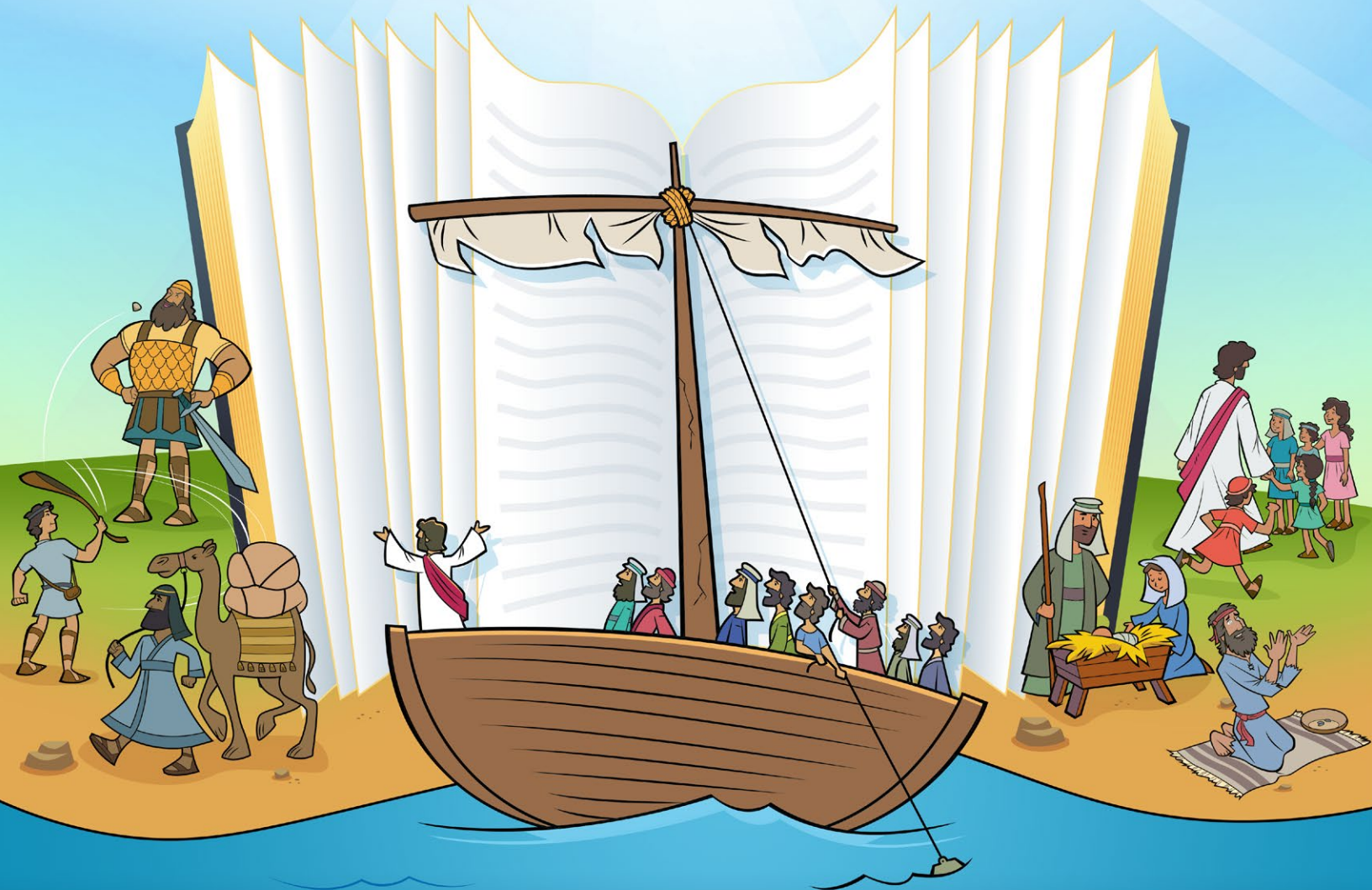


The Most Special Book

Exploring the Bible and Finding God

by Sally Michael



The Most Special Book: Exploring the Bible and Finding God
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Acknowledgements

The book of Exodus records the building of the tabernacle and its furnishings, done by a host of craftsmen and designers. There were weavers and embroiderers, metal workers and carpenters, artists, stone cutters, and seamstresses. It took many different people with a variety of skills to build the tabernacle.

A curriculum is not just the work of an author. Just as the tabernacle was a group effort, so *The Most Special Book* has been a group effort, with each person lending his expertise. Each one has given unselfishly of his time, efforts, and skills to produce this curriculum.

May God bless the work of their hands, the sacrifice of their time, and the dedication of their skills to His glory.

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Our vision at Truth78 is that the next generations know, honor, and treasure God, setting their hope in Christ alone, so that they will live as faithful disciples for the glory of God. Our mission is to inspire and equip the church and the home for the comprehensive discipleship of the next generation.

We equip churches and parents by producing curriculum for Sunday School, Midweek, Multi-Age, Youth, and Backyard Bible Club settings; vision-casting and training resources (many available free on our website) for both the church and the home; materials and training to help parents in their role in discipling children; and the Fighter Verses™ Bible memory program (including The Fighter Verses Study) to encourage the lifelong practice and love of Bible memory.

Originally published as *I Stand in Awe: A Study for Children on the Bible* by Sally Michael.

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Dedication

To my nephew, Aaron Fregeau
May you treasure the Bible and love its Author.

The Bible contains the mind of God, the state of man, the way of salvation, the doom of sinners, and the happiness of believers. Its doctrines are holy, its precepts are binding, its histories are true, and its decisions are immutable. Read it to be wise, believe it to be safe, and practice it to be holy. It contains light to direct you, food to support you, and comfort to cheer you.

It is the traveler's map, the pilgrim's staff, the pilot's compass, the soldier's sword, and the Christian's charter. Here Paradise is restored, Heaven opened, and the gates of hell disclosed.

**CHRIST is its grand subject,
our good the design,
and the glory of God its end.**

It should fill the memory, rule the heart, and guide the feet. Read it slowly, frequently, and prayerfully. It is a mine of wealth, a paradise of glory, and a river of pleasure. It involves the highest responsibility, will reward the greatest labor, and will condemn all who trifle with its sacred contents.¹

¹ This text has been included in the Bibles printed for The Gideons International since 1920. According to a representative from the Gideons, someone heard this quotation from an anonymous author on the radio. In recent years, a church in Connecticut was told that its author might be someone named Corey J. Hicks.

Preface

When we think of sharing the Bible with children, we think of telling the story of Abraham, the story of Moses, or the story of David. But the Bible is really the story of GOD. He is the main character in all the stories of the Bible, and the Bible was written so that we might see who God is and worship Him.

