He rarely explains Himself, but He always does what is right.
 - a. God's ways may not be easy for us to understand at times, but they are right.
 - b. In spite of our misunderstanding, God's plan is perfect in every way. If we are obedient to His ways, we will be rewarded in the end.
 7. God sees your potential. He understands what you are capable of doing for His kingdom. It may be uncomfortable and unusual, but if God commands you to do something, it is so you can become everything His desires for you to be.
 8. In the moment you may not be able to see what Jesus sees in you, but if you follow the disciples' lead and follow Jesus, you will see what God is able to do for you and through you.

Daily Devotional Insight //
This week we will talk about God's ability to anticipate our needs and provide all we could ever need. Even with our best intentions, we often ask God for things we desire without ever considering if what we want is something we need or will actually benefit us. God cares for us and loves us. His provision will always be what we need most, even in the moments we may not want it.



PRETEEN TRANSITION (LHM)

HOW LONG WILL IT TAKE?

1. Use the True Long Will It Take? Cheat Sheet from the resource kit.
2. Have students spend 1-2 minutes in the middle of the classroom.
3. Read each question on the sheet. Then direct students to respond to each question by choosing to stand up or sit down or read off their own card. (Sit/stand indicates the Jesus' perspective.)
4. Explain and then discuss the sheet.
5. Discuss Jesus' answer: "Lazarus is dead. A good God will show the right time and temperature."
6. "We need to be obedient to the work of God's Holy Spirit and the command of the word of God as we make our way and stand with Him."

Daily Devotional Insight //
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DEVOTIONAL TIE-IN

Each lesson will feature three areas in which teachers will be prompted to ask about or discuss devotional content from both the previous week and the week of devotionals ahead. This will help to reinforce the need for devotional time each day and push students to engage with the at-home **Daily Devotional Guide**.

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EQUIP YOUR STUDENTS FOR DAILY STUDY OF GOD'S WORD

Guiding your students in becoming lifelong Apostolic disciples is an enormous task to accomplish in just an hour on Sunday or Wednesday. Now you can expand your ministry with a tool that guides students in Bible study every day of the week.

This guide provides a daily Bible passage connected to the week's lesson and a corresponding devotion. Each day ends with a final challenge to apply the message of God's Word with both junior high and senior high options.

Make your teaching complete with this student resource by incorporating student feedback into class time. (Prompts are provided in this Leader Guide to help.) Additionally you can calendar the materials to coincide one of two ways:

1. Instruct students to complete the accompanying devotional material during the week to reinforce the Bible passages already taught in the lesson at church.
2. Teach one week behind the suggested schedule in this Leader Guide so students interact with the Bible passages for the lesson during the week at home before the lesson. This option would allow for additional discussion since students will have already reviewed lesson content in advance.

In either scenario, this tool equips students to dig into God's Word every day!



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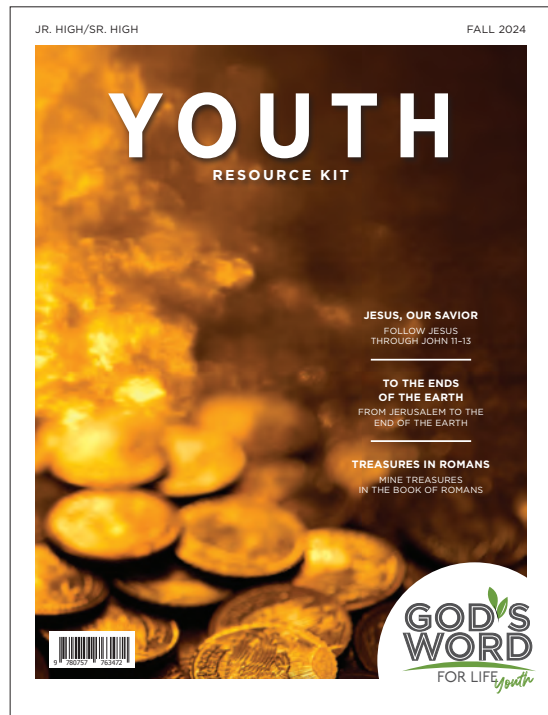
ENLIVEN YOUR LESSONS WITH VIDEOS AND RESOURCES

RESOURCE KIT

Take advantage of the Youth Resource Kit for a robust collection of teaching tools to make each week exciting and engaging.

Contents:

1. A video for each lesson
2. A poster for each of the three series
3. A supplement for adapting each lesson to minister to students affected by disabilities
4. Excerpts from Word Aflame Press books for additional research
5. Social medial calendar and suggested practices
6. Graphics package



VIDEO CONTENT

Each series will be accompanied by a video within the Resource Kit as a way of engaging students through a visual medium. The intention of this video is to give students a better understanding of series content, and the big story that is being told. The Resource Kit may also include contextual videos about the biblical passage or training videos to help you in the preparation process.



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SERIES 1: THE MIGHTY GOD IN CHRIST

Highlighting four songs that herald the power and beauty of the mighty God in Christ, this series takes a close look at the doctrine that inspired “It’s All in Him,” “Down from His Glory,” “The Great I Am,” and “Take the Name of Jesus” to help us embrace our Oneness heritage.

SERIES 2: MIRACLES

Start at the gate of the Temple in Acts 3, and end up with Simon Peter at the door in Acts 12 as you see God work miracles for His newborn church in the Book of Acts. Build your faith to trust God is still able to do what He has done and so much more.

SERIES 3: JESUS, OUR SACRIFICE

After Jesus arrived in Jerusalem, He was betrayed, arrested, forsaken, tried, and crucified. John 18-19 chronicle His final day as He willingly carried our cross to be our sacrifice for our sins, leading participants to understand the basis for salvation.

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THE ON-TIME GOD



SERIES BIG IDEA

Follow Jesus' Spirit-led footsteps as He set His face toward Calvary during His final week. He raised the dead, welcomed worship, and rode into Jerusalem to the cheers of Hosanna. He was clearly not just Jesus the carpenter or even the prophet: He was and is Jesus, our Savior.

BIBLICAL PASSAGE

John 11:32-44

THE TRUTH FOR MY LIFE

I will trust God to meet my needs however He sees best.

TRUTH ABOUT GOD ///

God knows exactly what we need.

PRETEEN TRANSITION (5 MIN)

HOW LONG WILL IT TAKE?

1. Use the "How Long Will It Take?" Chart from the resource kit.
2. Have students stand in a line in the middle of the classroom.
3. Read each question on the chart. Then direct students to respond to each question by stepping to the right or left as you read off items one and two. (Do not tell students the times in parentheses.)
4. Finally, tell them the correct answer.
 - Different items require different cook times. A good cook will know the right time and temperature.
 - We need to be sensitive to the voice of God as the "Master Chef" and the temperature of the world around us to make sure we are ready when He is.

Daily Devotional Check-In ///

Last week we talked about God's immense love and how we should show love in all we do. God calls us to reach out to others in love, but we often hesitate to respond for several reasons. How can you overcome feeling hesitant?

God knows exactly what we need.

WHERE DO WE BEGIN? *///* (5 MIN)

One way we relate to people is through time. We may sit and chat with an acquaintance before school to “pass the time” while waiting for the bus. When we are on a road trip, our parents may drive slightly over the speed limit to “make good time.” When we have been playing video games too long, we may be scolded for “wasting time.” A conductor waves a baton in front of an orchestra to help them “keep time.”

If church starts at 10:00 on Sunday morning, what does your family consider to be “on time”? Perhaps “on time” means arriving at 9:45 so you have time to fellowship or pray before the service starts. Maybe “on time” is arriving at 9:55 so you have time to get to your seat. It could mean arriving precisely at 10:00, even if you are just pulling into the parking lot at that time. It may even mean getting to church around 10:10 or so, but you are “on time” for the preaching.

If we have different opinions than other people about what “on time” means, it stands to reason we may have a different opinion than Jesus on the subject.

ENGAGE *///* (10 MIN)

OPTION 1

- Use the Time Zone Map from the resource kit.
- Have a student find your location on the map. Mark it with a star sticker.
 - Ask students what time it is at your location.
 - Draw a line from the star to the border on the map. Write the time.
- Have a student find a location two time zones to the east. Mark it with a star sticker.
 - Draw a line from that star to the border. Write the time.
 - Change the time on a clock in the classroom to two hours in the future (e.g., first location=10:00 AM., second location=noon). Ask students what time it is in the second location.
- Have a student find a location three time zones to the east of the second location. Mark it with a star sticker.
 - Draw a line from that star to the border. Write the time.
 - Change the time on the clock to three hours in the future (e.g., second location=noon, third location=3:00 PM). Ask students what time it is there.
- Have a student find a location ten time zones to the west of the third location. Mark it with a star sticker.
 - Draw a line from that star to the border. Write the time.
 - Change the time on the clock—10 hours in the past of the time at the third location (e.g., third location=3:00 PM, fourth location=5:00 PM). Ask students what time it is there.
 - How does God see time? (Answer: He isn't limited by time. There is no beginning or end of a day for God.)

- It is important to respect time as part of our society. However, we should not be surprised when God answers our prayers on His schedule.

OPTION 2

- Blow up nine balloons.
- During the first round, form three groups and give each group three balloons.
 - Without people touching each other, each group has to keep all three balloons up in the air for one minute.
 - Set a timer for one minute.
 - If a balloon touches the floor or two people touch, they have to sit down.
 - The team that stands the longest or until the timer sounds wins.
- As an optional round two, fill three 2-liter bottles with something small (e.g., Lucky Charms, jelly beans, and so on). You will also need three empty 2-liter bottles.
 - With the lids off, tape the top of each empty bottle to the top of a filled bottle.
 - Choose three student volunteers to play the game. Each player gets one set of bottles.
 - Set the timer for one minute.
 - Players shake the full bottle into the empty bottle.
 - The player who transfers the most from one bottle to another wins.
 - It may feel like time is moving slowly when you're waiting for something great to happen, like a party or vacation. Once you are there, time seems to fly.
 - God wants us to spend our time wisely, not waste it or wish it away.

I will trust God to meet my needs however He sees best.

WHERE DO WE GO FROM HERE? /// (25 MIN)

A. For God's Glory

1. When we think of Jesus, we think of Him most readily and easily as God in flesh. During His time walking this earth, Jesus was as much a human being as He was God.
 - a. He had the same feelings, thoughts, and needs we have.
 - b. He had the same types of relationships we have. That means Jesus had friends.
2. Jesus was friends with a family of two sisters and a brother. Their names were Martha, Mary, and Lazarus. One day Jesus received a message from Mary and Martha. They had terrible news to share about their brother and they needed Jesus' help.

Read John 11:3-5.

Therefore his sisters sent unto him, saying, Lord, behold, he whom thou lovest is sick. When Jesus heard that, he said, This sickness is not unto death, but for the glory of God, that the Son of God might be glorified thereby. Now Jesus loved Martha, and her sister, and Lazarus.

3. Just like we love our friends, Jesus loved His friends. He wanted the very best for them. Surely because He cared about them so much, Jesus would set out immediately to go help Lazarus, right? Wrong. What Jesus did next seems very strange.

Read John 11:6-7.

When he had heard therefore that he was sick, he abode two days still in the same place where he was. Then after that saith he to his disciples, Let us go into Judaea again.

4. Jesus knew Lazarus was so sick his sisters sent for His help, yet Jesus did not immediately go to help Lazarus.
 - a. Why would Jesus do that if He cared so much about Lazarus?
 - b. People try to define *love* as doing what makes someone happy. After all, if you love someone, you want that person to be happy, right?
5. We do not always know what is best for others but Jesus does. In His love Jesus sometimes waits to respond to our needs. He is more interested in our character than He is in our comfort. He will always do what is right for us, rather than just what makes us happy.



JESUS IS MORE INTERESTED IN
OUR CHARACTER THAN HE IS IN
OUR COMFORT.

JR. HIGH BREAKOUT!!!

1. Draw two columns on the board.
2. Label the first column: Fun for Me.
3. Brainstorm a list of fun activities. Write them on the board (e.g., playing games, swimming, talking to friends).
4. Label the second column: Good for Me.
5. Brainstorm a list of healthy or working activities. Write them on the board.
6. Circle any ideas that appear in both columns (e.g., swimming). Encourage students to think of things they can do for others that will be both enjoyable and healthy, such as mowing someone's lawn or baking for someone.
 - Are all enjoyable activities bad for you? (Answer: No.)
 - Are all healthy activities boring? (Answer: No.)
 - Share a time when you did something for someone else without expecting anything in return. How did it make you feel? How do you think it made the other person feel?
 - Giving our time, talents, and strength to bless someone else will always bless us in return.

1. Jesus' actions in the Bible are sometimes hard for us to understand, even though we have the benefit of knowing the entire story. But His disciples did not have that benefit.
 - a. They could not skip to the end of the story to see how things worked out; they were living the story.
 - b. If we struggle to understand what Jesus was doing at times, His disciples struggled even more.
2. Jesus decided to make His way to Lazarus by traveling to the region of Judaea, where Bethany (Lazarus's hometown) was.
3. Jesus' disciples were confused by this decision. Jesus had recently been run out of town because He declared He was the one true God, who existed before Abraham (John 8).
 - a. The disciples expressed concern, saying: "Rabbi, lately the Jews sought to stone You, and are You going there again?" (John 11:8, NKJV).
 - b. Jesus responded that He had to do the work He was called to do while it was still daylight. Then He surprised the disciples by saying Lazarus was asleep and He needed to wake him up.
4. The disciples were confused but encouraged. They answered: "Lord, if he sleeps he will get well" (John 11:12, NKJV).
5. Jesus' answer shocked them and caused a cynical response.

Read John 11:13-16.

Howbeit Jesus spake of his death: but they thought that he had spoken of taking of rest in sleep. Then said Jesus unto them plainly, Lazarus is dead. And I am glad for your sakes that I was not there, to the intent ye may believe; nevertheless let us go unto him. Then said Thomas, which is called Didymus, unto his fellowdisciples, Let us also go, that we may die with him.

6. Even though the disciples did not understand what Jesus was doing, they still went with Him. Jesus did not do what they wanted, but they did not leave Him.
 - a. We must remain faithful, even when Jesus does not do what we want.
 - b. Jesus rarely explains Himself, but He always does what is right. When we do not understand, we trust.
7. God's ways may not be easy for us to understand at times, but they are right. In spite of our misunderstanding, God's plan is perfect in every way. If we are obedient to His ways, we will be rewarded in the end.

**Daily Devotional
Insight !!!**

This week we will talk about God's ability to anticipate our needs and provide all we could ever need. We often ask God for things we want without ever considering if we need them. God's plan is to give us what we need and what will benefit His kingdom.

SR. HIGH BREAKOUT ///

1. Use the Discussion Cards from the resource kit.
2. Form six groups.
3. Give each group a discussion card.
4. Set a timer for three minutes.
5. Groups discuss the scenario on the card and determine what they would do.
6. Have students share their responses with the class if they feel comfortable doing so.
 - Although we can plan ahead or consider what we would do when faced with certain situations, it is impossible to know what we would actually do until we are faced with that problem.
 - Now that we know the whole story, we better understand why Jesus allowed Lazarus to die. The disciples did not have that luxury.
 - This lesson teaches us to trust God even when we do not understand what is happening.

1. Jesus decided to make His way to Lazarus by traveling to the region of Judaea, where Bethany (Lazarus's hometown) was.
2. Jesus' disciples were confused by this decision. Jesus had recently been run out of town because He declared He was the one true God, who existed before Abraham (John 8).
3. The disciples tried to reason with Jesus: "Lord, if he sleeps he will get well" (John 11:12, NKJV).
4. Jesus' answer shocked them and caused a cynical response.

Read John 11:13-16.

Howbeit Jesus spake of his death: but they thought that he had spoken of taking of rest in sleep. Then said Jesus unto them plainly, Lazarus is dead. And I am glad for your sakes that I was not there, to the intent ye may believe; nevertheless let us go unto him. Then said Thomas, which is called Didymus, unto his fellowdisciples, Let us also go, that we may die with him.

5. Even though the disciples did not understand what Jesus was doing, they still went with Him. Jesus did not do what they wanted, but they did not leave Him.
6. We must remain faithful, even when Jesus does not do what we want. He rarely explains Himself, but He always does what is right.
 - a. God's ways may not be easy for us to understand at times, but they are right.
 - b. In spite of our misunderstanding, God's plan is perfect in every way. If we are obedient to His ways, we will be rewarded in the end.
7. God sees your potential. He understands what you are capable of doing for His kingdom. It may be uncomfortable and unusual, but if God commands you to do something, it is so you can become everything He desires for you to be.
8. In the moment you may not be able to see what God sees in you, but if you follow the disciples' lead and follow Jesus, you will see what God is able to do for you and through you.

Daily Devotional Insight ///

This week we will talk about God's ability to anticipate our needs and provide all we could ever need. Even with our best intentions, we often ask God for things we desire without ever considering if what we want is something we need or will actually benefit us. God cares for us and loves us. His provision will always be what we need most, even in the moments we may not want it.

B. Jesus' Compassion

1. Have you ever received a bad grade from a teacher who really seemed to like you?
 - a. Perhaps you have been in trouble with someone who seemed reluctant to discipline you but knew it was the right thing to do.
 - b. Just because we know doing the right thing will make someone we love unhappy, it does not mean we don't care how that person feels.
2. Jesus showed up to help, but He seemingly showed up too late. By the time He arrived, Lazarus had already been laid to rest in a tomb, and His sisters were grieving. Jesus encountered Martha first.

Read John 11:20–26.

Then Martha, as soon as she heard that Jesus was coming, went and met him: but Mary sat still in the house. Then said Martha unto Jesus, Lord, if thou hadst been here, my brother had not died. But I know, that even now, whatsoever thou wilt ask of God, God will give it thee. Jesus saith unto her, Thy brother shall rise again. Martha saith unto him, I know that he shall rise again in the resurrection at the last day. Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live: and whosoever liveth and believeth in me shall never die. Believest thou this?

3. Martha was a lot like us—she wanted an explanation.
 - a. She knew Jesus could do something; she just did not know what He could do. She seemed to wrestle with her faith.
 - b. She was torn between wanting to know why her brother died and wanting to know what to do about it. Jesus reasoned with Martha. Because He was there, that meant the Resurrection was there; all Martha needed to do was believe.
4. Next, Mary showed up. Jesus responded to her rather differently.

Read John 11:32–35.