Tragically, our society is becoming increasingly more biblically illiterate. Even children growing up in Christian homes often do not really know the Bible. They know some of the stories and can say a few verses, but they are often not very familiar with the Bible. They have not learned to turn to the Bible for answers. They do not count it as a treasured friend or yearn to hear its words daily. God gave us the Bible so that we might read it, treasure it, obey it, and discover His unchanging, all-knowing, all-powerful, faithful, merciful, and just character through its pages. The message God wants us to hear in the Bible is that He is God and there is no other (Isaiah 46:9b).

The Most Special Book was written that children might see the Bible as precious, and more importantly, through their study of the Bible, that they might see God as precious.

So faith comes from hearing, and hearing through the word of Christ. (Romans 10:17)

*Your words were found, and I ate them,
and your words became to me a joy
and the delight of my heart,
for I am called by your name,
O LORD, God of hosts.*

(Jeremiah 15:16)

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- description of small group application time, its importance and intended focus
- how the study is designed to equip and engage parents

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The Most Special Book

Scope and Sequence

Target Grade: 1st
Intended Use: Midweek
Lessons: 28
ESV

The Most Special Book is a midweek study for children on the Bible. It aims to show children that the Bible is the most special book in the world. It is authored by God, and He is the main character of the Bible. The curriculum teaches some of the characteristics of the Bible and how we should respond to God’s Word. It also presents through a series of lessons the main message of the Bible (redemption). The curriculum culminates with a series of lessons on the purpose of the Bible (that we might believe). The hope for this curriculum is that it will not only acquaint young children with the Bible but also create an affection for the Bible and the God of the Bible.

Lesson 1: A Message from God

Scripture: Psalm 19:1-3; Isaiah 45:5a

God gave us the Bible so we can know Him. The curriculum starts by explaining that God speaks to us through His world and in His Word. God gives us the Bible because He wants to tell us about Himself; He wants us to know Him.

Key Verse: Isaiah 45:5a

Lesson 2: The Most Special Book

Scripture: Various Passages

The Bible is the best book because it is God’s book. The lesson demonstrates some of the things they can read about in the Bible. Finally, students are challenged to ask if the Bible is precious to them personally—more precious than gold or silver.

Key Verse: Psalm 119:72

Lesson 3: Written by God

Scripture: Jeremiah 1:9; 2 Timothy 3:16; 2 Peter 1:21

God wrote the Bible. This lesson teaches that God is the Author of the Bible. Students learn that God used men in various ways to write the inspired words of Scripture.

Key Verse: 2 Timothy 3:16

Lesson 4: The Bible Is Perfect

Scripture: Revelation 22:18; 2 Samuel 22:31a; Psalm 12:6; Psalm 19:7a

The Bible is perfect and complete. The lesson begins by explaining that God’s Word is a completed work—nothing can be added to it or taken out of it. It is the perfect Word of God written by our perfect God. God compares the perfection of His Word to silver that has been refined seven times. Because God’s Word is perfect and right and good, we can trust it.

Key Verse: Psalm 19:7a

Lesson 5: The Bible Is True

Scripture: Various Passages

Everything in the Bible is true. There is no untruth in the Bible. This lesson points out that the Bible is true because God is truthful and does not lie. The lesson uses various examples to show that the Bible is true. It also draws attention to things like parables, and explains that these are pretend stories, but they were still truly told by Jesus.

Key Verse: Proverbs 30:5

Lesson 6: God Is Watching over His Word

Scripture: Various Passages

God makes sure His Word is fulfilled. Students see the fulfillment of the prophecy concerning Jesus' birth in Bethlehem. They learn that God is all-powerful, all-knowing, and controls all things, so what He says He will do He always does. They are reminded of several other promises God made and that He watched over His Word to perform it.

Key Verse: Jeremiah 1:12b

Lesson 7: The Bible Is for Everyone

Scripture: Various Passages

The Bible is for all peoples. This lesson begins by telling the history of William Tyndale and his efforts to translate the Bible into English. In the Bible, students will learn that God wants all peoples to hear the message of the Bible.

Key Verse: Mark 16:15

Lesson 8: Finding Wondrous Things in the Bible

Scripture: Various Passages

The Old Testament and New Testament are full of wonderful verses. This lesson helps acquaint students with their Bibles. They will learn that the Bible is divided into parts so we can find things in the Bible. They will see that each verse in the Bible has its own *address*, which helps us remember where we can find it in the Bible. The lesson ends with a look at some verses and the prayer that God would open their eyes to see how wonderful the Bible is.

Key Verse: Psalm 119:18

Lesson 9: God Is the Main Character in the Bible

Scripture: Psalm 77:13-14; Isaiah 45:5a

God is the most important person in the Bible and in the world. The lesson begins by showing various biblical characters and explaining that they all have a similar story: They were born, they lived, and then they died. But students will see that God is eternal and is present in every part of the Bible. God is the main character in every story, and the Bible is all about God. When students read the Bible, they should ask and answer the question, "What does this say about God?"

Key Verses: Psalm 77:13-14 (Note: Younger children could learn Psalm 77:13.)

Lesson 10: The Bible Is Powerful

Scripture: Various Passages

God's Word is powerful and accomplishes His purposes. In this lesson, students will see that God's Word has power—power to create, power to control creation, and power to convict man of his sin. The lesson begins by looking at the power of God's Word: It can create (Genesis 1), and it can calm storms (Mark 4), but it can also be used to show people their sin (2 Samuel 12). God's Word always accomplishes His purpose.

Key Verses: Psalm 33:8-9a

Lesson 11: The Bible Is Eternal

Scripture: Psalm 119:89; Isaiah 40:8; Matthew 5:18

God's Word is eternal and unchanging. This lesson emphasizes that God's Word lasts forever and does not change. Students will first examine what it means for something to be *eternal* and then will explore how this concept applies to Scripture. Students will also think about and discuss what it would mean if God's Word did change.

Key Verse: Isaiah 40:8

Lesson 12: God Will Preserve the Bible

Scripture: Matthew 24:35; Jeremiah 36

God will protect and preserve His Word. Students will examine the story of Jehoiakim burning Jeremiah's scroll in Jeremiah 36. Yet God preserved Jeremiah and His Word. Students will also look at other times in history when people have attempted to destroy the Bible and see how God preserved it. The key verse teaches the children that God's Word will never pass away.

Key Verse: Matthew 24:35

Lesson 13: The Bible Is the Ultimate Authority

Scripture: Various Passages

The Bible is truth and is authoritative because it is God's Word. This lesson helps students understand that God is "a great God, and a great King above all gods" (Psalm 95:3). Therefore, He is the ultimate authority, and His Word is truth. Students are taught the meaning of *authority* and that God's Word can't be changed. The lesson presents a number of untruths and shows biblical passages which help disprove these false statements.

Key Verses: John 17:17b; Psalm 95:3

Lesson 14: The Bible, My Hope

Scripture: Romans 15:4 (and various other passages)

The Bible encourages us to keep trusting in God and gives us hope. Romans 15:4 is explained phrase by phrase and by using illustrations. Students are reminded of several "hopeless" situations in the Bible. Then, by inserting the phrase "BUT GOD," students see that God did a mighty work in each of these situations. The lesson ends by showing a number of encouraging verses to which students can turn in times of hopelessness.

Key Verses: Lamentations 3:21-23 (Younger children could learn Lamentations 3:21-22.)

Lesson 15: Satan Tries to Keep Us from the Bible

Scripture: Luke 10:38-42; 1 Peter 5:8; James 4:7; Romans 15:4

This lesson begins with a summary of the story of Mary, Martha, and Jesus, emphasizing the importance of spending time with Jesus. Then students think about things that often keep them from spending time with Jesus. By looking at 1 Peter 5:8, they learn that we have an enemy who fights against us when we try to read the Bible or pray. The lesson ends with a battle plan to resist the devil.

Key Verse: 1 Peter 5:8

Lesson 16: The Bible, Our Protection from Sin

Scripture: Psalm 119:9-11; Colossians 3:9a; Proverbs 12:22

God's Word will protect us from sin, but we must store it in our hearts. This lesson warns that if we do not read the Bible, God's Word will not be available to us as a protection against sin. Psalm 119:9-11 is explored so students understand what it means to *guard* their way, seek God with their whole heart, and to store up God's Word in their hearts. Illustrations are given that demonstrate that if they do not know the Word of God or if they ignore God's Word, then the Word of God will not be their protection.

Key Verse: Psalm 119:11

Lesson 17: The Bible, My Guide

Scripture: Matthew 4:1-11 (and various other passages)

The Bible is always a good and right guide for us. We are like blind people, and the Bible is like a guide dog for us. It always has good instruction for us. If we look to the Bible for understanding instead of thinking we know all the answers, we will be wise. The Bible's guidance is always good and right.

Key Verse: Psalm 119:105

Lesson 18: The Bible's Blessings and Warning

Scripture: Psalm 19:7-11

There is great reward in keeping God's perfect and right laws. Students are first reminded of the beauty of God's law, which is perfect, sure, right, pure, true, and righteous. All His commands are for our good. His law is more to be desired than piles of gold and sweeter than honey. At the end of the lesson, students learn that the Bible warns us of the consequences of disobedience and offers the great reward of obedience.

Key Verse: Psalm 19:7

Lesson 19: Doers, Not Just Hearers

Scripture: Various Passages

The Bible should be obeyed, not just read. The lesson starts with some role plays in which a student is a "hearer" only. Then the role plays are redone showing what a "doer" is. James 1:22-24 is used to teach about the difference between being a hearer and doer. Students examine three biblical situations (those of Jonah, Achan, and Ananias and Sapphira) to learn the consequences of being a hearer, but not a doer of the Word. Students will see that the consequences for being a hearer only can be inconvenient, unpleasant, or even dangerous.

Key Verse: James 1:22

Lesson 20: The Message of the Bible: I Am God

Scripture: Various Passages

No one is like God; God is greater than anyone or anything. This is the first in a series of lessons on the message of the Bible. In this lesson, students learn that God is unique. He is greater than anyone or anything else. Studying several different characteristics of God will demonstrate this point, including the fact that He is all-knowing, all-powerful, omnipresent, without sin, self-sufficient, unchanging, eternal, and perfect.

Key Verse: Jeremiah 10:6

Lesson 21: The Message of the Bible: There Is No Other God

Scripture: Isaiah 46:9b; Jeremiah 10:3-6; Isaiah 44:6; 1 Samuel 4:1-7:2

There is only one true God. This lesson begins by teaching students about the rebellion in heaven and Satan and his followers being thrown out of heaven. They learn that Satan is not the only one who has tried to take God's place. Students look at Jeremiah 10:3-6 and learn that no one can ever take God's place. They will think of things today that people try to put in God's place. The lesson ends by teaching that God will always be God. He will never let anyone or anything take His place.

Key Verse: Isaiah 46:9b

Lesson 22: The Message of the Bible: Created to Show God's Glory

Scripture: Psalm 19:1; Verses from Psalm 104

All things were created to show God's greatness and worth. This lesson continues the series on the message of the Bible by asking students to examine various components of creation and studying what those created things say about the greatness and worth of God. Students will study Psalm 104 to see that God created all things, including people, to show His glory.

Key Verse: Psalm 19:1

Lesson 23: The Message of the Bible: All Have Sinned

Scripture: Genesis 3:1-24; Romans 3:23; Romans 3:10b-11

Everyone has sinned and failed to show the greatness and worth of God. As students continue in the series of lessons on the message of the Bible, they learn that all have sinned. Students learn that sin is rebelling against God and valuing something else more than valuing God—it is making something else more important than God. As students study the fall and its effects, they see that they, too, have sinful hearts. Only God can change a sinner's heart.

Key Verse: Romans 3:23

Lesson 24: The Message of the Bible:
The Wages of Sin Is Death

Scripture: James 2:10; Romans 6:23a

Our sin makes us unacceptable to a holy God. The last lesson taught that all of us are sinners. This lesson teaches that we are all lawbreakers, unable to keep the law of God. So we are all guilty of sin. It further teaches the consequences of that sin. Students learn that the punishment for our sin is death. That is very bad news for sinners... but there is also good news coming!

Key Verse: Romans 6:23

Lesson 25: The Message of the Bible:
Saved by Grace

Scripture: Ephesians 2:8-9; Ezekiel 36:26; Romans 5:8

Jesus took the punishment sinners deserve. The previous lesson left students thinking about the weight of their sin from which they are unable to save themselves. In this lesson, the solution is given. Students will see that, though man cannot fix his sin problem, Jesus took our punishment and paid the price for our sin. The lesson emphasizes that we are saved by grace through faith in what Christ has done for us. This happens when God takes out our hearts of stone and gives us new hearts of flesh.

Key Verses: Ephesians 2:8-9

Lesson 26: The Message of the Bible:
The Gift of God Is Eternal Life

Scripture: Romans 6:23; John 14:2-3; Acts 7:54-60; Luke 16:19-31

Jesus died to take away our sins and give the gift of eternal life in heaven to those who believe in Him. The aim of this lesson is to teach students that eternal life is a gift—it cannot be earned. Although we deserve death, Jesus took the punishment that sinners deserve and gives those who trust in Him the gift of eternal life. This lesson also teaches that heaven is a wonderful place.

Key Verse: John 14:2-3

Lesson 27: The Message of the Bible:
That You May Believe

Scripture: Luke 23:39-43; John 20:30-31; Romans 10:17

God gave us the Bible to lead us to faith. This last lesson on the message of the Bible starts by comparing the different responses toward Jesus of the two criminals crucified with Him. The lesson leads students to think about the purpose of the Bible and why God gave us His written Word. Students learn that faith comes from hearing the Word of God and that, if we want to know God, we must read His Word.

Key Verse: Romans 10:17

Lesson 28: The Bible, My Treasure

Scripture: Various Passages

If we love God, we will love His Word. In this final lesson of the study, the teacher is asked to share a personal testimony from the heart about what the Bible means to him or her personally. The teacher will also share some favorite passages and explain why they are favorites. The point is to communicate to the students that the Bible is a priceless treasure.