Then when Mary was come where Jesus was, and saw him, she fell down at his feet, saying unto him, Lord, if thou hadst been here, my brother had not died. When Jesus therefore saw her weeping, and the Jews also weeping which came with her, he groaned in the spirit, and was troubled, and said, Where have ye laid him? They said unto him, Lord, come and see. Jesus wept.

5. Martha showed up looking for answers, but Mary showed up weeping.
 - a. Mary was heartbroken over losing her brother. In the depth of her grief, she did not want answers; she wanted comfort.
 - b. Instead of trying to reason with Mary, Jesus asked her to take Him to the place where Lazarus was buried. Once they arrived at his grave, they wept together.
6. Jesus reasoned with Martha, but He wept with Mary. That is the nature of Jesus' love. He knows how to give us what we need, and He knows when to give it to us. Both sisters said the same thing to Jesus: "If You had been here, my brother would not have died." However, Jesus responded uniquely to each sister because He understood how to minister to each of them individually.
 - a. Martha was often busy serving others. She wanted to know what to do, so Jesus comforted her by telling her what to do.
 - b. Mary had a big heart. She loved to spend time with others. She wanted companionship, so Jesus comforted her.
7. We do not have to pray just right or say exactly the right thing for Jesus to respond to us in love. He knows how to take good care of us because He knows each of us.
 - a. In this story Jesus' greatest act of compassion was not just ministering to these sisters in the midst of their situation; Jesus changed their situation.
 - b. He did not show up just to mourn, but to perform a miracle.

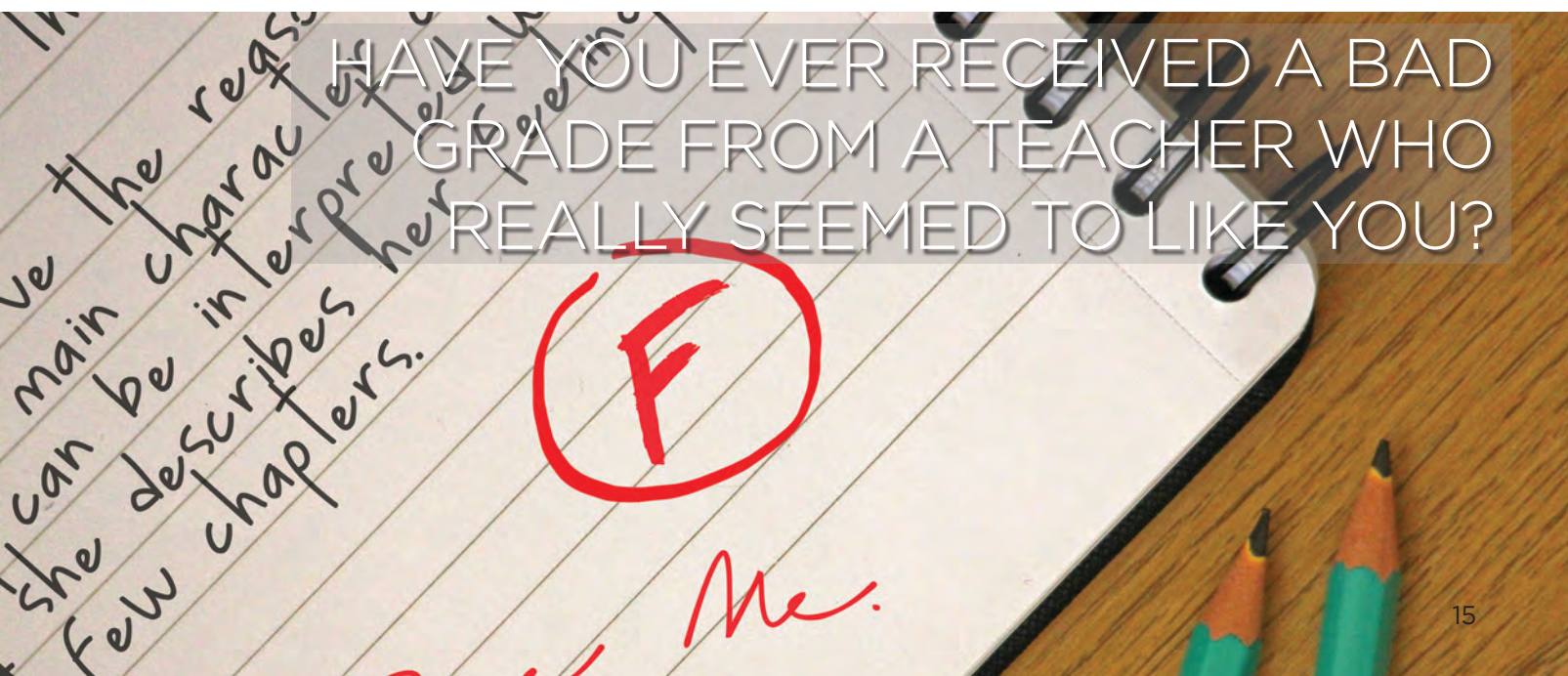
I will trust God to meet my needs however He sees best.

8. Jesus commanded the crowd to roll away the stone. Martha protested: "Lord, by this time there is a stench, for he has been dead four days" (John 11:39, NKJV).
9. Jesus asked Martha to trust Him, and she did. He told her He was going to use this loss to bring glory to God.

Read John 11:41-45.

Then they took away the stone from the place where the dead was laid. And Jesus lifted up his eyes, and said, Father, I thank thee that thou hast heard me. And I knew that thou hearest me always: but because of the people which stand by I said it, that they may believe that thou hast sent me. And when he thus had spoken, he cried with a loud voice, Lazarus, come forth. And he that was dead came forth, bound hand and foot with graveclothes: and his face was bound about with a napkin. Jesus saith unto them, Loose him, and let him go. Then many of the Jews which came to Mary, and had seen the things which Jesus did, believed on him.

10. No one who lived this story could have guessed Jesus would raise Lazarus from the dead. They only responded in obedience to what Jesus asked of them. Each step of the way, Jesus' requests were confusing, disorienting, and even a little strange.
 - a. Additionally, other than a veiled comment to Martha about being "the resurrection, and the life," Jesus had not explained to anyone what He planned to do.
 - b. However, because Jesus' followers continued to believe in Him and trust Him, they saw the glory of God in a way they had never experienced before.
11. Jesus could have healed Lazarus when He first heard Lazarus was sick. He did not even need to travel to Bethany. Jesus could have spoken the word from miles away and healed him.
 - a. So, why did Jesus choose such a dramatic path? He wanted to inspire faith in others and bring glory to God.
 - b. Jesus knew Mary and Martha had friends who were watching their lives, and He had a chance to inspire them through His actions.
 - c. Mary and Martha had to endure pain and grief, but souls came to know and believe in Jesus because of it.
12. Jesus does not always show up when we want Him to show up; however, He is never late.
13. We can trust Jesus to meet our needs however He sees best. When He allows us to experience pain, we can be assured there is purpose in our pain. We do not suffer for suffering's sake; we suffer so Jesus can be glorified through us.



God knows exactly what we need.

RELEASE/// (10 MIN)

OPTION 1

1. Ask God to show you someone this week to whom you can show compassion.
2. Look for ways you can help others when they are facing hardship.
3. Give some of your time, strength, or talents to make things better for them. Invest your time in helping someone else.

OPTION 2

1. Commit to a time of personal Bible study this week.
2. Using a Bible app or concordance, look up the words *compassion*, *miracle*, *healing*, and *love* in the New Testament.
3. Consider how Jesus wants us to be like Him in showing these character traits.



PRAYER///

Jesus, we want You to be glorified in our lives. We trust in You, no matter what comes our way. We realize we must be obedient to You to experience the miracles You want to work in our lives. Give us faith to trust You, even when we do not understand Your ways.



LITTLE LEARNERS

LEADER GUIDE
FALL 2024

jealousy burn like fire
6 Pour out thy wrath upon the
have not known
7 For they have dwelt in
and laid waste his dwelling place
8 O remember former iniquities
mercies speedily prevent us: for
we are brought very low.
9 Help us, O God of our salva-
tion, for the glory of thy name: and
deliver us, and purge away our
iniquity for thy name's sake.
10 Wherefore should the heathen
say, Where is their God? Let
the heathen be known among the heathen
by the revenging
of thy servants which
Let the sighing of the
penitent come before thee; accord-
ing to the greatness of thy power
preserve thou those that
are determined to die;
and render unto our
neighbours sevenfold into their
bovy reproach, wherewith
they have reproached thee, O Lord.
So we will praise thy people and
thy pasture will give
thanks for ever: we will
praise thee to all

GODS
WORD

FOR LIFE
kids

GOD'S WORD



FOR LIFE

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*ANS stands for All Nations Sunday

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FAQS ABOUT GOD'S WORD FOR LIFE

Is there a family devotional for Little Learners?

Family devotional activities are included on the front page of the Little Learners Devotional and Activity Pages. In addition to a learning activity and coloring page, each lesson includes a God's Word for Families home-connection section, giving parents and caregivers ideas to help children play through each lesson at home. To promote discipleship in the home, send each student home with an activity paper and encourage families to revisit the lesson throughout the week with these fun, hands-on activities.

What is a whole-church curriculum?

God's Word for Life is a discipleship program intended to lead the entire church from toddlers to adults into God's presence and His Word for lifelong transformation. The adult, youth, and children's levels, all start from the same biblical text but then have different age-appropriate applications. Daily devotionals for every age level equip the church to study Scripture daily.

If your entire church has not bought in to the God's Word for Life program, this Little Learners curriculum can still be used on its own.

Does God's Word for Life have a Facebook group for teachers?

Yes, join our Facebook group:

God's Word for Life Kids Community

Interact with editors and over 5,000 teachers across all levels. Get decorating ideas, post pictures of your class, and share what God is doing in your church.

Facebook: God's Word for Life
Kids Community



What resources do I need to teach Little Learners?

- *Leader Guide (LG)*: This 96-page guide provides the lesson content for leaders and teachers to present in Sunday school, home school, or any teaching environment. It is available in both print and digital formats.
- *Little Learners Devotional and Activity Pages*: For each lesson, every student needs an activity page. The interactive activities can be done during class or at home. This resource is available in both print and digital formats.
- *Resource Kit (RK)*: This kit provides essential supplements to make each lesson come alive. Some lessons require material only found in the Resource Kit. It is also available in both print and digital formats.

What does DR mean in the lesson?

A DR icon means this item is provided as a digital resource in the Resource Kit. To access this material, a resource kit must be purchased separately from the Leader Guide, and then the digital resources must be downloaded. The downloads come as zipped files that require a computer. (Smartphones [and some tablets] cannot open zipped folders without specialized apps.) To download the DR material, follow the instructions on page 3.

LEGEND

RK Resource Kit
DR Digital Resource
in Resource Kit
LG Leader Guide

MW Memory Work
QL Video Quick Links document
TAG Truth about God
TML Truth for My Life

How do I purchase and download my digital resources?

The Leader Guide can be purchased in print or digital versions separately for \$9.99, or together for \$12.99. The digital version comes with a PDF of the guide, as well as a Microsoft Word document for each lesson.

The Little Learners Devotional and Activity Pages can be purchased as a print or digital version for \$5.49. The digital version comes with a PDF of the resource.

For the Resource Kit (\$29.99), the kit's digital material **DR** is included with your purchase of the print version. It includes access to videos, songs, lyrics, sound effects, and many more resources. If you are not accessing the digital materials provided with your Resource Kit, you are missing out on a ton of valuable materials.

After purchasing your materials, download your digital resources using one of the following options:

- *Option 1:* If you purchase online, download your digital resources immediately from the order confirmation screen.
- *Option 2:* An email is sent to the purchaser with a link to the digital content. This email can be forwarded to any teachers who will be using the purchased materials.
- *Option 3:* Provide teachers with access (email and password) to the purchaser's account on the PPH website. On the website, go to "Your Account" and click the appropriate link in Order History.
- *Option 4:* To access the Resource Kit's digital resources, in addition to the three options above, a download code is provided on the kit's cover sheet. To use this code, visit: <https://pentecostalpublishing.com/downloads> and follow the instructions.

How do I access the videos marked with a **QL** in the lesson?

In the lessons, a **QL** icon means a clickable hyperlink is provided in a Video Quick Links document for easy access. After purchasing a Resource Kit and then downloading the digital resources (see instructions above), one of the first files is the Video Quick Links PDF that is specific to the Little Learners level. Simply open the Video Quick Links document, find the video referenced in the lesson, and click on the icon below the title. If you have internet access, your electronic device should take you to the appropriate webpage.

Videos on **vimeo** are produced for God's Word for Life by Pentecostal Resources Group. If your classroom has internet access, Vimeo videos can be livestreamed without fear of commercial interference. Your purchase of the Resource Kit gives you rights to download this Vimeo material. If you prefer to download these videos:


1. Use the Quick Links document to go to the Vimeo page.
2. Select the title of the video you want to download.
3. An option to Download or Share the video should appear at the bottom of the screen.

When the Video Quick Links document sends you to websites other than Vimeo (e.g., YouTube, Pinterest), this material was not produced for God's Word for Life but could be fun or helpful in teaching the lesson. Given the transient nature of online publications, it is possible a web address may no longer be active or may have been altered since the print date of this publication. Teachers and leaders should review the terms of service of any website before using it.

Please note that videos are not essential to the lessons but are provided as a fun way to interact with students. We understand some classrooms may not have the technology available to show videos. The Leader Guide provides plenty of content to teach a lesson without showing videos.

FAQS ABOUT GOD'S WORD FOR LIFE


Does God's Word for Life have classroom décor ideas?

Yes. This quarter provides ideas for a Royal Court theme. Look for a digital document in the Resource Kit called "Classroom Decor Ideas" . It provides ideas to decorate your classroom, including search suggestions for Pinterest.



Facebook


On Facebook, search for and share your decorating ideas in our group: **God's Word for Life Kids Community**.

Please note: If you decorate, look for creative ways to tie the theme to the lesson content. Because not all teachers decorate, decor ideas are not mentioned in the lessons of the Leader Guide. At the end of the "Classroom Decor Ideas"  document are suggestions to tie the theme to each lesson.

Every teaching situation is different. While some teaching teams entirely transform their classroom or teaching wing with each quarterly theme, others can only decorate a few bulletin boards, and others need decor that can be put up and taken back down each week. Every teacher has a different style, budget, and need. This curriculum is adaptable for every situation.

What does God's Word for Life do to help teachers with students who have special needs?

In conjunction with ABLE Ministry, the digital resources for the Kindergarten, Early Elementary, Late Elementary, and MOVE! kids' church levels provide a special needs supplement to the Leader Guide (LG). Teachers can use this document alongside the LG. The Little Learners LG does not have this type of supplement because the activities are typically applicable for students with special needs.

In addition, the digital resources of the Resource Kit provide a Spiritual IEP  that has been developed by ABLE Ministry. By working with parents and caregivers to fill out this informational form, teachers can better understand some challenges their students may face. This information will help ensure each child receives an appropriate amount of assistance and that the correct accommodations are in place in your classroom.

If you have questions regarding a specific disability or teaching challenge, join the ABLE Ministry UPCI Facebook page to network with Apostolic parents and teachers who specialize in ministering to children with special needs.



ABLE Ministry on Facebook



How do I know which level of God's Word for Life to use for my students?

For children, God's Word for Life is broken down into five levels: Little Learners, Kindergarten, Early Elementary, Late Elementary, and MOVE! kids' church. While a recommended age is provided, each level is distinguished by the style of teaching. For children ages 2-5, the relevant levels include the following:

- **Little Learners** is written for classes with a blend of toddlers and preschoolers. Ideas are given for both age groups. These children show up to church ready to play, so a variety of activities help them play through the lesson. This level's content is student-driven.
- **Kindergarten** is for children currently in preschool or kindergarten. These children have been introduced to a classroom setting, but they still require large amounts of playtime. This level's content is a mix of being student- and teacher-driven.

Classes with students who haven't yet entered preschool will be best served using the Little Learners curriculum. Similarly, if a three-year-old has learned to read and has entered preschool, the child may be best served using the Kindergarten material.

WHAT ARE THE KEY FEATURES OF EACH LESSON?

As you browse through the Leader Guide, take note of these features:

BASICS

- *Truth about God (TAG)*: This statement summarizes what the Bible story reveals about God. It should serve as the basis behind every activity. Everything you teach in the lesson should point to the Truth about God.
- *Truth for My Life (TML)*: This statement summarizes the lesson's application. Coming out of the lesson, students should be ready to proclaim and enact this simple truth.
- *Teacher Devotional*: On the first page of each lesson, this section provides takeaways to help teachers prayerfully prepare for the lesson.
- *Supplies*: The second page of each lesson provides an overview of the materials necessary for the activities.

PREPARE THE HEART

This opening section of the lesson contains activities to introduce the lesson's Truth about God.

- *Connect*: Each lesson starts with opening activities designed to gather students, take attendance, collect offering, and most importantly, introduce the Truth about God.
- *Video Introduction*: Video suggestions are provided to capture students' attention. These videos are optional and not essential to teaching the lesson.
- *Opener*: To start each lesson, use the front of the Activity Page to focus students and introduce the Truth about God (TAG). Then to further illustrate the TAG, choose from the two options based on the composition of your students.

INSTRUCT THE HEART

This middle section of the lesson tells the Bible story.

- *Bible Lesson Verse(s)*: The verse or verses highlighted here capture the essence behind the Bible story.
- *Lesson Lead-In*: This brief activity is designed to transition students so their minds are ready to receive the Bible story that is about to be told.
- *Bible Lesson*: This age-appropriate telling of the Bible story is designed to keep students engaged as you focus their hearts on the Truth about God.

CONNECT TO THE HEART

This application section of the lesson contains activities designed to help students internalize the Truth for My Life.

- *Application Activity*: Coming out of the Bible lesson, use the back of the Activity Page to introduce the Truth for My Life (TML). To further illustrate the TML, choose from the two options based on the composition of your students.
- *Prayer and Response*: Close each lesson by praying an echo prayer with students.
- *Home Connection*: Ideas are provided to help you connect with families at the end of class and throughout the week.

ADDITIONAL OPTIONS

In order to learn, Little Learners need to play. At the end of each lesson, find two pages of activities to work into the lesson plan at your discretion. As students do these activities, repeat the Truth about God and the Truth for My Life again and again (and again). These additional activities include Worship, Memory Work, and options of a game, snack, and craft.