Key Verse: Jeremiah 15:16

Please visit Truth78.org to find more information about The Most Special Book, review curriculum samples see the entire line of curriculum from Truth78, or place an order for your church or home.

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Introduction

Curriculum Overview

The Bible is a message to us from God. Because God authored the Bible and is the main character in the Bible, the Bible is the most special book in the world. It is powerful, eternal, authoritative, and full of hope. It both protects us and guides us. It is not to be heard only, but it is to be obeyed as well.

The Most Special Book teaches some of the characteristics of the Bible. Then the main message of the Bible, the message of redemption, is presented in seven lessons. Finally, the purpose of the Bible is revealed: That you may believe. The teacher is asked to end the study by sharing his affection for the Word of God, noting favorite verses and how they became precious to him. The hope is that not only will *The Most Special Book* acquaint young children with the Bible but also create an affection for the Bible and the God of the Bible.

God-Centered Focus

Unlike many studies for children that dwell on man and on man's needs, this study has purposefully presented God as the main character of the Bible. Therefore, the focus is not on who we are or what we need, but rather on the magnificent character of the One who can satisfy all our longings. Showing students the greatness of God gives them a basis to respond to Him.

Rather than man being the key player in history, God is the engineer of all of life. His purposes, not man's desires, are fulfilled throughout history. Each Scripture should be looked at in light of the question, "What does this say about God?"

Unlike many studies for children that use Bible stories to teach good morals, this material presents a great God who is worthy to be admired and imitated. Good morals then flow out of an admiration for God because we tend to imitate those whom we admire.

Important Note: This curriculum was developed out of Truth78's vision, mission, and values. Please take time to read more about this at the end of this Teacher's Guide.

Intended Use

This study is designated for first grade in our scope and sequence. However, it can be used with kindergarteners through second graders with some adaptation. The material can also be adapted for use with older students who could look up the Bible passages and take turns reading them. You could also use Sword Drills with older students when looking up Scripture passages. (There are instructions for Sword Drills and other Bible memory games and activities in the appendix.)

These lessons have been written for a midweek Bible time but could be used in Sunday school, children's church, in a summer study, in a Christian school, or at home for a family Bible teaching time. As with any material, you will need to make small adaptations to fit your particular situation. Most of these adaptations will be with the introduction, illustrations, or method of presentation. The content of biblical truth being taught should need little adaptation, although additional verses could be added to provide older students with more depth.

If your class is not familiar with Bible stories, you may need to provide more background information than is contained in the lessons. You may also opt to teach only one story in cases where more than one story is used to illustrate the

same point. This way, you will have time to adequately explain the context of the story and any other background information necessary to help these students understand the story.

The curriculum can be adapted for use in a Christian school by studying each lesson in more depth. The lesson could be taught during one class period. Another class period could be devoted to discussion of the lesson and personal application. Additional class periods could be focused on the activities in the lesson as well as some of the following activities.

- **Key Verse**—Learn the verse and review previous verses.
- **Parent Pages**—These could be done in class.
- **Sharing Time**—Students could be given opportunity to share with the class how they have applied what they have learned.
- **Prayer Time**—Include an intense time of prayer related to the topic of study.
- **Review**—Review previous lessons and concepts.
- **Test**—Create a test for the students to take on the material covered to date.

Lesson Order

Although the lessons are independent units, they are designed to teach overarching truths and to encourage responsive hearts. Some lessons are dependent on truths taught in previous lessons, and some lessons expand the truth taught in a prior lesson. For these reasons, it is very important that the lessons be taught in the order in which they appear in the curriculum.

The easiest way to get a clear picture of the scope of *The Most Special Book* is to read through the scope and sequence chart (at the end of the preface section).

The first 13 lessons highlight some of the characteristics of the Bible. This is followed by six lessons (14-19), which explain our interaction with God's Word. Lessons 20-27 are centered on the main message of the Bible. The curriculum ends in Lesson 28 with a testimony of the treasure that the Bible is for those who embrace God and His teaching.

The Role of the Bible in the Classroom

Because one of the goals of this curriculum is to encourage and help students to see the authority and sufficiency of Scripture, it is of the utmost importance that all teaching flows logically and visibly from the Word. Paul's charge to Timothy in 2 Timothy 2:15 should be our goal, too:

Do your best to present yourself to God as one approved, a worker who has no need to be ashamed, rightly handling the word of truth.

Be sure to use the Bible to look up the passages and to teach with an open Bible before you. Teaching with a Scripture portion printed on a piece of paper is not the same as teaching with an open Bible. Our desire is to constantly point the students to the Scriptures. It is important to demonstrate that the source of truth is in the Word of God. By teaching from an open Bible, we want to repeatedly communicate that God, not the teacher, is the source of truth.

Students who can read should be encouraged to bring their Bibles to class, to look up Scriptures in the lessons, and to read the Scripture aloud when possible. Make the use of the Bible during the lesson necessary for students who can read.

One of the great benefits of a study such as this one is to encourage students to use the Bible. They need to be familiar with where things are in the Bible. They need to discover favorite Bible verses, and to develop a familiarity with

and affection for the Word of God. Turning to the Bible needs to become second nature to them. We want students to treasure the Word of God.

This curriculum was written using the English Standard Version (ESV) translation of the Bible. The ESV is used because it is accurate and easily understood. This is the version we recommend for the students and teachers. (In order to play key verse games, students need to memorize the same version of the verse.) Note that there are a few instances where we have quoted the 1984 New International Version (NIV) for reasons of readability. For those instances, we have provided the text of the verses since that Bible might not be easily available.

Your Classroom Schedule

Because the opportunities to build the faith of the next generation are limited, it is strategic to invest the available time wisely and to maximize the potential for faith-building. For this reason, the sessions are structured to limit activities to those that build biblical knowledge, faith, or ministry opportunity. Activities that have fun as their only goal have been omitted intentionally. It is possible for fun to take place while real learning is occurring; but the goal is Bible absorption and faith building.

The time allotment for each *The Most Special Book* lesson is 75 to 90 minutes, structured as follows:

Transition Time	10 Minutes
Worship Time	5-10 Minutes
Large Group Lesson Presentation	20-25 Minutes
Small Group Application Time	15 Minutes
Optional Activity	15 Minutes

You could also omit the transition time and extend the activity time to 30 minutes.

If less time is available, the optional activity and transition time activities should be omitted. If only a half-hour is available, the lesson could be taught in a large group and application made at the end. Ideally, though, the application can most effectively be made in the smaller group setting (6-10 students with a leader).

Transition Time

The goal of the transition time is to get students involved in meaningful activities as soon as they enter the room. Remember that arrival times will likely be staggered. Involving students in meaningful activity immediately will not only maximize the time you have but will also set the tone for the session. If running, yelling, and general chaos reign while you wait for all the students to arrive, it will be difficult to settle the class later and for them to concentrate on the lesson.