11

LAZARUS, COME FORTH

John 11:1-44

SERIES AIM

To investigate Jesus' journey to the cross by studying John 11-13.

SERIES MEMORY VERSE

John 11:25

"I am the resurrection, and the life."

SERIES MEMORY WORDS

Jesus gives us life.

BIBLE LESSON VERSE

John 11:43

"And when he thus had spoken, he cried with a loud voice, Lazarus, come forth."



TRUTH ABOUT GOD

Jesus gives us life.

TRUTH FOR MY LIFE

I am happy Jesus gave me life.

SUPPLIES

PREPARE THE HEART

Connect

- Attendance poster **RK DR**, and stickers **RK DR**

Video Introduction

- "100 Kids Tell Us about the Worst Smell in the World" **QL**
- "Stinky Skunk Song" **QL**

Opener

- Stinky foods (e.g., black licorice, beef jerky, stinky jelly beans, imitation crab, sardines), water
- Durian visual **RK DR**
- "Cat Reaction to Smelling Durian" **QL**

Toddlers

- Lazarus outline **RK DR**, white tissue paper, glue sticks

Preschoolers

- Per student:* Flowers coloring sheet **RK DR**, crayons or markers
- Spray scents (e.g., mild perfume, air freshener)

INSTRUCT THE HEART

Lesson Lead-In

- Sick Child visual **RK DR**

Bible Lesson

- "The B-I-B-L-E" **QL**
- Lazarus doll or action figure, shoebox with lid, strips of white fabric, Bible

Looking for classroom decor ideas? See the Classroom Decor Ideas **DR** provided in your digital resources.

SUPPLIES

CONNECT TO THE HEART

- Prizes or snack for students inside gift-wrapped box

Toddlers

- Rolls of toilet paper

Preschoolers

- Small container of water, eye dropper, mirror, towel

Prayer and Response

- *Per student:* Little Learners Devotional and Activity Page

Worship

- “Books of the New Testament” **QL**
- “Glorious Day” **QL**
- *Optional:* Squares of paper, fabric, or felt

Memory Work

- Series 1 MW poster **RK DR**, American Sign Language Dictionary **QL**

Craft Option

- *Per student:* 2 craft sticks, rubber band (or hot glue), Play-Doh

Game Option

- Kiddie pool, lots of small clothing items and towels

Snack Option

- Mini hot dogs, cheese slices, soft tortillas, plates, napkins, drinks, cups
- *Alternate:* Fruit Roll-Ups

PREPARE THE HEART

Connect: Alive

Instruction

- As students enter, collect offering and record attendance.
- Ask students to take a few deep breaths.
 - » *Say:* We have breath because we are alive.
- Have students recite the Truth about God (TAG): “Jesus gives us life.”

Application: In today’s Bible story, we will learn that Jesus gives us life. Aren’t you happy Jesus gave you life today?

Video Introduction

- When it is time to get students’ attention, consider showing one of the following:
 - » “100 Kids Tell Us about the Worst Smell in the World” by HiHo Kids **QL** (Stop at 1:17.)
 - » “Stinky Skunk Song” by Little Angel **QL**

Opener: Stinky Foods

Preparation

- Gather foods that have a pungent smell, such as black licorice, beef jerky, stinky jelly beans, imitation crab, sardines. No matter what you use, some children will like the smells and some will not.

Instruction

- Have students smell the pungent foods.
 - » *Ask:* Do you dare me to eat them?
 - » Get a teen or adult volunteer if you cannot bring yourself to eat the food.
 - » Create a big dramatic build up and then a huge reaction after eating the food. Gulp down water afterward, or fake choke and gasp.
- Talk about other things that smell stinky: dirty socks, feet, garbage, armpits.
- Show the Durian visual **RK DR**.
 - » Talk about durian and how bad it smells.
 - » Show thirty seconds or so of the video “Funny Cats Reaction to Smelling Durian” by WooPets **QL**.
- Go on a “sniff hunt” letting students search for things around the room that smell good or bad.

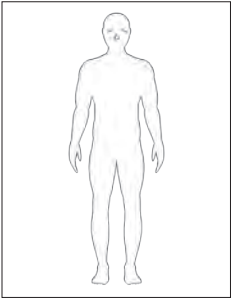
Application: In the lesson today, we will learn about something that was stinky.

Ready to network with Apostolic teachers from around the world? Join the God’s Word for Life Kids Community on Facebook. For more info, see page 2.

To learn how to access the videos mentioned in the curriculum, see page 3.

The stinkiest food on earth, durian, has been outlawed in many hotels and businesses in Thailand because of its powerful aroma. It is a safe sweet treat, but be warned, kids might smell afterward.



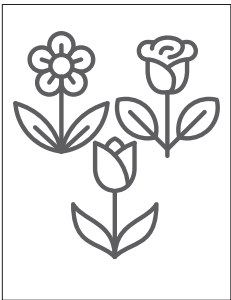
**Toddlers (Ages 2-3)***Preparation*

- For each student, copy a Lazarus outline **RK DR**.
- Shred white tissue paper into small pieces to be glued onto the figure.

Instruction

- Give each student a Lazarus outline.
 - » *Say:* Let's pretend this is Lazarus. He was a friend of Jesus. In today's Bible story, we will learn about when Lazarus's body stopped working and he died. But don't worry; the story has a happy ending. When this happened, Lazarus's friends wrapped him in grave clothes.
 - » *Ask:* Can you add grave clothes to Lazarus?
- Give each student a glue stick and enough tissue paper pieces to cover Lazarus.

Application: In today's Bible story, we will learn that Lazarus was dead and buried, but then Jesus gave him life.

**Preschoolers (Ages 3-4)***Preparation*

- Gather a selection of spray scents, such as mild perfumes or air fresheners.
- For each student, copy the Flowers coloring sheet **RK DR**. In the RK, it is on the back of the Lazarus outline **RK DR**.

Instruction

- If using markers, teach students how to properly handle them. When finished, they should always put on the lids and return the markers to a teacher.
- Give each student a Flowers coloring sheet **RK DR** and crayons or markers.
 - » Let them color the flowers.
- When finished, let students choose a scent and help them spritz it on their papers to make their flowers smell wonderful.

Application: Today we will learn about a man who was dead so long, he stunk. When Jesus gave him life again, the man didn't stink anymore. We are going to sniff our beautiful flowers to remind us that Jesus gives us life.

INSTRUCT THE HEART**Bible Lesson Verse**

"And when he thus had spoken, he cried with a loud voice, Lazarus, come forth" (John 11:43).

Lesson Lead-In: What Happened?*Instruction*

- Show the Sick Child visual **RK DR**.
 - » *Ask:* What is happening in this picture?
 - » *Ask:* Who do you think is nearby to help?
- *Ask:* What's the best thing to do if you are feeling sick?


Application: When we are sick, we need someone to take care of us. In our Bible story, we will learn about Lazarus, whose sisters wanted to take care of him because he was sick.

Bible Lesson: Jesus Raises Lazarus (John 11:1-44)*Preparation*

- Locate a doll or action figure to represent Lazarus and a shoebox with a lid for the tomb.
- Prepare strips of white fabric that can be wrapped around Lazarus as grave clothes.

Truth for My Life: I am happy Jesus gave me life.

Instruction

- Show your Bible and sing “The B-I-B-L-E” .
- Open your Bible to John 11.
 - » Say: The Bible is God’s storybook. Our story comes from the Bible.

(Show the Lazarus doll.) Today I want to introduce you to Lazarus. Can you wave and say hi to Lazarus? *(Students do so.)* Let’s find out what happened to him. Everyone shrug your shoulders and say, “What happened?” *(Students do so.)*

Lazarus was a friend of Jesus. Lazarus had two sisters, Mary and Martha. Can you show me 2 fingers? *(Students do so.)* All three of them were Jesus’ friends. One day Lazarus became very sick. *(Have the doll “cough.”)* He had to go to the doctor. Usually a doctor can help us feel better, but no one could make Lazarus feel better. *(Have the doll lie down.)*

Lazarus’s sisters said, “Let’s ask Jesus to heal Lazarus. Jesus can heal anyone.” Everyone say with me, “Jesus can heal anyone.” *(Students do so.)*

Mary and Martha asked their friends to go find Jesus. They said, “Ask Jesus to come to our house and heal our brother.” When the friends found Jesus, they told Him, “Jesus, Your friend Lazarus is really, really sick.” Everyone say, “He’s really, really sick.” *(Students do so.)*

Jesus calmly said, “This sickness will not end in death. People will praise God when Lazarus is healed.”

Then Lazarus died. They covered his body in grave clothes. *(Wrap the doll in fabric strips.)* Then they laid his body in a tomb. *(Place the wrapped doll in the shoebox and place the lid on top.)* His sisters were so sad. His friends were so sad. Everyone cried. Can you cry with me? *(Students do so.)*

Finally, Jesus came to see Lazarus. Mary and Martha ran to meet Jesus. They said, “Jesus, You came too late. Lazarus has been dead and buried in the tomb for four days already.” When Jesus saw Mary’s tears, He cried too. But does Jesus know everything? . . . Yes. Does Jesus ever say anything that does not come true? . . . No.

- Ask: What did Jesus say earlier?

Jesus said, “This sickness will not end in death,” so what do you think happened? . . . Jesus told Mary and Martha, “Your brother will rise again. I will give him life. Show Me where he is buried.”

They took Jesus to the tomb. Jesus told the people to open it. Martha said, “Oh no, we can’t do that. Lazarus has been dead for four days. His body will stink.” When things die, they start to stink.

Jesus said, “Do it. Do not be afraid.” Jesus knew what was about to happen because He knows everything. They opened the tomb. *(Remove the lid from the box.)* Jesus said with a loud voice, “Lazarus, come forth.” *(Have students repeat this.)*

As the people watched, a shadow appeared in the door of the tomb. *Gasp!* Lazarus came shuffling out. Because of his grave clothes, it was hard for him to walk. *(Demonstrate hopping because your hands and feet are bound.)*

Jesus said, “Take off those grave clothes and let him walk free.” *(Remove the cloth strips from the doll.)*

The people laughed and shouted and jumped up and down, hugging their friend and yelling, “Woo-hoo! Praise God! Jesus did it. Jesus gives life.” *(Invite students to break into their own happy dance, praising God and joyfully saying, “I’m free!”)* If you’re happy that Jesus gives you life, let me hear you clap your hands. *(Students do so.)*

Review the story with simple questions:

- Who were Lazarus’s sisters? *Mary and Martha*
- What happened to Lazarus? *He died.*
- How many days was Lazarus dead? *Four*
- What did Jesus say to bring Lazarus back to life? *“Lazarus, come forth.”*
- Who gives us life? *Jesus*

CONNECT TO THE HEART

Trusting Jesus

Preparation

- Place prizes or a snack for students inside a gift-wrapped box.

Instruction

- Show the gift-wrapped box.
 - » *Ask:* Do you trust me?
 - » *Ask:* If I say you all can share the gift inside this box, do you believe me?
- *Say:* Mary and Martha had to trust that Jesus' words would come true.
 - » *Ask:* Did His words come true for Lazarus? *Yes*
- Have students help unwrap the gift and enjoy what is inside.

Application: Jesus promises to give us life. He wants us to live forever with Him. Can we trust Jesus? . . . Yes. I am so happy that Jesus gives us life.

Toddlers (Ages 2-3)

Instruction

- Help students work together to wrap one student at a time in toilet paper.
 - » When the class says, "Lazarus, come forth," the student should shuffle a little.
 - » When the class says, "Remove the grave clothes," the student should break free and say, "Thank You, Jesus, for life."
- *Alternative:* If students are uncomfortable being wrapped up, they can just pretend to be wrapped up.
 - » When the class says, "Lazarus, come forth," the student should walk like a mummy.
 - » When the class says, "Remove the grave clothes," students should joyfully leap and say, "Thank You, Jesus, for life."

Application: When Jesus gave life to Lazarus, he was set free.

Preschoolers (Ages 3-4)

Instruction

- *Ask:* Have you ever felt sad?
 - » *Say:* It's OK to let tears come out.
- *Say:* When Jesus saw Mary crying for her brother, Lazarus, Jesus cried too.
- Using an eyedropper, carefully drip some "tears" on each student's cheeks.
 - » Let students observe their tears in a mirror.
- *Ask:* Who can we talk to when we are sad? *Parents, teachers, grandparents, and so on*

Application: Jesus is God, and He gives us life. He cares so much that He even cries with us.

Prayer and Response

Instruction

- Have students settle down to have a quiet, heartfelt moment of reflection.
- *Say:* Now we are going to take a moment to talk to Jesus. Everyone bow your head. *Say* this after me from your heart. (Have students repeat the echo prayer.)

I thank You, Jesus, . . . for giving me life.
 I am happy that . . . You made me the way I am.
 You made me for a reason, . . . and You never make a mistake.
 I think You are awesome, . . . and You made me awesome.
 In Jesus' name, . . . amen.

- Send each student home with a Little Learners Devotional and Activity Page.

Truth for My Life: I am happy Jesus gave me life.

WORSHIP

Supplies: Video Quick Links Document **DR**, *optional:* squares (paper, fabric, or felt)

Preparation

- Locate your favorite song that teaches the books of the Bible, such as “Books of the New Testament” **QL** by Awana.
- *Optional:* Create squares out of paper, fabric, or felt (one for each student) to mark each child’s space. These could be used again each week.

Instruction

- *Say:* During worship, we keep our hands, feet, and objects to ourselves.
 - » Consider putting squares on the floor to mark each child’s space.
- Ask students to demonstrate how Lazarus might have acted when Jesus brought him back to life.
 - » *Say:* This is the joy we should express to Jesus during worship.
- As you play “Glorious Day” by Kristian Stanfill/Passion **QL**, teach about worship.
 - » Let students follow your example as you raise your hands, close your eyes, and walk around the room during the song.
- Introduce students to the books of the Bible song. With enough time and repetition, music can help even the youngest children learn the books of the Bible.

Application: We worship Jesus because He gives us life.

GAME OPTION

Shake It Off

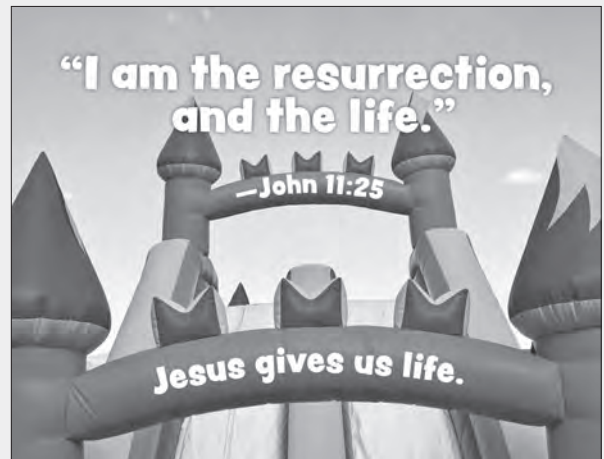
Preparation

- Fill a kiddie pool with lots of small clothing items and towels.

Instruction

- Depending on the size of the kiddie pool, let one or two children at a time get into the pool.
- Challenge them to cover themselves with the clothes and lay very still.
- When you say, “Lazarus, come forth,” students shake off the clothes and step out of the pool with arms raised.
 - » Encourage them to jump and say, “I’m alive. I’m alive. Jesus gave me life.”

Application: I am so thankful Jesus gives us life.



MEMORY WORK

Series 1 Memory Verse

“I am the resurrection, and the life” (John 11:25).

Series 1 Memory Words

Jesus gives us life.

Instruction

- Read each word on the Series 1 MW poster **RK** **DR** as students echo you.
- Teach the following actions for the Memory Verse:
 - » “I am (*sign language for Jesus*)
 - » the resurrection, (*jump and open your eyes as if coming back to life*)
 - » and the life.” (*place hands over heart and make a heartbeat*)
- Teach the following actions for the Memory Words:
 - » Jesus (*sign language for Jesus*)
 - » gives us (*pretend to share something with a friend*)
 - » life. (*place hands over heart and make a heartbeat*)
- Repeat several times.

Application: I am thankful that Jesus gives us life.



SNACK OPTION

Lazarus in Grave Clothes

Preparation

- Cut cheese slices and soft tortillas into strips.

Instruction

- Help students roll a mini hot dog and a piece of cheese in a soft tortilla strip.
- *Alternate:* Distribute strips of Fruit Roll-Ups.
- Lead students in prayer, and then eat snack.
- Discuss how Lazarus had strips of fabric wrapped around him for grave clothes.

Application: Jesus told the people to take off Lazarus's grave clothes after He raised him from the dead.



CRAFT OPTION

Walking Sticks

Preparation

- For each student, use a rubber band or hot glue to secure two craft sticks into an X shape.

Instruction

- Give each student an X.
 - » *Say:* This X represents Lazarus.
- Give each student a ball of Play-Doh.
 - » Show them how to roll the Play-Doh into a long "snake."
- Then show students how to wrap the dough strip around the sticks.
 - » *Say:* This is like Lazarus's grave clothes.
- *Say:* Lazarus, come forth.
 - » Students pretend to have the sticks walk like Lazarus would.
- *Say:* Remove the grave clothes and be free.
 - » Students tear off the grave clothes and squish them back into a ball.

Application: When Jesus gave Lazarus life, Jesus set Lazarus free.

VIDEO REVIEW

To review the Bible lesson, show one of the following videos:

- "Jesus Raises Lazarus from the Dead" by Saddleback Kids **QL**
- "Jesus Raised Lazarus from Death" by Crossroads Kids' Club **QL**

KINDERGARTEN

LEADER GUIDE
FALL 2024



GODS
WORD

FOR LIFE
kids

GOD'S WORD



FOR LIFE

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*ANS stands for All Nations Sunday

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FAQS ABOUT GOD'S WORD FOR LIFE

Is there a family devotional for Kindergarten students?

Family devotional activities are now included on the front page of the Kindergarten Devotional and Activity Pages. In addition to a learning activity and coloring page, each lesson includes a God's Word for Families home-connection section, giving parents and caregivers ideas to help children play through each lesson at home. To promote discipleship in the home, send each student home with an activity paper, and then encourage families to revisit the lesson throughout the week with these fun activities.

How should I use this curriculum for a smaller church or a smaller class size?

Every option and idea can be tailored by you to fit your specific resources and teaching methods. If you only have a few students, some ideas intended for larger groups should not be considered for your lesson plan. Other ideas, though, even if written for a larger group, can be creatively adapted for use in smaller class sizes.