The transition time could be a large group time, a small group time, or you could set up a variety of learning centers each week. The format should be carefully chosen and varied occasionally to maintain the interest. If small groups are used, it is probably easiest to use the same small groups used during small group application time (see corresponding section). Students should be in the same small group with the same leader each week.

Key verse games or books of the Bible games work well as transition time activities. See appendix for ideas.

Worship Time

Worship time should be led by a gifted worship leader or by the teacher or another adult leader. A gifted worship leader is one who can lead students to see the greatness of God and to worship Him. Worship songs should focus on God and not encourage silliness. They could be tied to the lesson or to previous lessons. The worship time could also include a time of prayer expressing adoration for God.

Optional Activities

Although crafts are fun, they are often time-consuming, expensive, preparation-intensive, and have little educational or spiritual value. While it is not true that every craft project has these drawbacks, it is more often the case than not. Because time and energy are limited, it seems most beneficial to employ resources in a way that will yield maximum value. Teachers are encouraged in this curriculum to spend much time in spiritual preparation and preparing to teach the lesson well, rather than in craft preparation. Also, because class time is limited and because many crafts take a lot of time, the most important elements of the curriculum should take priority.

In those situations where there is extra time for another activity, it is critical to use the craft or activity as a means of reinforcing, clarifying, or applying the lesson concepts. The conversation you initiate during this time will often be of more value than the actual activity itself. There are several beneficial activity suggestions provided at the end of each lesson. The one that is more important than the rest is to have the students complete the workbook page.

Note: The lesson and application times are described in more detail later in the introduction and in the appendix of this teacher's guide.

Component Overview

There are several components in this curriculum. It is important that you understand each one and know how and when to use it.

Teacher's Guide

Each teacher should take time to thoroughly examine the Teacher's Guide to understand where everything is located for easy reference.

- **Introduction**—introductory material for this curriculum, overview of the components involved in teaching the study, a walk through how a lesson works, etc.
- **Lessons**—all the lessons in this study, each containing the lesson presentation, application discussion questions for small groups, and optional activities
- **Appendix**—help for teaching and for leading small group discussion, a list of visuals that aren't provided, memory verse games, etc.
- **About Truth78**—overview of Truth78, our ministry vision, mission, and resources

Visuals Packet

Churches may wish to order a professionally printed Visuals Packet on high-quality cardstock, or you could print your own visuals if you purchase a classroom kit (see Truth78.org for details).

Visuals for electronic display are included as Curriculum Resource PDFs to help teachers of large groups better display important visuals. Visuals that can be displayed electronically have been identified in bold text on the first page/s of each lesson, along with all the Curriculum Resources provided for the lesson.

Introduction

Users of electronic visuals will still need to display some printed visuals. For example, some visuals need to be assembled and displayed throughout the lesson presentation, or physically manipulated during a lesson. You could print these visuals on larger sheets of cardstock.

All visuals should be saved for potential use throughout the study.

See the Appendix for a list of visuals the teacher must provide.

Bible Visuals Book

Churches may wish to order a professionally printed, spiral-bound Bible Visuals Book, or you could print your own visuals if you purchase a classroom kit (see Truth78.org for details). The Bible Visuals Book will be used throughout the study as an essential part of the lesson presentation.

Student Workbook

Each piece of the curriculum is an integral part of the learning experience—nothing is extraneous or intended to be busy work. Use of the Student Workbook will help students take ownership of listening, learning, and applying the lesson. It takes the truths presented in the lessons and helps the student examine his own life in light of these truths. Therefore, each student is encouraged to use a Student Workbook in class throughout the study, and then take it home at the end of the study.

For those who purchase a classroom kit, a reference copy of the Student Workbook is provided in the Curriculum Resources as an electronic download for small group leader and teacher reference. Each student should have a copy of *The Most Special Book Student Workbook* (see Truth78.org).

Each small group should have a container with enough supplies for the group to use with the workbook activity. Include markers, colored pencils, and/or crayons, as well as glue, scissors, and any other extra supplies for decorating their pages (stickers, stamp markers, glitter, etc.) If special items are required, they will be noted in the Other Supplies list at the start of the lesson. Most young children like to draw, and even those who aren't particularly fond of drawing can be motivated to participate with some encouragement and excitement from the teacher.

Buttons

There are four buttons students can earn as they study *The Most Special Book*. Some of the work may be done in class, if time permits, but much of it will be done at home. You may need to remind parents to encourage their children to work on their buttons.



Old Testament Books

The student must be able to recite the books of the Old Testament in order.



New Testament Books

The student must be able to recite the books of the New Testament in order.



Bible Reading

The student must read or listen to three books of the Bible. Note that, though the length of the book is not specified, if the student chooses all very short books, you may need to encourage him to read another longer book of the Bible.

As an alternative activity for the Bible Reading button, the student could have 30 Bible times (devotions) consisting of reading or listening to a Scripture passage and prayer. For this option, the student must keep a chart of the dates and should be encouraged to be consistent in having this time. Or the student could do a combination of some Bible reading and some Bible times (e.g., one book of the Bible and 20 Bible times).



Bible Project

The student must participate in some sort of Bible project approved by the teacher. Parents should be encouraged to help their child think of the Bible project. Possible projects could include:

- Earning money to purchase a Bible to give to someone.
- Reading or listening to some portions of the Bible with an elderly person or a younger person.
- Participating in a project with a Bible organization, such as Wycliffe Bible Translators, the American Bible Society, etc.
- Making a list of 30 favorite Bible verses. The student could also illustrate these verses.
- Illustrating a Bible storybook for a younger child. This book should include at least six stories.
- Memorizing the divisions of the books of the Bibles (e.g., the law, history, poetry/wisdom, and major and minor prophets in the Old Testament; the biographies, gospels, history, epistles, and prophecy in the New Testament).
- Witnessing to three unsaved people and sharing some Bible verses with them. Give each person a Bible.

Curriculum Resources

Curriculum Resources are included downloadable resources in the classroom kit (see Truth78.org). These essential and helpful resources for your program include:

- | | |
|---|--------------------------------------|
| ▪ Visuals Packet | ▪ How to Use These Resources |
| ▪ E-Visuals | ▪ Additional Materials You Will Need |
| ▪ Bible Visuals Book | ▪ Lessons for Substitute Teachers |
| ▪ Parent Pages | ▪ Guide for Substitute Teachers |
| ▪ Optional Activity handouts | ▪ Curriculum Scope and Sequence |
| ▪ Student Workbook (for leader reference only) | ▪ Curriculum Logo |
| ▪ Application Resources (for use with the Student Workbook) | |

As much as possible, we have attempted to provide teaching aids and visuals. To access and use the PDFs, you will need a free Adobe Reader® program (available at Adobe.com). The How to Use document provides further information on these resources.

Walking Through a Lesson

Roles and Responsibilities in the Classroom

Depending on the class size, the following class structure is recommended. For small classes, these roles can be combined (e.g., a team leader can also be the teacher), or one person may need to function in all the roles.