To filter out excess activities, develop an outline focusing only on the options you plan to use. If you feel overwhelmed by the amount of material in the Leader Guide, consider buying the digital version and then working from the Microsoft Word documents provided. This allows you to edit and delete activities to specifically meet your classroom's needs.

For Bible stories calling for multiple actors, consider using dolls or action figures to act out the story. Assign certain figures to students and let them help you tell the story. After the Bible lesson, let students retell the story using the figures.

How should I use this curriculum if I have forty-five minutes or less to teach?

For teachers with shorter teaching times, here is an example of how to assemble an effective lesson plan.

- Be prepared. Do all prep work before class, including developing a lesson plan, allotting time to each section.
- *5 minutes:* Connect with students, get their attention, and go. Use an intro video, lesson-oriented discussion, or action song to engage students and to introduce the Truth about God (TAG). Have a helper take attendance and collect offering as a primary teacher engages students. This section should take no more than five minutes at the beginning of the teaching time.
- *10 minutes:* Once you have students' attention, immediately enter into an Opening Option. Choose one activity or meld the activities that will resonate with your students, but take only ten minutes or less. Your goal in this time is to further expound on the TAG while gaining momentum toward telling the Bible story.
- *15 minutes:* Keeping tight control of the discussion, use the Lesson Lead-In to transition to the Bible Lesson. Knowing you have limited time, these two parts of the lesson should be well rehearsed and take no longer than fifteen minutes.
- *12 minutes:* With the Bible story told, apply the lesson using an Application Option. Choose one activity or meld the activities. Your goal is to lead students into God's presence so they can evaluate how this Bible story should impact their lives moving forward.
- *3 minutes:* At the end of every teaching session, be intentional about helping students find time for personal reflection at an altar of prayer.

The Leader Guide intentionally provides a lot of options. You will not be able to do all the activities. Use the available possibilities to construct the best possible lesson with your students, resources, teaching methods, and teaching time in mind.

What is a whole-church curriculum?

God's Word for Life is a discipleship program intended to lead the entire church from toddlers to adults into God's presence and His Word for lifelong transformation. The adult, youth, and children's levels all start from the same biblical text but then have different age-appropriate applications. Daily devotionals for every age level equip the church to study Scripture daily.

If your entire church has not bought in to the God's Word for Life program, this Kindergarten curriculum can still be used on its own.

LEGEND

DR Digital Resource in Resource Kit	RK Resource Kit
LG Leader Guide	QL Video Quick Links document
MW Memory Work	TAG Truth about God
	TML Truth for My Life

How do I purchase and download my digital resources?

The Leader Guide can be purchased in print or digital versions separately for \$9.99, or together for \$12.99. The digital version comes with a PDF of the guide, as well as a Microsoft Word document for each lesson.

The Kindergarten Devotional and Activity Pages can be purchased in a print or digital version for \$5.49. The digital version comes with a PDF of the resource.

For the Resource Kit (\$29.99), the kit's digital material **DR** is included with your purchase of the print version. It includes access to videos, songs, lyrics, sound effects, and many more resources. If you are not accessing the digital materials provided with your Resource Kit, you are missing out on a ton of valuable materials.

After purchasing your materials, download your digital resources using one of the following options:

- *Option 1:* If you purchase online, download your digital resources immediately from the order confirmation screen.
- *Option 2:* An email is sent to the purchaser with a link to the purchased digital content. This email can be forwarded to any teachers who will be using the purchased materials.
- *Option 3:* Provide teachers with access (email and password) to the purchaser's account on the PPH website. On the website, go to "Your Account" and click the appropriate links in the Order History.
- *Option 4:* To access the Resource Kit's digital resources, in addition to the three options above, a download code is provided on the kit's cover sheet. To use this code, visit <https://pentecostalpublishing.com/downloads> and follow the instructions.

How do I access the videos marked with a **QL** in the lesson?

In the lessons, a **QL** icon means a clickable hyperlink is provided in a Video Quick Links document for easy access. Please note that videos are not essential to the lessons but are provided as a fun way to interact with students. We understand some classrooms may not have the technology available to show videos. The Leader Guide provides plenty of content to teach a lesson without showing videos.

After purchasing a Resource Kit and then downloading the digital resources (see instructions above), one of the first files is the Video Quick Links PDF that is specific to the Kindergarten level. Simply open the Video Quick Links document, find the video referenced in the lesson, and click on the icon below the title. If you have internet access, your electronic device should take you to the appropriate web page.

Videos on **vimeo** are produced for God's Word for Life by Pentecostal Resources Group. If your classroom has internet access, Vimeo videos can be livestreamed without fear of commercial interference. Your purchase of the Resource Kit gives you rights to download this Vimeo material. If you prefer to download these videos:

1. Use the Video Quick Links document to go to Vimeo.
2. Select the title of the video you want to download.
3. An option to Download or Share the video should appear at the bottom of the screen.

When the Video Quick Links document sends you to websites other than Vimeo (e.g., YouTube, Pinterest), this material was not produced for God's Word for Life but could be fun or helpful in teaching the lesson. Given the transient nature of online publications, it is possible a web address may no longer be active or may have been altered since the print date of this publication. Teachers and leaders should review the terms of service of any website before using it.

FAQS ABOUT GOD'S WORD FOR LIFE

Does God's Word for Life have a Facebook group for teachers?

Yes, join our Facebook group:

God's Word for Life Kids Community

Interact with editors and over 5,000 teachers across all levels. Get decorating ideas, post pictures of your class, and share what God is doing in your church.

Facebook: God's Word for Life
Kids Community



What does **DR** mean in the lesson?

A **DR** icon means this item is provided as a digital resource in the Resource Kit. To access this material, a Resource Kit must be purchased separately from the Leader Guide, and then the digital resources must be downloaded. The downloads come as zipped files that require a computer. (Smartphones [and some tablets] cannot open zipped folders without specialized apps.) To download the **DR** material, follow the instructions on page 3.

What resources do I need to teach Kindergarten level?

- *Leader Guide (LG)*: This 112-page guide provides the lesson content for leaders and teachers to present in Sunday school, home school, or any teaching environment. The LG is available in both print and digital formats.
- *Devotional and Activity Pages (AP)*: For each lesson, two pages of activities can be done during class time or at home. In addition, each lesson has a two-page *God's Word for Families* devotional to send home with students. The Kindergarten Devotional and Activity Pages are available in both print and digital formats.
- *Resource Kit (RK)*: This packet provides essential supplements to make the lesson come alive. Some lessons require materials only found in the resource kit.


What is Junior Bible Quizzing?

God's Word for Life is pleased to partner with UPCI Children's Ministries to present Junior Bible Quizzing options. The area of study for 2024–2025 is the Gospels. The Resource Kit's digital resources provides you with three JBQ documents:

- *JBQ Games*: This document provides Bible-quizzing game ideas to play with students.
- *JBQ Quizzes*: This document provides questions to ask during the games. Quiz 1 corresponds with the first set of verses. The content and format of these questions is provided by Terry Marshall, the JBQ Director.
- *JBQ Verses*: Select and print the JBQ Verses **DR** you want your students to study. Once you feel they have mastered the assigned verses, send home a new set of JBQ Verses.

For more information on Junior Bible Quizzing, visit the website: www.najbq.com.


Does God’s Word for Life have classroom décor ideas?

Yes. This quarter provides ideas for a Royal Court theme. Look for a digital document in the Resource Kit called “Classroom Decor Ideas” . It provides ideas to decorate your classroom, including search suggestions for Pinterest.



Facebook


On Facebook, search for and share your decorating ideas in our group: **God’s Word for Life Kids Community**.

Please note: If you decorate, look for creative ways to tie the theme to the lesson content. Because not all teachers decorate, decor ideas are not mentioned in the lessons of the Leader Guide. At the end of the “Classroom Decor Ideas”  document are suggestions to tie the theme to each lesson.

Every teaching situation is different. While some teaching teams entirely transform their classroom or teaching wing with each quarterly theme, others can only decorate a few bulletin boards, and others need decor that can be put up and taken back down each week. Every teacher has a different style, budget, and need. This curriculum is adaptable for every situation.

What does God’s Word for Life do to help teachers with students who have special needs?

In conjunction with ABLE Ministry, the digital resources of the Resource Kit for the Kindergarten, Early Elementary, Late Elementary, and MOVE! kids’ church levels provide a special needs supplement to the Leader Guide (LG). Teachers can use this document alongside the LG. The Little Learners LG does not have this type of supplement because the activities are typically applicable for students with special needs.

In addition, the digital resources of the Resource Kit provide a Spiritual IEP  that has been developed by ABLE Ministry. By working with parents and caregivers to gather this information, teachers can better understand challenges their students face. This information helps ensure each child receives an appropriate amount of assistance and that the correct accommodations are in place in your classroom.

If you have questions regarding a specific disability or teaching challenge, join the ABLE Ministry UPCI Facebook page to network with Apostolic parents and teachers who specialize in ministering to children with special needs.



ABLE Ministry
on Facebook



How do I know which level of God’s Word for Life to use for my students?

For children, God’s Word for Life is broken down into five levels: Little Learners, Kindergarten, Early Elementary, Late Elementary, and MOVE! kids’ church. While a recommended age is provided, each level is distinguished by the style of teaching. For children ages 2–5, the relevant levels include the following:

- **Little Learners** is written for classes with a blend of toddlers and preschoolers. Ideas are given for both age groups. These children show up to church ready to play, so a variety of activities help them play through the lesson. This level’s content is student-driven.
- **Kindergarten** is for children currently in preschool or kindergarten. These children have been introduced to a classroom setting but still require large amounts of playtime. This level’s content is a mix of being student- and teacher-driven.

Classes with students who haven’t yet entered preschool will be best served using the Little Learners curriculum. Similarly, if a three-year-old has learned to read and has entered preschool, the child may be best served using the Kindergarten material.

11

LAZARUS, COME FORTH

John 11:1-44

SERIES AIM

To investigate Jesus' journey to the cross by studying John 11-13.

SERIES MEMORY VERSE

John 11:25

"I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live."

BIBLE LESSON VERSE

John 11:43

"And when he thus had spoken, he cried with a loud voice, Lazarus, come forth."



TRUTH ABOUT GOD

Jesus has the power to give life.

TRUTH FOR MY LIFE

I will trust Jesus to give me life.

SUPPLIES

EXCITE AND ENGAGE

Connect

- White or grey sheet, "Tomb of Lazarus" sign **RKDR**
- Attendance poster **RKDR**, and stickers **RKDR**, Series 1 MW poster **RKDR**

Video Introduction

- "Guess the Animal Sounds" **QL**
- "Listening Song" **QL**

Opener

- No supplies necessary

Opening Option 1

- No supplies necessary

Opening Option 2

- Balloon, marker

RELATE AND RECEIVE

Lesson Lead-In

- No supplies necessary

Bible Lesson

- "Jesus and Lazarus" visual **RKDR**
- *Option 1:* 4 costumes for Jesus, Lazarus, Mary, and Martha; tomb of Lazarus from Connect, white strips of cloth to wrap Lazarus
- *Option 2:* 4 dolls for Jesus, Lazarus, Mary, and Martha; box, white strips of cloth to wrap doll

APPLY AND ACT

- *Per student:* TRUST coloring sheet **RKDR**, crayons

Application Option 1

- Two boxes, alphabet letters (magnetic or foam) for TRUST and JESUS, blocks

Application Option 2

- Tomb of Lazarus from Connect (table, sheet, and sign)

Prayer and Response

- *Per student:* Kindergarten Devotional and Activity Page

EXCITE AND ENGAGE

Connect

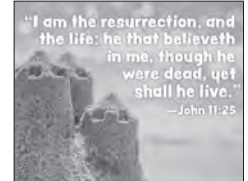
Preparation

- Cover a table with a white or grey sheet and mount the “Tomb of Lazarus” sign **RKDR** on it.

Instruction

- As students enter, collect offering and record attendance.
- Greet students and let them “explore” the tomb one at a time by crawling under the table.
- Introduce the Series 1 MW poster **RKDR**—John 11:25.
- Announce the TAG: “Jesus has the power to give life.”

Application: Today we will learn about a man named Lazarus who was in a tomb and how Jesus gave him life.



Video Introduction

- When it is time to get students’ attention, consider showing one of the following:
 - » “Guess the Animal Sounds” by Quiz Madness **QL**
 - » “Listening Song” by Learning Station **QL**.

Opener: Sounds of Life

Instruction

- *Say:* Think of a sound an animal makes.
 - » Ask students to take turns making their favorite animal sound and have the other students guess what it is.
- *Say:* These are sounds of life. We have life and animals have life too. Jesus has the power to give life to all things.
- *Ask:* How do you know something is alive? *It has breath, it makes noise, it moves, and so on.*
- *Ask:* Who gives all things life? *Jesus*

Application: All creatures are alive because Jesus gave them life. Only Jesus has the power to give life.

For additional Opening Options that use different teaching styles, see page 11:

- Option 1: I’m Alive
- Option 2: Jesus Gives Life

RELATE AND RECEIVE

Bible Lesson Verse

“And when he thus had spoken, he cried with a loud voice, Lazarus, come forth” (John 11:43).

Lesson Lead-In: Breathe

Instruction

- Have students take a deep breath.
- *Say:* You breathe because you are alive.
- Explain that when people die, they do not breathe anymore. (Be sensitive to any students who may have recently lost a loved one.)

Application: Jesus performed a miracle and brought a man back to life. Jesus gave the man breath because Jesus has power to give life.

Bible Lesson: Lazarus, Come Forth (John 11:1–44)*Preparation*

- *Option 1:* Consider asking students to play the parts of Jesus, Lazarus, Mary, and Martha. If using this option, you will use the tomb of Lazarus created during Connect.
- *Option 2:* Locate dolls to represent Jesus, Lazarus, Mary, and Martha. If using this option, locate a box that is larger than the Lazarus doll to represent the tomb of Lazarus.

Instruction

- *Ask:* Do you have a best friend? What is your best friend's name?

Did you know Jesus had some best friends? Lazarus, Mary, and Martha were some of Jesus' friends. *(Select four students to represent these characters, or introduce the four dolls that will be used to tell the story. Jesus should start away from the other three characters.)*

One day Jesus' friend Lazarus became very, very sick. *(Act this out with Lazarus.)* Mary and Martha were worried about their brother. Lazarus was so sick, he could die.

Mary and Martha sent someone to ask Jesus to hurry to their house so He could heal their brother. But Jesus did not hurry. Instead when Jesus heard the news, He said, "Lazarus will not die, and God will get glory from this." Jesus stayed where He was and did not come right away as they had asked.

Jesus waited a few days. . . . Oh no! *(Students gasp and say, "Oh no!")* While Jesus waited, Lazarus died. *(Act this out with Lazarus.)* Lazarus's body was wrapped in graveclothes. *(Wrap Lazarus in strips of cloth.)* Then he was placed in a tomb. *(Place Lazarus in the tomb and close the opening.)* Mary and Martha were so sad. *(Students cry.)*

When Jesus finally arrived in Bethany, Lazarus had been in the tomb for four days. *(Bring Jesus halfway to Mary and Martha.)* When Martha heard Jesus was coming, she ran to meet Him. *(Act this out.)* Martha said, "Lord, if You had been here, our brother would not have died."

Jesus said, "Your brother will rise again. I am the resurrection and the life." Martha did not understand what He meant.

Martha went to tell Mary that Jesus was there. Mary ran to meet Him too. *(Act this out.)* Mary was sobbing. *(Students cry.)* She said, "Lord, if You had been here, my brother would not have died."

When Jesus saw her crying, He cried with her. Jesus said, "Show Me where Lazarus is buried." Mary led Jesus to the tomb. *(Act this out.)*

The tomb was a cave with a stone rolled over the entrance. Jesus commanded, "Remove the stone."

Truth for My Life: I will trust Jesus to give me life.

Horrified, Martha said, “Lord, he’s been dead four days. His body will smell awful!” (*Students pinch their noses and say, pee-yoo!*)

Jesus said, “If you believe in Me, roll away the stone so you can see the glory of God.” They removed the stone. (*Open the tomb.*) Jesus commanded (*in a booming voice*), “Lazarus, come forth!” (*Students repeat.*)

Still bound in his graveclothes, Lazarus came out of the tomb. Just think how amazed everyone was to see a dead person come back to life.

Jesus said, “Remove his graveclothes. Lazarus is alive!” (*Act this out.*) Many saw this miracle and started to follow Jesus. Mary and Martha were so happy. (*Students cheer and praise Jesus.*) Jesus gave Lazarus life, and He gives us life too.

Review Questions

- Show the “Jesus and Lazarus” visual **RKDR**. Ask students to describe what is being shown.
 - » Who was so sick that he died? *Lazarus*
 - » What did Jesus do when He heard the news about Lazarus? *He stayed where He was.*
 - » What did Jesus say He would do for Lazarus? *He would bring him back to life.*
 - » What happened when Jesus commanded Lazarus to come forth? *Lazarus walked out of the tomb.*
 - » What does Jesus give us when we believe in Him and decide to follow Him? *Eternal life*



APPLY AND ACT

Trusting Jesus

Preparation

- For each student, copy a TRUST coloring sheet **RKDR**.

Instruction

- As a class, say the TML: "I will trust Jesus to give me life."
 - » *Say:* Mary and Martha had to trust Jesus' words would come true.
 - » *Ask:* Did His words come true? Yes
- Give each student a TRUST coloring sheet **RKDR**.
- As a class, spell the word aloud.
- Explain that the word *trust* means to believe what another person says or does is true.
 - » *Ask:* Do you believe I have crayons to give you so you can color this word?
 - » *Ask:* Do you trust that I am telling you the truth?
- Lay the crayons in front of students.
 - » *Ask:* Do you trust that I am going to allow you to color the sheet?
- Students must wait until given permission to color.
- As students color, discuss what it means to have eternal life.
 - » *Ask:* Can we trust Jesus to give us eternal life?

Application: To have eternal life, we must trust that Jesus will give us life by filling us with the Holy Ghost.