- **Team Leader**—This person is responsible for organizing and administrating the class, communicating with parents, and encouraging the team of volunteer leaders.
- **Teacher**—One or two people could teach the lesson presentation to the large group, perhaps alternating weeks of teaching if there is more than one teacher.
- **Worship Leader**—If there is a time of worship, an individual or team should lead the class in a prepared worship set.
- **Small Group Leader**—An adult or spiritually mature youth is needed for every six to eight students to lead small group discussions and mentor students in their spiritual growth. (See “Building Your Classroom Team” in the appendix for more information on this.) This job should be seen as encouraging each student in the group inside and outside of the classroom.

See the appendix for more role-specific helps and a short overview of this curriculum for substitute teachers and small group leaders.

Lesson Preparation

Teaching and small group leading require a serious time commitment. We make no claims of “only five minutes of preparation” because we believe the teacher should study and prayerfully apply the lesson to his life before attempting to instruct others. Therefore, the most important preparation for the teacher is spiritual preparation. Good teaching comes from a heart saturated with the Word of God, which treasures and finds its delight in God. Before teaching, the teacher should study the lesson material thoroughly, read all Scripture references, and pray through the lesson material.

A good teacher is a prepared teacher. After reviewing the lesson the first time, the teacher should go through the lesson again, asking the Holy Spirit to bring to mind specific ways in which the truths presented apply to his group of students. For example, maybe the teacher has noticed a particular way in which a small group encourages one another through their words and manner of speech. When preparing for the lesson on encouragement, a teacher may want to briefly incorporate that as an example in the lesson.

Lessons in this study often include tips and other helpful information for the teacher to read carefully while preparing to teach the lesson. Although the tips may be helpful for your preparation, it is important to think through the lesson yourself and decide how you can most effectively teach the concepts presented.

After preparing his heart spiritually, the teacher should gather and prepare visuals, practice each illustration, and go through a trial run of the lesson to check for timing and flow.

Understanding the Lesson Overview Section

The lesson overview section is the first page or two of each lesson. It provides the following information:

Main Ideas

Main ideas are the major truths taught in the lesson and should be the primary points the students remember. As you teach, keep the main ideas fixed clearly in your mind.

Key Verse

The Key Verse (or verses) capture/s the essence of the lesson. These verses have been carefully chosen to give students a strong, Bible-based, theological foundation.

Bible memory is an extremely important part of spiritual growth. If your students are not memorizing other verses, we highly encourage using the key verses as memory verses. We recommend the English Standard Version of the Bible because of its accuracy, but the students may memorize whatever Bible version their family uses. (Note: Some of the key verses are part of the Fighter Verses Bible memory program—FighterVerses.com.)

Scripture

The Scripture passages are listed in the order in which they appear in the lesson presentation. Those used only during the Small Group Application Time are noted in the Small Group Application section.

Curriculum Resources

These are classroom visuals to print or display electronically, the Bible Visuals Book to print (or you could order it printed through Truth78.org), and handouts for students and their parents provided as Curriculum Resources downloads with the Classroom Kit.

Other Supplies

These are essential teaching visuals that aren't provided in the Curriculum Resources. You will always need a Bible (English Standard Version). When you need other simple objects, they will be listed in this section. (There's also a list of these supplies in the appendix.)

Although the lessons can be taught without using these objects, they will not be as interesting, as understandable, or have as great an impact. For example, the introduction of Lesson 24 (The Message of the Bible: The Wages of Sin Is Death), uses a glass of milk with a teaspoon of dirt and gravel stirred into it to show that sin in our hearts makes our whole heart impure. When the students see you stir in the dirt and gravel, they quickly understand that the whole glass of milk is contaminated, and they would not want to drink the milk. Then they can quickly understand how sin disqualifies us before God.

Preparation

These are notes to read while preparing to teach your class, giving you a heads-up about things that need to be done before you start your lesson. The primary preparation needed for each lesson is spiritual preparation. If you shortcut the spiritual preparation, you may end up teaching from your head rather than from your heart. In addition, considerable time should be spent in prayer.

Large Group Lesson

The large group lesson section contains the text that should be used for the teacher's lesson presentation. This text and the Bible passages studied should be the main focus of the classroom time.

Introduction

Each lesson starts with an introduction intended to prepare the students for the lesson by laying a foundation for understanding what will be taught. To that end, the introduction often deals with concrete, real-life examples. It is necessary that the ideas of the introduction be developed in terms and pictures the students can understand.

The introduction exists solely to be a bridge into the lesson and to capture the students' interest, not to entertain or provide a fun activity. A common pitfall is to spend too much time on the introduction and other illustrations in a lesson with the result that the biblical contents are rushed. Therefore, it is necessary to progress through the introduction quickly.

For example, the introduction to Lesson 25 (The Message of the Bible: Saved by Grace) uses two broken items (fixable and unfixable) in the following manner:

(Display the **fixable item** and ask for a volunteer to come to the front to fix it. After the student has fixed the fixable item, pull out the **item that cannot be fixed**.)

Can you fix this? Why not?

Some things cannot be fixed. They are so broken that there is no way to fix them.

This should be done as quickly as possible because it is merely a bridge into the lesson. Prolonging it by calling on many students to take turns trying to fix the unfixable item or letting one of them work at fixing the item for a long time uses up valuable lesson time and distracts from the biblical content of the lesson.

Note: We recommend beginning and ending your lesson time with prayer.

Review

It is always helpful to review key ideas from previous lessons. This should be brief and can often be done in a question/answer format. The Bible Visuals Book is an excellent tool to use not only in presenting the lessons, but also in reviewing key concepts. Teachers will need to decide how much review is needed and when and how it is best presented in their unique situation.

Understanding the Lesson Presentation Format

Formatting cues are used to help guide the teacher through the lesson material.

Visual Thumbnails

When there are visuals that can be displayed electronically, there is a visual thumbnail in the left margin.

Action Prompts

The left margin of each page also has space for brief mention of visuals you print and cut out and/or assemble from the Curriculum Resources downloads, classroom handouts, visuals that aren't provided as Curriculum Resources, and other special instructions for teachers. Visuals and illustrations should be used to emphasize key biblical themes.

Font

- Sentences in *italics* recommend a specific wording of the concept or illustration being taught. This is used to make certain theological points very clear, to convey a specific tone, or to touch the heart in a special way.
- Lesson material not in italics should be conveyed in your own words.
- For example, in Lesson 12 (God Will Preserve the Bible), one of the concepts to be taught as follows:

There are no dinosaurs anymore. They all died out. They are extinct. There will be no more dinosaurs. They are gone for good.

For younger children, you might make the following adjustment:

There aren't any more dinosaurs. All the dinosaurs died. And now there are no mommy dinosaurs to have baby dinosaurs. So no more dinosaurs will be born. There will never be any more dinosaurs. They are "extinct." The word "extinct" means there aren't any more dinosaurs and there won't ever be any more dinosaurs. "Extinct" means they are gone for good.