For additional Application Options that use different teaching styles, see page 11:

- Option 1: A Trust Box
- Option 2: Lazarus, Come Forth

Prayer and Response

Instruction

- Ask students to lie down on the floor on their backs.
 - » *Say:* Without Jesus, we are dead, but He has the power to give us life.
- Have students get up and kneel.
 - » *Say:* When we repent, we ask Jesus to give us the power to overcome our sins.
 - » Lead students in a prayer of repentance.
- Have students stand.
 - » *Say:* Once we have repented, we ask Jesus to give us life by filling us with the Holy Ghost.
 - » Lead students to pray for the Holy Ghost. Those who are already filled thank Jesus for the Holy Ghost and pray with fellow classmates.
- Have students raise arms.
 - » *Say:* Jesus is powerful. Praise Him for all He is and all He has done.
- Send each student home with a Kindergarten Devotional and Activity Page.

OPENING OPTION 1

I'm Alive

Instruction

- Have students stand in a circle.
- Say: When I say the word *alive*, I want you to jump, skip, or run in place.
 - » Say the word *alive* and have students move.
 - » Call out for students to stop, and then repeat a few more times.
- Say: You are alive. Jesus gives you power to move. Give a few friends a high five and tell them, "I'm alive."

Application: Jesus has the power to give all things life.

OPENING OPTION 2

Jesus Gives Life

Preparation

- Gather a balloon and a marker.

Instruction

- Show students the deflated balloon.
 - » Say: Without Jesus we are like this lifeless balloon.
- Inflate the balloon, tie it off, and draw a happy face on it.
 - » Say: Just like I inflated this balloon and gave it shape, Jesus has power to give us life.
- Toss the balloon to students.
 - » When students catch the balloon, they say, "Jesus has the power to give life."

Application: Jesus has the power to give all living things life, but only people can receive God's Spirit into their hearts and have eternal life.

APPLICATION OPTION 1

A Trust Box

Preparation

- Gather two boxes and the alphabet letters (magnetic or foam) for the words TRUST and JESUS.
- In the side of each box, cut a hole large enough for a student's hand.
 - » In one box, place the letters for TRUST, along with some additional blocks.
 - » In the other box, place the letters for JESUS, along with some additional blocks.

Instruction

- Say: In each box, we are going to find an important word. One at a time, you will take a letter out of the box. Search for a letter, not a block.
- Using the TRUST box first, have each student pull a letter from the box.
 - » Once all letters are pulled, put the letters in order to spell TRUST.
- With the letters from the second box, repeat the procedure to spell JESUS.
- Ask: What did we spell? *Trust Jesus.*
- Say: The word *trust* means to depend on someone to be good to you.
- Ask: Who do we trust to give us life? *Jesus*

Application: Jesus has the power to give life. We can depend on Jesus to give us life.

APPLICATION OPTION 2

Lazarus, Come Forth

Preparation

- This activity will use the tomb of Lazarus created for Connect (page 7).

Instruction

- One at a time, have students lay down under the table and pretend to be Lazarus in the tomb.
- After Lazarus is "in the tomb," choose another student to play the role of Jesus.
 - » Instruct "Jesus" to say, "Lazarus, come forth."
- The student "in the tomb" comes out and guesses the student who called him or her.
 - » If the guess is correct, the student can choose the next Lazarus.
- Continue play until everyone has a chance to be Lazarus and Jesus.

Application: Jesus has the power to give life. When Jesus told Lazarus to come forth, Lazarus came back to life. We too can trust Jesus to give us life.

Truth about God: Jesus has the power to give life.



WORSHIP

Supplies: Video Quick Links document **DR**, large balloon, marker

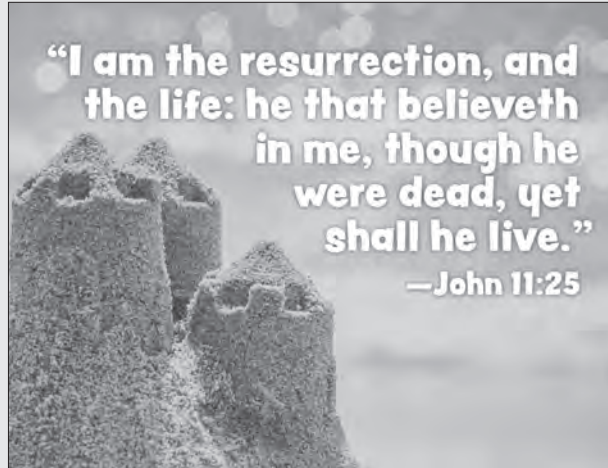
Preparation

- On a large, inflated balloon, write TRUST.

Instruction

- Play a version of Hot Potato using the balloon.
 - » Students stand in a circle.
 - » As worship music plays, students pass around the balloon.
 - » When the music stops, the student holding the balloon, shouts, “I trust Jesus.”
 - » Repeat as time and interest allow.
- **Suggested songs:**
 - » “Trust in the Lord” by Brentwood Benson **QL**
 - » “Rise Up” by CAIN **QL**
 - » “Lazarus Come Forth” by Carmen **QL**
 - » “I Trust in Him” by LifeKids **QL**

Application: Jesus gives each of us life. All we need to do is trust Him and let Him fill us with the Holy Ghost.



MEMORY WORK

Series 1 Memory Verse: John 11:25

Supplies: Series 1 MW poster **RKDR**, masking tape

Preparation

- Use masking tape to make a line across the floor of an open area.
 - » For a large class, make more than one line and form groups.

Instruction

- Review the Series 1 MW poster **RKDR**—John 11:25.
- Focus on the beginning of the verse, saying it together several times: “I am the resurrection, and the life.”
- Each student takes a turn walking the line and saying the verse phrase (with help as needed). The other students should cheer their fellow classmates on.

Application: Jesus told Martha that He was the “resurrection and the life.” He has the power to give life. We must trust Jesus to give us life.

ACTIVITY PAGES

Lead students in saying the TML: “I will trust Jesus to give me life.”

- On the front of the AP, students draw Lazarus coming out of the tomb.
- On the back of the AP, students color the picture of Jesus bringing Lazarus back to life.
 - » As they color, review the Bible story and let students retell it in their own words.



Application: Just like Jesus gave Lazarus life again, He will give you life.

VIDEO REVIEW

- To review the Bible lesson, consider showing the video “Jesus Raises Lazarus from the Dead” by Saddleback Kids **QL**.

Truth for My Life: I will trust Jesus to give me life.

JBQ OPTION



Preparation

- Select one of the JBQ Games **DR**. Some games require additional props.
- Locate the JBQ Quiz(zes) **DR** that correspond with the current set(s) of verses being studied.

Instruction

- Distribute the current set of JBQ Verses **DR** to new students.
- Play the prepared game with students.
- If students have mastered the verses, send home a new set of JBQ Verses **DR**. Otherwise let them study the same set of verses again for next week.

GAME OPTION

Loose Lazarus

Supplies: 2 rolls of toilet paper

Instruction

- Form two teams. Give each team a roll of toilet paper.
- Each team chooses a person to be Lazarus.
- *Say:* On “go,” wrap Lazarus in graveclothes by wrapping the toilet paper around Lazarus like a mummy.
 - » Once a team is finished, they all say together, “Lazarus, come forth.”
 - » Then the team must remove the toilet paper to loose him and set him free.
- The first team to wrap and free “Lazarus” is the winner.

Application: Jesus gave Lazarus life again. We can trust Jesus to give us life too.

CRAFT OPTION

Lazarus, Come Forth

Supplies per student: Toilet paper tube or plastic spoon, gauze, 2 small googly eyes, glue dots, tape

Preparation

- Make a sample “Lazarus” to show students.

Instruction

- Give each student a toilet paper tube or plastic spoon, two googly eyes, and gauze.
- Students attach the googly eyes near the top of the toilet paper roll or on the back of the spoon.
 - » Use glue dots if needed.
- Then students wrap gauze around the body and head without covering the eyes.
 - » Use tape to secure ends if needed.
- Let students use their Lazarus craft to act out the Bible lesson.

Application: Jesus had the power to bring Lazarus back to life. Jesus has the same power to give life to us when we trust Him. Trust Jesus to give you eternal life.

SNACK OPTION

Donut Tombs

Supplies: Donuts and donut holes, gummy bears, plates, napkins, drinks, cups

Preparation

- Cut donuts in half.
- For each student, place a half donut, a donut hole, and four gummy bears on a plate.

Instruction

- Have students make a representation of the tomb by setting the half donut up with cut ends down and placing the donut hole (stone) in front of it.
- Using the four gummy bears as actors, review the events at Lazarus’ tomb.
 - » During the discussion, indicate the moment when Jesus told others to roll away the stone.
 - » Students are to roll away the (donut hole) stone.
- Lead students in prayer, and then enjoy snack.

Application: Mary and Martha had to trust Jesus, and Lazarus was brought back to life. Trust Jesus and He will give you life.

EARLY ELEMENTARY

**LEADER GUIDE
FALL 2024**



**GODS
WORD**
FOR LIFE
kids

GOD'S WORD



FOR LIFE

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Early Elementary Leader Guide

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EARLY ELEMENTARY LEADER GUIDE
FALL 2024

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ANS stands for All Nations Sunday

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FAQS ABOUT GOD'S WORD FOR LIFE

Is there a family devotional for Early Elementary students?

Family devotional activities are now included as part of the Early Elementary Devotional and Activity Pages. For each lesson, in addition to two pages of learning activities, this resource also includes two pages of daily devotions to be done at home as a family. Because each lesson now has four pages, this resource has increased to fifty-six pages. To promote discipleship in the home, send each student home with all four pages (two pages front and back) at the end of every lesson. Then encourage families to revisit the lesson throughout the week with these daily Q&A discussions .

How should I use this curriculum for a smaller church or a smaller class size?

Tailor every option and idea to fit your specific resources and teaching methods. If you only have a few students, some ideas intended for larger groups should not be considered for your lesson plan. Other ideas, though, even if written for a larger group, can be creatively adapted for use in smaller class sizes.

To filter out excess activities, develop an outline focusing only on the options you plan to use. If you feel overwhelmed by the amount of material in the Leader Guide, consider buying the digital version and then working from the Microsoft Word documents provided. This allows you to edit and delete activities to specifically meet your classroom's needs.

For Bible stories calling for multiple actors, consider using dolls or action figures to act out the story. Assign certain figures to students and let them help you tell the story. After the Bible lesson, let students retell the story using the figures.

How should I use this curriculum if I have forty-five minutes or less to teach?

For teachers with shorter teaching times, here is an example of how to assemble an effective lesson plan.

- Be prepared. Do all prep work before class, including developing a lesson plan, allotting time to each section.
- *5 minutes:* Connect with students, get their attention, and go. Use an intro video, lesson-oriented discussion, or action song to engage students and to introduce the Truth about God (TAG). Have a helper take attendance and collect offering as a primary teacher engages students. This section should take no more than five minutes at the beginning of the teaching time.
- *10 minutes:* Once you have students' attention, immediately enter into an Opening Option. Choose one activity or meld the activities that will resonate with your students, but take only ten minutes or less. Your goal in this time is to further expound on the TAG while gaining momentum toward telling the Bible story.
- *15 minutes:* Keeping tight control of the discussion, use the Lesson Lead-In to transition to the Bible Lesson. Knowing you have limited time, these two parts of the lesson should be well rehearsed and take no longer than fifteen minutes.
- *12 minutes:* With the Bible story told, apply the lesson using an Application Option. Choose one activity or meld the activities. Your goal is to lead students into God's presence so they can evaluate how this Bible story should impact their lives moving forward.
- *3 minutes:* At the end of every teaching session, be intentional about helping students find time for personal reflection at an altar of prayer.

The Leader Guide intentionally provides a lot of options. You will not be able to do all the activities. Use the available possibilities to construct the best possible lesson with your students, resources, teaching methods, and teaching time in mind.

What is a whole-church curriculum?

God's Word for Life is a discipleship program intended to lead the entire church from toddlers to adults into God's presence and His Word for lifelong transformation. The adult, youth, and children's levels all start from the same biblical text but then have different age-appropriate applications. Daily devotionals for every age level equip the church to study Scripture daily.

If your entire church has not bought in to the God's Word for Life program, this Early Elementary curriculum can still be used on its own.

LEGEND

DR Digital Resource in Resource Kit	RK Resource Kit
LG Leader Guide	QL Video Quick Links document
MW Memory Work	TAG Truth about God
	TML Truth for My Life

How do I purchase and download my digital resources?

The Leader Guide can be purchased in print or digital versions separately for \$9.99, or together for \$12.99. The digital version comes with a PDF of the guide, as well as a Microsoft Word document for each lesson.

The Early Elementary Devotional and Activity Pages can be purchased in a print or digital version for \$5.49. The digital version comes with a PDF of the resource.

For the Resource Kit (\$29.99), the kit's digital material **DR** is included with your purchase of the print version. It includes access to videos, songs, lyrics, sound effects, and many more resources. If you are not accessing the digital materials provided with your Resource Kit, you are missing out on a ton of valuable materials.

After purchasing your materials, download your digital resources using one of the following options:

- *Option 1:* If you purchase online, download your digital resources immediately from the order confirmation screen.
- *Option 2:* An email is sent to the purchaser with a link to the purchased digital content. This email can be forwarded to any teachers who will be using the purchased materials.
- *Option 3:* Provide teachers with access (email and password) to the purchaser's account on the PPH website. On the website, go to "Your Account" and click the appropriate links in the Order History.
- *Option 4:* To access the Resource Kit's digital resources, in addition to the three options above, a download code is provided on the kit's cover sheet. To use this code, visit <https://pentecostalpublishing.com/downloads> and follow the instructions.

How do I access the videos marked with a **QL** in the lesson?

In the lessons, a **QL** icon means a clickable hyperlink is provided in a Video Quick Links document for easy access. Please note that videos are not essential to the lessons but are provided as a fun way to interact with students. We understand some classrooms may not have the technology available to show videos. The Leader Guide provides plenty of content to teach a lesson without showing videos.

After purchasing a Resource Kit and then downloading the digital resources (see instructions above), one of the first files is the Video Quick Links PDF that is specific to the Early Elementary level. Simply open the Video Quick Links document, find the video referenced in the lesson, and click on the icon below the title. If you have internet access, your electronic device should take you to the appropriate web page.

Videos on **vimeo** are produced for God's Word for Life by Pentecostal Resources Group. If your classroom has internet access, Vimeo videos can be livestreamed without fear of commercial interference or uncomfortable video suggestions. Your purchase of the Resource Kit gives you rights to download this Vimeo material. If you prefer to download these videos:

1. Use the Video Quick Links document to go to the Vimeo page.
2. Select the title of the video you want to download.
3. An option to Download or Share the video should appear at the bottom of the screen.

When the Video Quick Links document sends you to websites other than Vimeo (e.g., YouTube, Pinterest), this material was not produced for God's Word for Life but could be fun or helpful in teaching the lesson. Given the transient nature of online publications, it is possible a web address may no longer be active or may have been altered since the print date of this publication. Teachers and leaders should review the terms of service of any website before using it.

FAQS ABOUT GOD'S WORD FOR LIFE

Does God's Word for Life have a Facebook group for teachers?

Yes, join our Facebook group:

God's Word for Life Kids Community

Interact with editors and over 5,000 teachers across all levels. Get decorating ideas, post pictures of your class, and share what God is doing in your church.

Facebook: *God's Word for Life Kids Community*



How do I know which level of God's Word for Life to use for my students?

For children, God's Word for Life is broken down into five levels: Little Learners, Kindergarten, Early Elementary, Early Elementary, and MOVE! kids' church. While a recommended age is provided, each level is distinguished by the style of teaching. For children ages 5–12, the relevant levels include the following:

- **Kindergarten** is for children currently in preschool or kindergarten. These children have been introduced to a classroom setting, but they still require large amounts of playtime. This level's content is a mix of being student- and teacher-driven.
- **Early Elementary** is for children who have entered elementary school. Because these students' thinking skills are still largely concrete and literal, the Truth for My Life applications focus on the here and now, with some introduction to abstract thinking. The content is teacher-driven, with a focus on hands-on activities, games, and object lessons.
- **Early Elementary** is for older elementary students who will eventually be transitioning into youth level. As children mature, they develop the ability to think abstractly and comprehend deeper meanings. In this level, the content is teacher-driven, with a focus on discussion and hands-on application.
- **MOVE!** is written for classes containing a wide range of ages from 5–12. If your church places all children in one classroom or gymnasium, small or large, MOVE! is designed for you.

If your students are younger (grades 1–3), but they do not seem challenged by the material being covered in Early Elementary and are able to grasp deeper concepts, consider switching to Early Elementary. If your students are older (grades 4–6), but they do not seem to be grasping the deeper concepts of the Early Elementary material, consider switching to Early Elementary. If you have a wide range of ages, consider the MOVE! kids' church curriculum.

What resources do I need to teach Early Elementary level?

- **Leader Guide (LG):** This 112-page guide provides the lesson content for leaders and teachers to present in Sunday school, home school, or any teaching environment. The LG is available in both print and digital formats.
- **Devotional and Activity Pages:** For each lesson, every student needs an activity page. Each lesson's two pages of activities can be done during class time or at home. In addition, each lesson has a two-page *God's Word for Families* devotional to send home with students. The Early Elementary Devotional and Activity Pages are available in both print and digital formats.
- **Resource Kit (RK):** This packet provides essential supplements to make the lesson come alive. Some lessons require materials only found in the Resource Kit. It is also available in both print and digital formats.

What does DR mean in the lesson?

A DR icon means this item is provided as a digital resource in the Resource Kit. To access this material, a Resource Kit must be purchased separately from the Leader Guide, and then the digital resources must be downloaded. The downloads come as zipped files that require a computer. (Smartphones [and some tablets] cannot open zipped folders without specialized apps.) To download the DR material, follow the instructions above.

The digital resources DR include a variety of tools to help bring your lesson to life.

Does God’s Word for Life have classroom décor ideas?



Facebook

Yes. This quarter provides ideas for a Royal Court theme. Look for a digital document in the Resource Kit called “Classroom Decor Ideas” . It provides ideas to decorate your classroom.

On Facebook, search for and share your decorating ideas in our group: **God’s Word for Life Kids Community**.



Pinterest

To find the Pinterest page, type “<https://www.pinterest.com/GodsWordforLife/>” (or scan the QR code) to find a page pinned with Royal Court ideas, snacks, and activities.

Please note: If you decorate, look for creative ways to tie the theme to the lesson content. Because not all teachers decorate, decor ideas are not mentioned in the lessons of the Leader Guide. At the end of the “Classroom Decor Ideas” document are suggestions to tie the theme to each lesson.

Every teaching situation is different. While some teaching teams entirely transform their classroom or teaching wing with each quarterly theme, others can only decorate a few bulletin boards, and others need decor that can be put up and taken back down each week. Every teacher has a different style, budget, and need. This curriculum is adaptable for every situation.

What does God’s Word for Life do to help teachers with students who have special needs?

In conjunction with ABLE Ministry, the digital resources of the Resource Kit for the Kindergarten, Early Elementary, Early Elementary, and MOVE! kids’ church levels provide a special needs supplement to the Leader Guide (LG). Teachers can use this document alongside the LG.

In addition, the digital resources of the Resource Kit provide a Spiritual IEP that has been developed by ABLE Ministry. By working with parents and caregivers to fill out this informational form, teachers can better understand some challenges their students face. This information helps ensure each child receives an appropriate amount of assistance and that the correct accommodations are in place in your classroom.

If you have questions regarding a specific disability or teaching challenge, join the ABLE Ministry UPCI Facebook page to network with Apostolic parents and teachers who specialize in ministering to children with special needs.



**ABLE Ministry
on Facebook**



What is Junior Bible Quizzing?

God’s Word for Life is pleased to partner with UPCI Children’s Ministries to present Junior Bible Quizzing options. The area of study for 2024–2025 is the Gospels. The Resource Kit’s digital resources provides you with three JBQ documents:

- **JBQ Games:** This document provides Bible-quizzing game ideas to play with students.
- **JBQ Quizzes:** This document provides questions to ask during the games. Quiz 1 corresponds with the first set of verses. The content and format of these questions is provided by Terry Marshall, the JBQ Director.
- **JBQ Verses:** Select and print the JBQ Verses you want your students to study. Once you feel they have mastered the assigned verses, send home a new set of JBQ Verses.

For more information on Junior Bible Quizzing, visit the website: www.najbq.com.

11

LAZARUS, COME FORTH

John 11:1-57

SERIES AIM

To investigate Jesus' journey to the cross by studying John 11-13.

SERIES MEMORY VERSE

I Corinthians 1:18

"For the preaching of the cross is to them that perish foolishness; but unto us which are saved it is the power of God."

BIBLE LESSON VERSE

John 11:25

"Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live."



TRUTH ABOUT GOD

Jesus is the resurrection and the life.

TRUTH FOR MY LIFE

I will live forever because Jesus gives me eternal life.

SUPPLIES

EXCITE AND ENGAGE

Connect

- "Beethoven - Moonlight Sonata" **QL**, all-black outfit
- Attendance poster **RKDR**, stickers, Series 1 MW poster **RKDR**

Video Introduction

- "Expired" **QL**
- "Woman Wakes up in the Coffin at Her Funeral" **QL**

Opener

- Butterfly Stages visuals **RKDR**

Opening Option 1

- Index cards, marker, bag

Opening Option 2

- Large open area

RELATE AND RECEIVE

Lesson Lead-In

- Bone Box visual **RKDR**

Bible Lesson

- Bibles

APPLY AND ACT

- *Per small group:* Gift-wrapped box containing TML 1.1 Words **RKDR**
- Piece of yarn, very long rope or hose, marker
- New Birth poster **RKDR**

Application Option 1

- Globe, snake, cross
- New Birth poster **RKDR**

Application Option 2

- Masking tape

Prayer and Response

- *Per student:* Early Elementary Devotional and Activity Page

Looking for classroom decor ideas? See the Classroom Decor Ideas **DR** provided in your digital resources.

EXCITE AND ENGAGE

Connect

Preparation

- Wear all black to greet students.
- Create a somber mood with soft, solemn instrumental music, such as “Beethoven - Moonlight Sonata” **QL**.

Instruction

- As students enter, collect offering and record attendance.
- Introduce the Series 1 MW poster **RK DR**—I Corinthians 1:18.
 - » Relate it to the Truth about God (TAG): “Jesus is the resurrection and the life.”

Application: Today we will learn how Jesus has the power to resurrect and bring life back to things that are dead. In today’s lesson, we will learn about when Jesus stepped into a very sad, somber occasion, but then the atmosphere changed from sadness to joy.

Video Introduction

- When it is time to get students’ attention, consider showing one of the following:
 - » “Expired” **QL** provided with the curriculum
 - » “Woman Wakes up in the Coffin at Her Funeral” by 10 News First **QL**

Opener: New Life

Preparation

- Cut apart the Butterfly Stages visuals **RK DR**.

Instruction

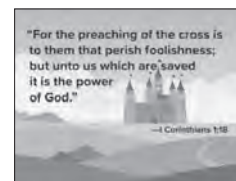
- Show each visual and have students use movement to demonstrate the life cycle of a butterfly.
 - » Show the first photo (egg). Have students curl up into a little ball.
 - » Show the second photo (caterpillar). Have students wiggle around on the floor.
 - » Show the third photo (chrysalis). Have students stand with arms raised and hands touching overhead.
- *Say:* The caterpillar enters the cocoon, and as it waits inside, its old body dies. Then it comes out as a new creature with a new life.
 - » Show the fourth photo (butterfly). Have students flutter around the room like a butterfly.

Application: Before we come to Jesus, we are like the caterpillar. When we receive the Holy Ghost, we are set free and become like the butterfly. Jesus resurrects our spirit and gives us a new life.

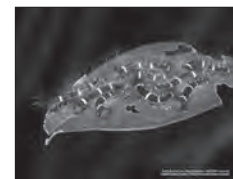
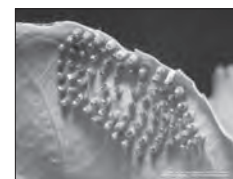
For additional Opening Options that use different teaching styles, see page 11:

- Option 1: Wink, I’m Alive
- Option 2: LIFE Race

Ready to network with Apostolic teachers from around the world? Join the God’s Word for Life Kids Community on Facebook. For more info, see page 4.



To learn how to access the videos, see page 3.



RELATE AND RECEIVE

Bible Lesson Verse

“Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live” (John 11:25).

Lesson Lead-In: History of Burials

Instruction

- *Ask:* When people die today, what do we do with the bodies?
 - » Without getting morbid, discuss cemeteries, cremation, and the like. Be sensitive to students who may have recently lost someone close to them.
- *Say:* In Jesus’ day, they dealt with dead bodies differently.
 - » Jewish families commonly had a family tomb, which was like a cave carved out of the soft rock.
 - » When someone died, the family anointed the body with fragrant spices, wrapped the body in cloth, and placed it in their family tomb. A large rock would then be placed over the opening.
- Show the Bone Box visual **RKDR**.
 - » After one year, the remaining bones would be removed, washed in wine, and placed in an ossuary, or “bone box.” The ossuaries could then be stacked, and the tomb could be used again.

If you are not accessing your digital resources, you are missing out. To learn how to download the digital resources **DR**, see page 3.



Application: In the Bible lesson, we will learn about when one of Jesus’ close friends died. The man’s family placed his body in a tomb. When Jesus arrived to pay His respects, something unusual happened.

Bible Lesson: Lazarus, Come Forth (John 11:1–57)

Instruction

- Ask students to look up John 11 in their Bibles.

Have you ever heard someone say, “Wait for it . . .”? This usually means a surprise ending is coming. In today’s Bible story, Jesus made some of His friends “wait for it,” and wow did they get a surprise ending.

One day Jesus was in a distant place when His friends Mary and Martha sent Him a message. Their brother, Lazarus, was very sick. Jesus didn’t leave right away to go to them. He said, “Lazarus won’t die. Because he is sick, you will see God’s glory done through Me.” Yes, Jesus loved Lazarus, but still He waited two days to leave.

When Jesus finally said it was time to go where Lazarus was, Jesus’ disciples remembered something. “Um, Teacher, have You forgotten something? Those people in that city tried to kill You with stones just last week.”

Jesus answered, “Lazarus has fallen asleep, and I need to go wake him up.” Jesus’ disciples didn’t understand, so He clarified, “Lazarus is dead, and I’m glad I wasn’t there to help him. Now you will understand who I am.”

When they finally arrived in Bethany, Lazarus had been dead for four days. His body was already wrapped in graveclothes and placed in the family tomb with a stone rolled over the entrance. (See *Lesson Lead-In*.) A huge crowd of friends had gathered to comfort Mary and Martha in their grief.

Truth for My Life: I will live forever because Jesus gives me eternal life.

When Martha heard Jesus was near, she ran to meet Him outside the village. With tears in her eyes, she cried, “Lord, if You had arrived earlier, my brother would not have died.”

Jesus tried to comfort her. “Your brother will rise again.”

“Of course,” she replied. “He will rise along with everyone else when we are resurrected.” She didn’t understand the surprise that was in store.

Jesus looked her in the eyes and said, “I am the resurrection and the life. Those who believe in Me will never die. Do you believe Me, Martha?”

“Yes, Lord, I believe in You,” she replied.

Then Martha hurried to tell Mary that Jesus was there. When Mary came, she fell at Jesus’ feet in tears. “Lord, if You had been here earlier, my brother would still be alive.”

Jesus couldn’t make them wait any longer. He asked, “Where have they put Lazarus’s body?” Jesus, too, started to cry. He continued to cry as they led Him to the tomb. Then He commanded, “Roll away the stone.”

Martha protested. “Lazarus has been dead four days. His body will stink.” Jesus reminded the disciples they would see God’s glory if they did what He asked, so they quickly rolled aside the stone.

The huge crowd waited. . . . More than anything, Jesus wanted them to follow Him as a result of the miracle He was about to do. With His eyes toward heaven, He said, “Father, I am praying out loud so these people will understand that You sent Me to glorify You.” Then He pointed to the tomb and shouted, “Lazarus, come forth!”

After a few moments, Lazarus shuffle-hopped out. *Demonstrate*. His hands and feet were tied, and a white cloth was wrapped around his head. “Unwrap My friend,” Jesus said. “Let him go.” Hallelujah! The funeral turned into a celebration.

As you can imagine, many who saw this incredible miracle believed in Jesus, but not everyone. When the religious leaders, the Pharisees, heard what happened, they held a meeting. Yes, they saw Jesus do incredible things, but they were afraid. “If everyone follows Jesus instead of Caesar, Roman armies will be sent to destroy us.”

Caiaphas, the high priest, stood and prophesied, “It’s better that one man should die for the people than for the whole nation to be destroyed.” Because Jesus had raised Lazarus from the dead, from that moment they plotted to kill Jesus. They put out an arrest warrant for Him. To stay safe, Jesus took His disciples out of the city. The next time He entered Jerusalem, the Pharisees plot to kill Him would lead to the cross.

Review Questions

- What was the name of Jesus’ friend who was sick? *Lazarus*
- What were the names of the sick man’s sisters? *Mary and Martha*
- What miracle did Jesus perform? *He raised Lazarus from the dead.*
- When you realize Jesus is the resurrection and the life, how does it change the way you think about things in your personal life? *We don’t need to fear death because Jesus has power over death, sickness, and the grave.*



APPLY AND ACT

An Eternal Gift

Preparation

- For each small group, print, cut apart, and shuffle a set of TML 1.1 Words **RKDR**. Place the set of words in a box and wrap it like a gift.
- Locate a long rope or hose, the longer the better.

Instruction

- Gather into small groups. Give each group a gift-wrapped box.
 - » *Say:* On “go,” unwrap your gift and race as a team to assemble this lesson’s Truth for My Life (TML).
- Once all teams have finished, say the TML together as a class.
- *Ask:* Can you measure eternity?
- *Show a length of yarn and say:* Some people think life is like this piece of yarn—with a beginning and an end. To God, our lives are like a snap (*snap*), a vapor. Even if we live to be 120 years old, to Him it is like no time elapsed at all.
- *Ask:* What do we mean when we say, “Jesus is the resurrection and the life”?
 - » *Say:* If we believe in Him, Jesus promises to bring us back to life so we can live with Him forever.
- Extend the entire length of rope or hose. At the starting tip of it, make a single mark with a marker.
 - » *Say:* If this rope represents eternity, your entire life would be like a tiny mark at the beginning of it.
- Use the New Birth poster **RKDR** to discuss how the path to eternal life begins with repentance and includes baptism in the name of Jesus and the infilling of God’s Holy Spirit.



Application: Just like Jesus gave Lazarus the gift of life when He raised him from the dead, He also can give us the gift of eternal life, which means we will live forever with Him in Heaven. There is no end to eternity. If we follow Jesus, He will empower us to live forever.

For additional Application Options that use different teaching styles, see page 11:

- Option 1: Eternal Promises
- Option 2: Lazarus Go In, Come Out

Prayer and Response

Instruction

- Lead students in prayer.
 - » Thank Jesus for showing us His promise that He is the resurrection and life.
 - » Pray to get rid of fear of death, knowing Jesus has power over death.
 - » Pray for healing for those we know are sick.
 - » Pray for the ability to trust Jesus, even when He does not answer our prayers right away.
 - » Pray for students to understand the greatest reward any of us can ever receive is living with Jesus forever.
- Send each student home with an Early Elementary Devotional and Activity Page.

Truth for My Life: I will live forever because Jesus gives me eternal life.

OPENING OPTION 1

Wink, I'm Alive

Preparation

- Gather enough index cards for each student to have one.
 - » On one card, write a D.
 - » On another card, write an R.
 - » Leave the rest of the cards blank.
- Place the cards in a bag.

Instruction

- Have students sit in a circle facing inward.
- Let each student draw an index card from the bag.
 - » Say: If you drew the R card, keep it a secret and stay seated in the circle. You are the Resurrector.
 - » Say: If you drew the D card, stand outside the circle so you can observe. You are the Detective.
 - » Say: If your card is blank, also keep it a secret and stay seated in the circle.
- Collect the cards and explain the game.
 - » Students watch each other. When the Resurrector sneakily winks at other student, the student who was winked at stands up and shouts, "I'm alive."
 - » The Detective tries to guess who the Resurrector is without falsely accusing anyone.

Application: Just like you stood up and shouted, "I'm alive," when the Resurrector winked at you, we can be excited that Jesus is the resurrection and the life.

OPENING OPTION 2

LIFE Race

Preparation

- For this game, each team needs an open area of floor.

Instruction

- Gather students into groups of three or more, the larger the teams the better.
- Teams race to spell out the word LIFE one letter at a time, creating the letter shapes by lying out on the floor. Teams must use all members of the team to make each letter.
 - » For each letter, they should call over a teacher for approval before moving on to the next letter.
- On the last letter, the team should yell out, "Jesus is the resurrection and the life."

Application: Jesus is the resurrection and the life. In today's Bible lesson, we will learn how Jesus has power over sickness and death.

APPLICATION OPTION 1

Eternal Promises

Instruction

- Ask: What do we mean when we say, "Jesus is the resurrection and the life"?
- Show a globe and say: Genesis 1-2 teaches how God created a pure and holy world for humans to live in.
- Show a snake and say: Unfortunately, the serpent convinced Adam and Eve to sin. From that moment, the earth has been under the curse.
- Show a cross and say: Thankfully, God had a plan from the beginning to cleanse His creation of sin and to give the earth back to humanity; God's plan was Jesus.
- Use the New Birth poster **RKDR** to discuss how the sacrifice of Jesus covers our sins and prepares us for the promise of eternal life.

Application: Jesus is coming back to set up His kingdom here on earth. (See Revelation 19-22.) When He does, He will completely cleanse the world of sin. At that time, He will resurrect His holy people and give them a restored sin-free world to live in forever. This is what Jesus means when He says, "I am the resurrection and the life." This is why we worship Jesus. Eternal life will be worth anything we go through in this present life.

APPLICATION OPTION 2

Lazarus Go In, Come Out

Instruction

- On the floor in the middle of an open area, tape off a long line.
 - » Designate one side: LAZARUS IN.
 - » Designate the other side: LAZARUS OUT.
- To start, have all students stand on the line.
- As you call out, "Lazarus go in," or "Lazarus come out," students jump onto the correct side of the line.
 - » Students who mess up are out.

Application: When Lazarus died, they put him into the tomb, but when Jesus called his name, he was resurrected and came out alive. Jesus gave back to Lazarus his physical life, and Jesus has provided a way for all of us to live forever with Him because He is the resurrection and the life.



WORSHIP

Supplies: Video Quick Links document **DR**

Instruction

- Ask students to describe or demonstrate how Lazarus might have acted after he was brought back to life.
- Compare the reactions to the joy we should express to Jesus, who is our resurrection and life.
- Lead students in exuberant worship.
 - » “He’s in the Room” by David Jennings **QL**
 - » “Help Is on the Way” performed by First Pentecostal Church of North Little Rock **QL**
 - » “Jesus” by Draylin Young **QL**
 - » “Rise Up” by CAIN **QL**
 - » “You Came (Lazarus)” by Bethel Music **QL**
 - » “Glorious Day” by Passion **QL**

Application: Worship opens our hearts to receive the resurrection power of Jesus.

“For the preaching of the cross is to them that perish foolishness; but unto us which are saved it is the power of God.”



—I Corinthians 1:18

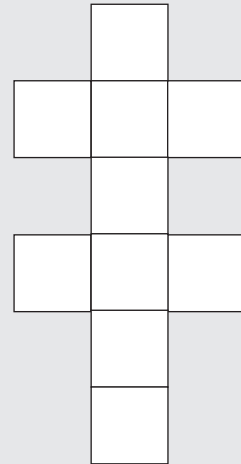
MEMORY WORK

Series 1 Memory Verse: I Corinthians 1:18

Supplies: Series 1 MW poster **RKDR**, Series 1 MW phrases **DR**, masking tape, flat stone

Preparation

- Print the Series 1 MW phrases **DR**.
- Tape off a ten-square hopscotch grid on the floor.
 - » Tape the phrases in the hopscotch squares in verse order.



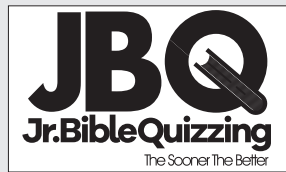
Instruction

- Introduce the Series 1 MW poster **RKDR**—I Corinthians 1:18.
- Let students take turns throwing the stone onto the hopscotch game.
 - » Wherever it lands, they must hop to that spot. As they hop, they say the words of the verse that are in the spots they hop into.
 - » When they get to the stone, they pick it up and hop back.

Application: Our verse tells us how we can live forever with Jesus and have eternal life because He died on the cross for us.

Truth for My Life: I will live forever because Jesus gives me eternal life.