- Scripture portions are in ***bold italics***.

While the Scripture portions are usually included in the lesson, you are strongly encouraged to read from your Bible while teaching the lesson so that the authority of the Bible in teaching is emphasized.

Parenthetical Teacher Instructions

Each lesson contains teaching instructions and other helpful information in parentheses for the teacher. Read these carefully when preparing to teach the lesson. In addition to reading these instructions, it is important to think through the lesson yourself and decide how you can most effectively teach the concepts presented.

Understanding Student Interaction

The lessons are designed to encourage involvement and interaction in a variety of ways.

Questions

Rather than telling learners the concepts in the lesson, as much as possible, lead students to discover the concepts by asking questions and encouraging the students to think, draw conclusions, and look up answers for themselves. Suggested questions are included in the lesson. Possible answers to the questions are included in [brackets]. If a student's answer does not lead in the right direction, adapt your questions to direct the students to the points you are trying to make. Do not be discouraged if students have a hard time answering questions. Patiently work with them; it will be worth the effort.

Consider, for example, this excerpt from Lesson 27 (The Message of the Bible: That You May Believe):

I want everyone who likes raisins to raise your hand. Now I want everyone who doesn't like raisins to raise your hand.

Are these raisins different from the raisins the others said they liked? Are they the same raisins? Is there something wrong with the raisins? Then why don't you like the raisins? What is the thing that is different? (Answers may vary.)

The raisins are the same raisins—they haven't changed. What is different is that there are different attitudes about raisins. Some people like them. Others do not.

Introduction

By questioning the students in a similar manner, you can start to help them to discover truth. If a student's answer does not lead in the right direction, you will need to adapt your questions to steer the class to the points you are trying to make.

Another example of questioning to draw students into the lesson and to help them discover the truth for themselves can be illustrated by the story of the two thieves on the cross in Lesson 27 (The Message of the Bible: That You May Believe):

Jesus welcomes all who come to him—even criminals. Jesus is happy when sinners repent—when they turn away from their sin. Jesus came to save sinners, and He honors those who believe in Him.

One use of questioning to help the students discover this truth is:

How did Jesus treat the man? Did Jesus yell at him? Did He say, "I don't want to talk to you"? Did Jesus pretend not to hear him? What did Jesus say to the criminal who asked Jesus to remember him?

What does this story tell you about how Jesus treated sinners who are sorry for their sin—who want to turn away from their sin?

This line of questioning may be difficult at first, but the more practice the students have in thinking and discerning truth, the more they will be able to pull out truth for themselves. Do not get discouraged if, at first, they have a hard time answering questions. Patiently work with them; it will be worth the effort. Some of these questions are written into the lesson. Others you may add according to your time limit and the age and attention span of the students you are teaching.

Illustrations

Illustrations emphasize a point or help students understand a spiritual truth. It is very important to directly connect the provided illustrations with the biblical truth being presented, or the teaching value of the illustration will be lost. Remember to keep these illustrations brief and to the point.

For example, in Lesson 3 (Written by God), a student is asked to draw over a pencil sketch with a thick marker. This is used to illustrate that just as the student did not actually draw the picture but merely outlined it, so the Bible writers did not write the Bible but merely recorded God's words. Comments that will drive this point home and emphasize the spiritual truth being taught can be similar to the following:

Who drew this picture? Who is the artist? I drew the picture in pencil. I am the artist. I decided what to draw and how to draw it. [Student's name] just made the lines darker. It is not [student's name's] drawing. The picture was not [student's name's] idea. It was my idea.

I also told [student's name] to add some red circles to the picture. I didn't tell [student's name] where to put them or what size to make them. I let [student's name] use [his or her] own way of drawing to make them.

This is another way God used men to write the Bible. The ideas in the Bible are God's. But God wrote His words through men. These men did not have their own thoughts; they wrote down God's thoughts. But God used their style or way of writing.

You may think of a better illustration than the illustration mentioned in the curriculum and should feel free to make substitutions. Some substitutions are unique to a particular situation or church and will communicate better. When substitutions are made, keep in mind the truth being illustrated and make sure the illustration correctly portrays that truth.

Personal Experiences

Occasionally, a reference is made to sharing a personal experience or testimony that illustrates the point being made in the lesson. It is very important to connect these illustrations with the biblical truth being presented. When a teacher shares a real-life experience, students see that God is alive and at work in our lives. You can also ask if the students have a testimony to share (e.g., “Can anyone tell us about a time when God guided you or your family?”) Note: Remember that it is important to do this quickly so that you may return to the lesson content.

Understanding the Gospel Presentation

Within this study, students will be challenged to examine their personal understanding and response to the gospel. Therefore, it is important that your presentation of the truth be very clear.

Gospel Call

Some lessons will challenge students to respond to the gospel by trusting in Jesus alone for the forgiveness of sins, depending on Him alone for their salvation. If you have students who have not yet done so and would like to make a commitment of faith, it seems appropriate to recommend that they discuss this with their parents. If the parents are not believers, you may have the privilege of leading the student in this step. (See the appendix for articles on how to share the gospel and how to minister to students from unbelieving families.) Rather than using confusing and unbiblical terminology, such as “ask Jesus into your heart,” we suggest using the term “trust in Jesus.” This can be explained as “depending completely on the work Jesus did for me.”

Exclusive Language

Keep in mind that your class most likely includes unbelievers as well as believers. Be careful not to use “inclusive” language that communicates to unbelievers that they are Christians. Instead, qualify your statements. For example, instead of stating, “After we die, we will go to heaven to be with Jesus,” qualify your statement with, “Those of us who are trusting in Jesus as our Savior will go to heaven to be with Him when we die.” Other examples include:

- **Not:** God promises to guide us.
- **But:** God promises to guide His children.

- **Not:** God will help you in the fight of faith.
- **But:** God will help Christians in the fight of faith.

Although we do not want to deny true saving faith, we also do not want to provide false assurances to those who hear the Word, but do not believe it in their heart. We want to continually point to the need to make a personal commitment to Jesus and to trust Him as our Savior.

Note: We recommended ending your lesson time with prayer.

Small Group Application Time

The Small Group Application Time is at the end of the lesson. It is a vital part of the classroom time and should not be omitted. Application Time is designed with the goal to help students see how God might have them respond to the truth they have heard. When they are specifically directed to respond to the truth, it is more likely that head knowledge will become a desired heart response.

Understanding the Application Format

It is important for small group leaders to first verify that the students can remember and articulate the main points of the lesson: Do they understand what they just heard? The small group leader should help his students work through any misunderstanding and, if possible, answer questions that may arise. This review should be very brief, as the goal of the Application Time is not to reteach the lesson, but to apply the lesson.

After briefly reviewing the content, the next step is to examine how a student's heart responds to this truth. Does the student rejoice in the truth, or rebel against the truth? These questions move students beyond intellectual conversation and ask them to think through their emotional (heart and attitude) response to the truth. What is their response to God?