JBQ OPTION



Preparation

- Select one of the JBQ Games **DR**. Some games require additional props.
- Locate the JBQ Quiz(zes) **DR** that correspond with the current set(s) of verses being studied.

Instruction

- Distribute the current set of JBQ Verses **DR** to new students.
- Play the prepared game with students.
- If students have mastered the verses, send home a new set of JBQ Verses **DR**. Otherwise let them study the same set of verses again for next week.

CRAFT OPTION

Roll Away the Stone

Supplies per student: Medium-sized smooth rock; markers or paint

Instruction

- Give each student a medium-sized smooth rock.
 - » Discuss how Jesus commanded His disciples to roll away the stone so He could resurrect Lazarus.
- Let students decorate their rocks with markers or paint.
 - » Encourage them to use details from the Bible lesson as a reminder that “Jesus is the resurrection and the life.”

Application: Your rocks represent the rock that was rolled away so Lazarus could come out of the grave. Jesus gave Lazarus his life back on this earth to demonstrate how He wants to give us eternal life.

GAME OPTION

Lazarus' Graveclothes Race

Supplies per team: Bed sheet

Preparation

- Each team will need a bed sheet.

Instruction

- Line up teams.
 - » Help teams use the sheet to wrap up the first student in line.
 - » Then the student hops to the other side of the room, takes off the sheet, and runs back to the team while carrying the sheet.
 - » Then teams wrap up the next student and continue the relay until everyone on the team has participated.

Application: It was much harder to move when you were bound. Now you know why Jesus told the people to take off the graveclothes so Lazarus could move freely.

SNACK OPTION

Graveclothes Wrapping

Supplies: Fruit by the Foot fruit snacks, napkins, drinks, cups

Instruction

- Give each student a Fruit by the Foot fruit snack.
- As students unroll it, talk about how free Lazarus must have felt when he was unrolled from the graveclothes.

Application: Jesus had told Lazarus He was the resurrection and the life. As Lazarus was being freed from the graveclothes, he knew it was true. Jesus has power over sickness, death, and Hell.

ACTIVITY PAGES

- If time allows, let students complete the activity pages in class.
- As they color, students count the clouds, flowers, men, women, birds, and stones in the picture of Lazarus coming out of the tomb.

VIDEO REVIEW

- To review the Bible lesson, show one of the following videos:
 - » “Jesus Raises Lazarus from the Dead” by ShareFaith Kids **QL**
 - » “Jesus Raises Lazarus from the Dead” by Saddleback Kids **QL**
 - » “Jesus Raised Lazarus from Death” by Crossroads Kids' Club **QL**



LATE ELEMENTARY

**LEADER GUIDE
FALL 2024**

**GODS
WORD**

**FOR LIFE
kids**

GOD'S WORD



FOR LIFE

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Late Elementary Leader Guide

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LATE ELEMENTARY LEADER GUIDE FALL 2024

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ANS stands for All Nations Sunday

CONNECT WITH US ON SOCIAL MEDIA



God's Word for Life Kids Community



@GodsWordForLife

FAQS ABOUT GOD'S WORD FOR LIFE

Is there a family devotional for Late Elementary students?

Family devotional activities are now included as part of the Late Elementary Devotional and Activity Pages. For each lesson, in addition to two pages of learning activities, this resource also includes two pages of daily devotions to be done at home as a family. Because each lesson now has four pages, this resource has increased to fifty-six pages. To promote discipleship in the home, send each student home with all four pages (two pages front and back) at the end of every lesson. Then encourage families to revisit the lesson throughout the week with these daily Q&A discussions .

How should I use this curriculum for a smaller church or a smaller class size?

Tailor every option and idea to fit your specific resources and teaching methods. If you only have a few students, some ideas intended for larger groups should not be considered for your lesson plan. Other ideas, though, even if written for a larger group, can be creatively adapted for use in smaller class sizes.

To filter out excess activities, develop an outline focusing only on the options you plan to use. If you feel overwhelmed by the amount of material in the Leader Guide, consider buying the digital version and then working from the Microsoft Word documents provided. This allows you to edit and delete activities to specifically meet your classroom's needs.

For Bible stories calling for multiple actors, consider using dolls or action figures to act out the story. Assign certain figures to students and let them help you tell the story. After the Bible lesson, let students retell the story using the figures.

How should I use this curriculum if I have forty-five minutes or less to teach?

For teachers with shorter teaching times, here is an example of how to assemble an effective lesson plan.

- Be prepared. Do all prep work before class, including developing a lesson plan, allotting time to each section.
- *5 minutes:* Connect with students, get their attention, and go. Use an intro video, lesson-oriented discussion, or action song to engage students and to introduce the Truth about God (TAG). Have a helper take attendance and collect offering as a primary teacher engages students. This section should take no more than five minutes at the beginning of the teaching time.
- *10 minutes:* Once you have students' attention, immediately enter into an Opening Option. Choose one activity or meld the activities that will resonate with your students, but take only ten minutes or less. Your goal in this time is to further expound on the TAG while gaining momentum toward telling the Bible story.
- *15 minutes:* Keeping tight control of the discussion, use the Lesson Lead-In to transition to the Bible Lesson. Knowing you have limited time, these two parts of the lesson should be well rehearsed and take no longer than fifteen minutes.
- *12 minutes:* With the Bible story told, apply the lesson using an Application Option. Choose one activity or meld the activities. Your goal is to lead students into God's presence so they can evaluate how this Bible story should impact their lives moving forward.
- *3 minutes:* At the end of every teaching session, be intentional about helping students find time for personal reflection at an altar of prayer.

The Leader Guide intentionally provides a lot of options. You will not be able to do all the activities. Use the available possibilities to construct the best possible lesson with your students, resources, teaching methods, and teaching time in mind.

What is a whole-church curriculum?

God's Word for Life is a discipleship program intended to lead the entire church from toddlers to adults into God's presence and His Word for lifelong transformation. The adult, youth, and children's levels all start from the same biblical text but then have different age-appropriate applications. Daily devotionals for every age level equip the church to study Scripture daily.

If your entire church has not bought in to the God's Word for Life program, this Late Elementary curriculum can still be used on its own.

LEGEND

DR Digital Resource in Resource Kit	RK Resource Kit
LG Leader Guide	QL Video Quick Links document
MW Memory Work	TAG Truth about God
	TML Truth for My Life

How do I purchase and download my digital resources?

The Leader Guide can be purchased in print or digital versions separately for \$9.99, or together for \$12.99. The digital version comes with a PDF of the guide, as well as a Microsoft Word document for each lesson.

The Late Elementary Devotional and Activity Pages can be purchased in a print or digital version for \$5.49. The digital version comes with a PDF of the resource.

For the Resource Kit (\$29.99), the kit's digital material **DR** is included with your purchase of the print version. It includes access to videos, songs, lyrics, sound effects, and many more resources. If you are not accessing the digital materials provided with your Resource Kit, you are missing out on a ton of valuable materials.

After purchasing your materials, download your digital resources using one of the following options:

- *Option 1:* If you purchase online, download your digital resources immediately from the order confirmation screen.
- *Option 2:* An email is sent to the purchaser with a link to the purchased digital content. This email can be forwarded to any teachers who will be using the purchased materials.
- *Option 3:* Provide teachers with access (email and password) to the purchaser's account on the PPH website. On the website, go to "Your Account" and click the appropriate links in the Order History.
- *Option 4:* To access the Resource Kit's digital resources, in addition to the three options above, a download code is provided on the kit's cover sheet. To use this code, visit <https://pentecostalpublishing.com/downloads> and follow the instructions.

How do I access the videos marked with a **QL** in the lesson?

In the lessons, a **QL** icon means a clickable hyperlink is provided in a Video Quick Links document for easy access. Please note that videos are not essential to the lessons but are provided as a fun way to interact with students. We understand some classrooms may not have the technology available to show videos. The Leader Guide provides plenty of content to teach a lesson without showing videos.

After purchasing a Resource Kit and then downloading the digital resources (see instructions above), one of the first files is the Video Quick Links PDF that is specific to the Late Elementary level. Simply open the Video Quick Links document, find the video referenced in the lesson, and click on the icon below the title. If you have internet access, your electronic device should take you to the appropriate web page.

Videos on **vimeo** are produced for God's Word for Life by Pentecostal Resources Group. If your classroom has internet access, Vimeo videos can be livestreamed without fear of commercial interference or uncomfortable video suggestions. Your purchase of the Resource Kit gives you rights to download this Vimeo material. If you prefer to download these videos:

1. Use the Video Quick Links document to go to the Vimeo page.
2. Select the title of the video you want to download.
3. An option to Download or Share the video should appear at the bottom of the screen.

When the Video Quick Links document sends you to websites other than Vimeo (e.g., YouTube, Pinterest), this material was not produced for God's Word for Life but could be fun or helpful in teaching the lesson. Given the transient nature of online publications, it is possible a web address may no longer be active or may have been altered since the print date of this publication. Teachers and leaders should review the terms of service of any website before using it.

FAQS ABOUT GOD'S WORD FOR LIFE

Does God's Word for Life have a Facebook group for teachers?

Yes, join our Facebook group:

God's Word for Life Kids Community

Interact with editors and over 5,000 teachers across all levels. Get decorating ideas, post pictures of your class, and share what God is doing in your church.

Facebook: God's Word for Life Kids Community



How do I know which level of God's Word for Life to use for my students?

For children, God's Word for Life is broken down into five levels: Little Learners, Kindergarten, Early Elementary, Late Elementary, and MOVE! kids' church. While a recommended age is provided, each level is distinguished by the style of teaching. For children ages 5–12, the relevant levels include the following:

- **Kindergarten** is for children currently in preschool or kindergarten. These children have been introduced to a classroom setting, but they still require large amounts of playtime. This level's content is a mix of being student- and teacher-driven.
- **Early Elementary** is for children who have entered elementary school. Because these students' thinking skills are still largely concrete and literal, the Truth for My Life applications focus on the here and now, with some introduction to abstract thinking. The content is teacher-driven, with a focus on hands-on activities, games, and object lessons.
- **Late Elementary** is for older elementary students who will eventually be transitioning into youth level. As children mature, they develop the ability to think abstractly and comprehend deeper meanings. In this level, the content is teacher-driven, with a focus on discussion and hands-on application.
- **MOVE!** is written for classes containing a wide range of ages from 5–12. If your church places all children in one classroom or gymnasium, small or large, MOVE! is designed for you.

If your students are younger (grades 1–3), but they do not seem challenged by the material being covered in Early Elementary and are able to grasp deeper concepts, consider switching to Late Elementary. If your students are older (grades 4–6), but they do not seem to be grasping the deeper concepts of the Late Elementary material, consider switching to Early Elementary. If you have a wide range of ages, consider the MOVE! kids' church curriculum.

What resources do I need to teach Late Elementary level?

- **Leader Guide (LG):** This 112-page guide provides the lesson content for leaders and teachers to present in Sunday school, home school, or any teaching environment. The LG is available in both print and digital formats.
- **Devotional and Activity Pages:** For each lesson, every student needs an activity page. Each lesson's two pages of activities can be done during class time or at home. In addition, each lesson has a two-page *God's Word for Families* devotional to send home with students. The Late Elementary Devotional and Activity Pages are available in both print and digital formats.
- **Resource Kit (RK):** This packet provides essential supplements to make the lesson come alive. Some lessons require materials only found in the Resource Kit. It is also available in both print and digital formats.

What does DR mean in the lesson?

A **DR** icon means this item is provided as a digital resource in the Resource Kit. To access this material, a Resource Kit must be purchased separately from the Leader Guide, and then the digital resources must be downloaded. The downloads come as zipped files that require a computer. (Smartphones [and some tablets] cannot open zipped folders without specialized apps.) To download the **DR** material, follow the instructions above.

The digital resources **DR** include a variety of tools to help bring your lesson to life.

Does God’s Word for Life have classroom décor ideas?



Facebook



Pinterest

Yes. This quarter provides ideas for a Royal Court theme. Look for a digital document in the Resource Kit called “Classroom Decor Ideas” . It provides ideas to decorate your classroom.

On Facebook, search for and share your decorating ideas in our group: **God’s Word for Life Kids Community**.

To find the Pinterest page, type “<https://www.pinterest.com/GodsWordforLife/>” (or scan the QR code) to find a page pinned with Royal Court ideas, snacks, and activities.

Please note: If you decorate, look for creative ways to tie the theme to the lesson content. Because not all teachers decorate, decor ideas are not mentioned in the lessons of the Leader Guide. At the end of the “Classroom Decor Ideas” document are suggestions to tie the theme to each lesson.

Every teaching situation is different. While some teaching teams entirely transform their classroom or teaching wing with each quarterly theme, others can only decorate a few bulletin boards, and others need decor that can be put up and taken back down each week. Every teacher has a different style, budget, and need. This curriculum is adaptable for every situation.

What does God’s Word for Life do to help teachers with students who have special needs?

In conjunction with ABLE Ministry, the digital resources of the Resource Kit for the Kindergarten, Early Elementary, Late Elementary, and MOVE! kids’ church levels provide a special needs supplement to the Leader Guide (LG). Teachers can use this document alongside the LG.

In addition, the digital resources of the Resource Kit provide a Spiritual IEP that has been developed by ABLE Ministry. By working with parents and caregivers to fill out this informational form, teachers can better understand some challenges their students face. This information helps ensure each child receives an appropriate amount of assistance and that the correct accommodations are in place in your classroom.

If you have questions regarding a specific disability or teaching challenge, join the ABLE Ministry UPCI Facebook page to network with Apostolic parents and teachers who specialize in ministering to children with special needs.



**ABLE Ministry
on Facebook**



What is Junior Bible Quizzing?

God’s Word for Life is pleased to partner with UPCI Children’s Ministries to present Junior Bible Quizzing options. The area of study for 2024–2025 is the Gospels. The Resource Kit’s digital resources provides you with three JBQ documents:

- **JBQ Games:** This document provides Bible-quizzing game ideas to play with students.
- **JBQ Quizzes:** This document provides questions to ask during the games. Quiz 1 corresponds with the first set of verses. The content and format of these questions is provided by Terry Marshall, the JBQ Director.
- **JBQ Verses:** Select and print the JBQ Verses you want your students to study. Once you feel they have mastered the assigned verses, send home a new set of JBQ Verses.

For more information on Junior Bible Quizzing, visit the website: www.najbq.com.

11

LAZARUS, COME FORTH

John 11:1-57

SERIES AIM

To investigate Jesus' journey to the cross by studying John 11-13.

SERIES MEMORY VERSES

John 12:44-46

"Jesus cried and said, He that believeth on me, believeth not on me, but on him that sent me. And he that seeth me seeth him that sent me. I am come a light into the world, that whosoever believeth on me should not abide in darkness."

BIBLE LESSON VERSE

John 11:25

"Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live."



TRUTH ABOUT GOD

Jesus is the resurrection and the life.

TRUTH FOR MY LIFE

I will live forever because Jesus gives me eternal life.

SUPPLIES

EXCITE AND ENGAGE

Connect

- Solemn instrumental music, black outfit
- Attendance poster **RKDR**, stickers, Series 1 MW poster **RKDR**

Video Introduction

- "Expired" **QL**
- "Woman Wakes up in the Coffin at Her Funeral" **QL**

Opener

- Table, 3 plastic cups, tape, small ball, timer

Opening Option 1

- *Per small group:* Paper, pencil
- Whiteboard and marker

Opening Option 2

- Yarn, long rope or hose, marker

RELATE AND RECEIVE

Lesson Lead-In

- Bone Box visual **RKDR**

Bible Lesson

- Bibles
- *Optional:* Jesus costume

APPLY AND ACT

- *Per small group:* Paper, pen or pencil, Bibles
- New Birth poster **RKDR**, timer

Application Option 1

- *Per student:* Eternal Promises handout **RKDR**
- New Birth poster **RKDR**

Application Option 2

- Prizes in lesser and greater versions (e.g., pennies and quarters; mini and full-size candy bars; tiny and larger bouncy balls)

Prayer and Response

- *Per student:* Late Elementary Devotional and Activity Page

Looking for classroom decor ideas? See the Classroom Decor Ideas **DR** provided in your digital resources.

EXCITE AND ENGAGE

Connect

Preparation

- Play soft, solemn instrumental music to create a somber atmosphere in the classroom.
- Wear all black to greet students.

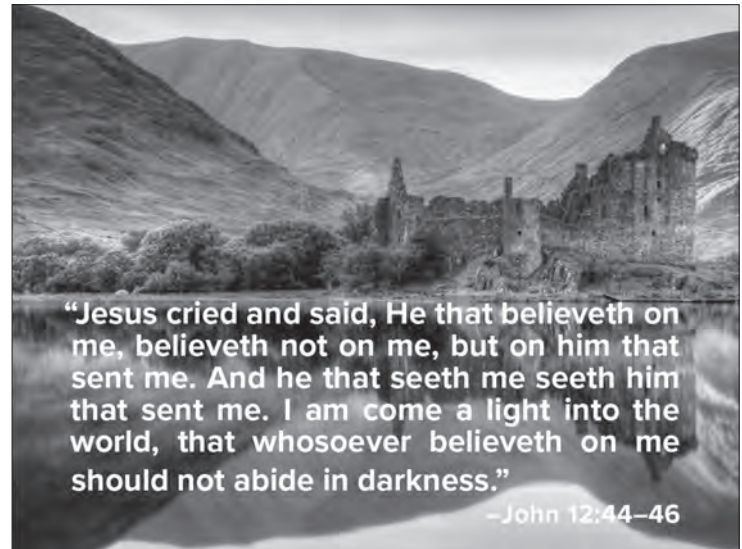
Instruction

- As students enter, collect offering and record attendance.
- Introduce the Series 1 MW poster **RKDR**—John 12:44–46.
 - » Relate it to the Truth about God (TAG): “Jesus is the resurrection and the life.”

Application: In today’s lesson, Jesus stepped into a very sad, somber occasion. Soon the atmosphere changed from sadness to joy.

Video Introduction

- When it is time to get students’ attention, consider showing one of the following:
 - » “Expired” **QL** provided with the curriculum
 - » “Woman Wakes up in the Coffin at Her Funeral” by 10 News First **QL**



To learn how to access the videos, see page 3.

Opener: Eternal Life Toss

Preparation

- On a table, make a pyramid with three plastic cups.
- Tape off a throwing line at least ten feet away from the table.
- Find a small ball to throw at the cups.
 - » Attempt the task to make sure it is difficult. If it is too easy, move the line back further.

Instruction

- Choose a volunteer to stand behind the line.
- Set a timer for ten seconds.
- The student throws the ball, trying to knock all the cups off the table. (It should be nearly impossible.)
- Let the student pick up the ball and try a second time if the timer has not buzzed.
- Choose other students to toss, resetting the cups and the timer for each toss.
- Finally, select a final volunteer to have as much time and as many tosses as necessary to knock all the cups off the table.

Application: In life and in games we play, we have a limited amount of time to succeed. However, when we serve Jesus, we don’t have to worry about time constraints. Jesus is the resurrection and the life. He promises us eternal life. That means we will never run out of time with Him.

For additional Opening Options that use different teaching styles, see page 11 :

- Option 1: Jesus Acrostic
- Option 2: Imagining Eternity

RELATE AND RECEIVE

Bible Lesson Verse

“Jesus said unto her, I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live” (John 11:25).

Lesson Lead-In: History of Burials

Instruction

- *Ask:* When people die today, what do we do with the bodies?
 - » Without getting morbid, discuss cemeteries, cremation, and the like.
- *Say:* In Jesus’ day, they dealt with dead bodies differently.
 - » It was common practice for Jewish families to have a family tomb, which was like a cave carved out of soft rock.
 - » When someone died, the family anointed the body with fragrant spices, wrapped the body in cloth, and placed it in their family tomb. A large rock was then placed over the entrance.
- Show the Bone Box visual **RKDR**.
 - » After one year, the remaining bones would be removed, washed in wine, and placed in an ossuary or “bone box.”
 - » The ossuaries could then be stacked, and the tomb could be used again.

If you are not accessing your digital resources, you are missing out. To learn how to download the digital resources **DR**, see page 3.



Application: In the Bible lesson, we will learn about when one of Jesus’ close friends died. The man’s family placed his body in a tomb. When Jesus arrived to pay His respects, something unusual happened.

Bible Lesson: Lazarus, Come Forth (John 11:1–57)

Preparation

- Practice reading the monologue (below) from Jesus’ viewpoint, or have someone come to class and play the part of Jesus.
- Consider using a biblical costume to capture students’ attention.

Instruction

- Ask students to look up John 11 in their Bibles.

Shalom. My name is Jesus. Today I want to tell you a story to encourage you and help you understand what I mean when I say, “I am the resurrection and the life.” My special friends—Mary, Martha, and Lazarus—were some of the most wonderful people I ever met. I spent a lot of time with them. We became very close friends.

One day while I was in a distant town, Mary and Martha sent Me a message. Their brother, Lazarus, was very sick. My disciples all told Me to go help him, but I didn’t leave right away. I told them, “Lazarus won’t die. He is sick so you can see God’s glory done through Me.” Yes, I loved Lazarus, but I waited two days to leave. Finally I said, “Alright, let’s go.”

That’s when My disciples remembered the danger. They said, “Um, Teacher, have you forgotten the people in that area tried to kill You with stones just last week?” I hadn’t forgotten, and I was not afraid.

I knew Lazarus was dead. I tried to be coy; I told the disciples Lazarus had fallen asleep and I needed to go wake him. They didn’t understand, so I clarified, “Lazarus is dead, and I’m glad I wasn’t there to help him. Now you will understand who I am.”

Thomas led the charge and said, “Let’s go. If Jesus dies, we will die with Him.” I love Thomas.

Truth for My Life: I will live forever because Jesus gives me eternal life.

When we finally arrived in Bethany, Lazarus had been dead for four days. They had already wrapped his body in grave clothes and placed him in the family tomb. A huge crowd of friends had gathered to comfort Mary and Martha in their grief.

When Martha heard I was near, she came running and met Me outside the village. With tears in her eyes, she cried “Lord, if You had arrived earlier, my brother would not have died. I know God does whatever You ask.” She was right.

I tried to comfort her by saying, “Your brother will rise again.”

“Of course,” she replied. “He will rise along with everyone else when we are resurrected.”



She didn’t understand what I was about to do. I looked her in the eyes and said, “I am the resurrection and the life. Those who believe in Me will never die. Do you believe Me, Martha?”

“Yes, Lord, I believe in You,” she replied. Then Martha hurried to tell Mary I was there. I waited outside the city.

When Mary found Me, she fell down at My feet. “Lord, if You had been here earlier, my brother would still be alive.” Mary’s tears really stirred My heart. I couldn’t wait any longer. I asked where they had put his body. As they took Me to his tomb, I started to cry. I couldn’t help Myself. I loved this family so much.

I was still crying when we got to the tomb. “Roll the stone away,” I commanded.

Martha protested. “Lazarus has been dead four days. Surely his body reeks!”

I reminded My disciples they would see God’s glory if they did what I asked. They quickly rolled aside the stone.

All these people were watching. I didn’t just want to raise My friend, Lazarus. I needed this crowd of lost souls to understand how God was calling them to follow Him. I raised My eyes to Heaven and said, “Father, I am praying out loud so these people will understand that You sent Me to glorify You.” Then I pointed at the opening of the tomb and shouted, “Lazarus, come forth!”

After a few moments, Lazarus shuffle-hopped out. It was almost funny because his hands and feet were tied, and a white cloth was wrapped around his head so he couldn’t see very well. “Unwrap my friend,” I said. “Let him go.” What a celebration we had that day!

As you can imagine, many people who saw this miracle believed in Me—but not everyone. When the religious leaders, the Pharisees, heard what happened, they had a meeting. They recognized My miracles, but they were afraid. They thought if everyone followed Me instead of Caesar, the Romans would surely respond with violence.

The high priest, Caiaphas, stood up and prophesied, “It is better that one man should die for the people than for the whole nation to be destroyed.” From that moment, because I had raised Lazarus from the dead, they plotted to kill Me. If I stayed in Jerusalem, I would surely be arrested, so I got out of the city, taking My disciples out in the wilderness. The next time I entered Jerusalem, things would surely get interesting.

Review Questions

- Why didn't Jesus immediately run to heal Lazarus when He learned Lazarus was sick?
- Why do you think Jesus wept?
- When Jesus said, "I am the resurrection and life," what did He mean?
- When you realize Jesus is the resurrection and the life, how does it change the way you think about things in your personal life?

APPLY AND ACT**Deep Dive into John 11****Instruction**

- Form small groups.
 - » Each group needs a sheet of paper, a pen or pencil, and Bibles.
 - » Across the top of their paper, ask groups to write the Truth for My Life (TML): "I will live forever because Jesus gives me eternal life."
- Assign a section of the Bible lesson to each group. Students should look up the passage in their Bibles and write down things from their passage that relate to the TML.
 - » John 11:1-3: Lazarus' sickness
 - » John 11:4-16: Jesus delaying His arrival
 - » John 11:17-32: Conversations between Martha, Mary, and Jesus
 - » John 11:33-41: Stone being rolled away
 - » John 11: 42-44: Lazarus rising from the dead
 - » John 11:45-57: Pharisees' plot against Jesus
- Then instruct each group to give a two-minute report from their notes.
- Show the New Birth poster **RKDR**.
 - » Discuss how the path to eternal life with Jesus begins with repentance, baptism in the name of Jesus, and the infilling of God's Holy Spirit.



Application: If we follow Jesus, we will live forever because Jesus is the resurrection and the life.

For additional Application Options that use different teaching styles, see page 11:

- Option 1: Eternal Promises
- Option 2: Now or Later

Prayer and Response**Instruction**

- Ask students to stand and gather in a large circle.
- Lead students in prayer.
 - » Thank Jesus for showing us His promise that He is the resurrection and the life.
 - » Pray for students to feel encouraged and leave class with a greater understanding of how much Jesus loves them.
 - » Pray for students to understand the greatest reward any of us can ever receive: living with Jesus forever.
 - » Finally, pray that students will share this message with their families and friends.
- Encourage students to make commitments to share this Bible lesson with a specific person during the next week.
- Send each student home with an Late Elementary Devotional and Activity Page.

Truth for My Life: I will live forever because Jesus gives me eternal life.

OPENING OPTION 1

Jesus Acrostic

Instruction

- Write RESURRECTION LIFE vertically in large letters down the left side of the whiteboard.
- Form small groups.
 - » Give each group a sheet of paper and a pencil.
 - » Copying the board, have groups write RESURRECTION LIFE down the left side of their paper.
- Say: Jesus is the resurrection and the life. He is everything we need.
- Challenge groups to create an acrostic that describes Jesus using the letters of RESURRECTION LIFE.
 - » Example: Rest, Eternal, Safe, Unwavering, Real, Refreshing, Everlasting, Creator, Truth, I AM, Omnipotent, Never-Ending, Love, Invigorating, Fantastic, Excellent
- Once acrostics are completed, let groups call out their words as you write them on the board.

Application: Jesus is the resurrection and the life. He is everything we need.

OPENING OPTION 2

Imagining Eternity

Preparation

- Locate a long rope or hose, the longer the better.

Instruction

- Ask: Can you measure eternity? *Wait for students' answers.*
- Show a length of yarn and say: Some think life is like this piece of yarn—with a beginning and an end.
- Read and discuss Psalm 39:4–5 and James 4:14.
 - » Say: To God, our lives are like a snap (*snap*), a vapor. Even if we live to be 120 years old, to God it is like no time elapsed at all.
- Ask: What do we mean when we say, “Jesus is the resurrection and the life”?
 - » Say: If we believe in Him, Jesus promises to bring us back to life so we can live with Him forever. Trying to imagine this is mind blowing.
- Extend the entire length of rope or hose. At the starting tip of it, make a single mark with a marker.

Application: If this rope represented eternity, your entire life would be like a tiny mark at the beginning of it. There is no end to eternity. Jesus is the resurrection and life. If we follow Him, He will empower us to live forever.

APPLICATION OPTION 1

Eternal Promises

Preparation

- For each student, copy the Eternal Promises handout **RKDR**.

Instruction

- Ask: What do we mean when we say, “Jesus is the resurrection and the life”?
- Say: In Genesis 1–3, we learn that God created a pure and holy world for humans to live in. Unfortunately, the serpent convinced Adam and Eve to sin. From that moment, the earth has been under the curse. Thankfully, God had a plan from the beginning to cleanse His creation of sin; His plan was Jesus.
- Using the New Birth poster **RKDR**, discuss how the sacrifice of Jesus covers our sins and prepares us for the promise of eternal life.
- From the Eternal Promises handout **RKDR**, read and discuss II Peter 3:10–14
- Then read and discuss Revelation 21:1–5.

Application: After God cleanses the earth of its unrighteousness, He will resurrect His holy people and give them a restored sin-free world to live in forever. This is what Jesus meant when He said, “I am the resurrection and the life.” This is why we worship Jesus. His eternal promises will be worth anything we go through in this present life.

APPLICATION OPTION 2

Now or Later

Preparation

- Collect enough prizes for all students. Each prize should have a lesser and a greater version (e.g., pennies and quarters; mini and full-size candy bars; tiny and larger bouncy balls).

Instruction

- One at a time, select bring students to the front.
- Say: I have something for you. You can get it now or later. (Do not give clues as to how much later.)
- For students who choose now, give them the lesser version of the prize.
- For students who choose later, tell them they will receive a greater version of the prize when class is dismissed.

Application: Mary and Martha waited for Jesus, and they received a great miracle: Jesus brought their brother back to life. When we follow Jesus and wait for Him to guide our lives, we will receive the greatest miracle of all: life forever in Heaven with Jesus.

WORSHIP

Supplies: Video Quick Links document **DR**

Instruction

- Ask students to describe or demonstrate how Lazarus might have acted after he was brought back to life.
- Compare the reactions to the joy we should express to Jesus, our resurrection and life.
- Lead students in exuberant worship.
 - » “He’s in the Room” by David Jennings **QL**
 - » “Help Is on the Way” performed by First Pentecostal Church of North Little Rock **QL**
 - » “Jesus” by Draylin Young **QL**
 - » “Rise Up” by CAIN **QL**
 - » “You Came (Lazarus)” by Bethel Music **QL**

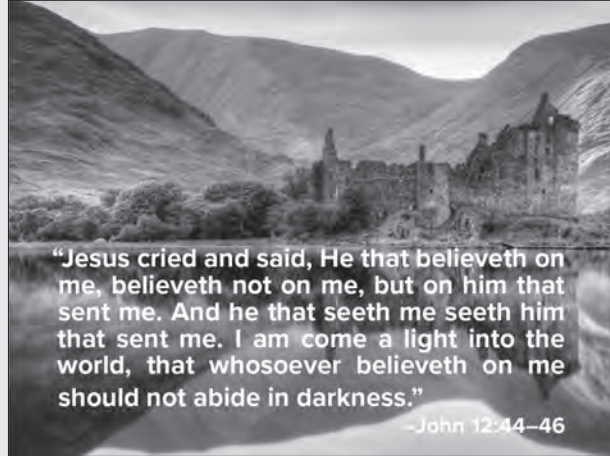
Application: Worship opens our hearts to receive the resurrection power of Jesus.

ACTIVITY PAGES

- If time allows, let students complete the activity pages in class.
- As they color, students count the clouds, flowers, men, women, birds, and stones in the picture of Lazarus coming out of the tomb.
- Let students work alone or in small groups to research other people in the Bible who were resurrected. Answers are at the bottom of the activity page.
- Students unscramble the words to complete John 11:11.
 - » *Answers:* LIFE, DEAD, RISE, STONE
 - » “Our FRIEND Lazarus sleepeth; but I go, that I may awake him.”

VIDEO REVIEW

- To review the Bible lesson, show one of the following videos:
 - » “Jesus Raises Lazarus from the Dead” by ShareFaith Kids **QL**
 - » “Jesus Raises Lazarus from the Dead” by Saddleback Kids **QL**
 - » “Jesus Raised Lazarus from Death” by Crossroads Kids’ Club **QL**



“Jesus cried and said, He that believeth on me, believeth not on me, but on him that sent me. And he that seeth me seeth him that sent me. I am come a light into the world, that whosoever believeth on me should not abide in darkness.”

—John 12:44–46

MEMORY WORK

Series 1 Memory Verses: John 12:44–46

Supplies: Series 1 MW poster **RKDR**

Instruction

- Introduce the Series 1 MW poster **RKDR**—John 12:44–46.
- Read it aloud together.
- Then read each verse separately, engaging students with information and discussion.
- Verse 44: Jesus was more than a mere man (like Buddha or Mohammed); He was God in the flesh. When we believe in Jesus, we believe in God Himself.
 - » *Ask:* What types of things did Jesus do that caused people to believe in Him?
- Verse 45: Jesus is God. When people saw Jesus, they saw God. To properly redeem the world, God’s Spirit had to fully dwell in the human body of Jesus.
 - » *Ask:* How would you have felt if you were standing near Jesus when He said these words?
- Verse 46: A life without Jesus is dark and empty. Jesus is the light we need.
 - » *Ask:* What are ways we can show we truly put our trust in Jesus?

Application: As we memorize these verses over the coming weeks, the light of Jesus will increase in our lives. We will feel His resurrection power. We will feel His life. Our faith will become stronger. We will prepare our hearts to live eternally with Jesus.

Truth for My Life: I will live forever because Jesus gives me eternal life.

JBQ OPTION

Preparation

- Select one of the JBQ Games **DR**.
- Locate the JBQ Quiz(zes) **DR** that correspond with the current set(s) of verses being studied.

Instruction

- Distribute the current set of JBQ Verses **DR** to new students.
- Play the prepared game with students.
- If students have mastered the verses, send home a new set of JBQ Verses **DR**. Otherwise let them study the same set of verses again for next week.

GAME OPTION

Jumping to Conclusions

Instruction

- Tape off a line down the middle of an open area.
- Instruct students to stand on the line.
 - » Designate one side as true and the other side as false.
- Say: As I read the statements, hop from one side to the other to demonstrate your answers.
 - » Jesus only offers eternal life to some people. (FALSE)
 - » The resurrection of Lazarus proved Jesus is the resurrection and the life. (TRUE)
 - » Mary, Martha, and Lazarus were close friends of Jesus. (TRUE)
 - » When Jesus said Lazarus was asleep, He meant Lazarus had died. (TRUE)
 - » Jesus never cried. (FALSE)
 - » We will spend eternity with Jesus on earth. (TRUE) (See Revelation 21:1-5 about new heaven and new earth.)
 - » Mary, Martha, and Lazarus lived in Bethany. (TRUE)
 - » The Pharisees rejoiced when Lazarus came back to life. (FALSE)
 - » The Pharisees prepared a big celebration after Lazarus came back to life. (FALSE)
 - » The Pharisees planned to capture Jesus and kill Him. (TRUE)
 - » The Pharisees ordered people to report the location of Jesus. (TRUE)
 - » Jesus is God. (TRUE)
 - » Eternity has an ending. (FALSE)
 - » Eternal life with Jesus will last forever. (TRUE)

Application: It is true; Jesus is the resurrection and the life.

CRAFT OPTION

Roll Away the Stone

Supplies per student: Medium-sized smooth rock, markers or paint

Instruction

- Give each student a medium-sized smooth rock.
 - » Discuss how Jesus commanded His disciples to roll away the stone so He could resurrect Lazarus.
- Let students decorate their rocks with markers or paint.
 - » Encourage them to use details from the Bible lesson as a reminder that “Jesus is the resurrection and the life.”

Application: Your rock represents the rock Jesus had the people roll away so Lazarus could come out of the grave. Jesus gave life back to Lazarus on this earth to demonstrate how He wants to give us eternal life.

SNACK OPTION

Gravestone Sandwiches

Supplies: Tray, uncooked rice, sliced bread, jelly, decorating icing tubes, plastic knives, paper plates, napkins, drinks, cups, wet wipes

Preparation

- Cover a tray with a two-inch layer of uncooked rice.
- For each student, make an uncut jelly sandwich. Also make one for a sample.

Instruction

- Give each student a plate with a jelly sandwich and a plastic knife.
- Use a plastic knife to demonstrate how to trim a sandwich into the shape of a gravestone.
- Using decorating icing tubes, let students write LAZARUS on their gravestone sandwiches.
- Stand the gravestone sandwiches in the tray of rice to create a graveyard scene.
 - » Take a picture. Then pray over the snack.
- Encourage everyone to shout, “Lazarus, come forth!”
- Enjoy the snack.

Application: Lazarus rose from the dead because Jesus is the resurrection and the life.