Each lesson contains some possible application questions. These questions are just suggestions. The goal is not to complete all the discussion. Rather, small group leaders should read this section and select which discussions are most appropriate for the students in their groups.

The direction of the application conversation will be determined by the responses of the students and the prompting of the Holy Spirit. The small group leader should pray and ask the Holy Spirit for insight and sensitivity. As students respond to questions, the course of the discussion will take shape. The small group leader should also be alert to those who steer the discussion off course.

Here is an example of how to lead this type of discussion, based on Lesson 1 (A Message from God). One of the themes of Lesson 1 is that the Bible is a message—a big, long letter—from God. A small group leader might start the discussion time by asking the question:

Would you ignore a letter or a postcard from your grandmother?

A question such as this just requires a quick response so you can progress to the more important questions. Acceptable responses might be:

No. I always read my grandmother's letters. I love getting letters from my grandmother.

No. I want my mom to read my grandmother's letters as soon as they come.

However, you may have a student who answers the question in this manner:

My grandmother sent me a letter yesterday. She said that she is going to visit my cousin and then she is going to visit me. My cousin lives far away. I like to go to my cousin's house...

Another might chime in:

My cousin lives far away, too. We have to drive a long time to visit my cousin...

Obviously, to let the conversation go in the direction of cousins and visits or to let a student use up the application time talking about his grandmother's letter will not aid the small group leader in helping the group apply the truth of the lesson to their lives. It would be necessary for the small group leader to steer the group back on course.

Sometimes a student's comments may lead the small group leader to think of an application that he had not thought of before. He will need to determine if the Holy Spirit is prompting him to explore a different area or if he will need to stick to his original plan. The small group leader will need to be sensitive to how the Holy Spirit is leading in the lives of the students he leads. It may be better to deal with relevant concerns that they have expressed than to deal with his idea of how the lesson should apply to them.

Occasionally, a small group leader may touch on an especially sensitive issue for one student or uncover an area of need. The small group leader should determine if the topic should be discussed privately with the student, brought to a parent's attention, or discussed in front of the group.

For example, as the discussion progresses to the Bible, the letter from God, a student might respond by saying, "I don't want my mother or father to read me Bible stories. I don't like the Bible." This is probably a concern that the small group leader will want to discuss privately with the student. The leader will want to ask why the student doesn't like the Bible and try to discern where his heart issues lie.

Occasionally, it is appropriate for a student to share a private concern with the group. The others should be encouraged to pray for this student. Any prying on the part of the others should be discouraged.

Small groups may want to think ahead of time about specific prayer needs the lesson will bring up, as well as let the students share prayer requests. For example, in Lesson 19 (Doers, Not Just Hearers), some of the needs that might arise from the lesson are:

- prayer that the children will be doers as well as hearers
- a time of confession for not obeying the Word of God
- prayer for obedience to the Word of God

If a longer small group time is possible, you could read a short biography of a Christian or a missionary story. Biographies or stories that can be tied to the lesson are especially valuable as they show these truths displayed in everyday life. Small group leaders can also start teaching the key verses.

The last, but crucial, step in the application discussion is to challenge students to apply the truth to their own lives in practical ways. How can each student apply the truth of the lesson to his life this week? Small group leaders should take time to follow up from week to week with students to ask how they are applying the truth to their lives.

A Special Note to Small Group Leaders

It is important to keep the focus of the Small Group Application Time Christ-centered. Many of the questions that follow the lesson will challenge students to examine personal desires, perceptions, attitudes, and behaviors. Through this process, rebellious attitudes may be expressed by certain students. Sinful thoughts and desires may be exposed. Other students may give voice to a self-righteous superiority. Or it may be that this is the first time that a student has been led to see a certain topic biblically, causing him to be somewhat taken off guard. These are all possible outcomes in your small group time, and it is important that you as a small group leader respond with the truth and with the love of Christ.

Pray that your words would be "seasoned with salt"—kind and gracious, meant for building up, and fitting the occasion (Colossians 4:6 and Ephesians 4:29). Our goal should be to continually point the students to Jesus: His all-sufficient work on the cross for sinners, His perfect righteousness given to all who believe, His forgiveness and cleansing work when they confess their sin, His power that enables His children to continually grow in obedience to His truth, and His unshakable promise to complete the work that He began in His children.

At-Home Parent-Student Interaction

Parents will have the greatest opportunity for “teachable moments”—situations that arise in everyday life that can be opportunities to apply the truth of God. Faith nurturing should not be seen primarily as a classroom experience, but rather as a consistent weaving of spiritual truth with everyday life in the context of the home. Real “heart” application of biblical truth, which changes lives, usually takes place in the context of relationships and everyday life. Since this most naturally occurs in the home, in the context of loving relationships, teachers and small group leaders should make significant efforts to connect the classroom teaching with daily parental involvement in the student’s life.

Using the Parent Pages

A Parent Page for each lesson helps connect parents to the classroom. The pages are available as PDFs in the Curriculum Resources downloads to print and/or email.

Each Parent Page includes the lesson’s main idea/s, key verse/s, Scripture references, questions to consider, and suggestions for further application and student-parent interaction. Send the Parent Pages home for parents to use every week and encourage them to interact with their children on the truths being taught. Encourage parents and students to pursue these important at-home interaction opportunities.

The document titled “A Note to Parents” should be sent home with every student the first week of the study, and then with every new student who joins the class after that. In addition, you may want to periodically send a copy of this overview home again with every student to replace lost copies or to serve as a reminder.

God’s Word

God’s Word, a family devotional by Sally Michael, summarizes the teaching of the material in this curriculum in 26 short chapters. It is part of the *Making HIM Known* series (P&R Publishing) available through Truth78.org. This book would be a good companion tool for the curriculum, a way to review what the students have learned, a good resource for families to use for family devotions, or an end-of-the-year present for students.

Additional Features in the Appendix

Please see the appendix for help with adapting the curriculum for use in other settings, how to present the gospel to children, welcoming children with special needs, an index and samples of features included in the Curriculum Resources as downloads, additional materials you will need to teach the lessons, and much more.

Conclusion

The purpose of this introduction was to familiarize you with the vision, structure, and classroom practice of this curriculum. Additional helps and tips are included in the appendix.

The goal of Truth78 in every curriculum is that students will come to see Jesus Christ as the only One who saves and satisfies the soul. We pray that the eyes of students will be opened to see the truth, and that their hearts will be changed to embrace, love, and live in truth. May God give you all wisdom as you teach and mentor the eternal souls in your classroom, that they may rejoice in Him.

A Message from God

Main Ideas <ul style="list-style-type: none">▪ God speaks to us through His world and in His Word.▪ The Bible is a message from God.▪ God wants to tell us about Himself; He wants to be known.	Key Verse <p><i>"I am the LORD, and there is no other, besides me there is no God;" (Isaiah 45:5a)</i></p>	Scripture <ul style="list-style-type: none">▪ Psalm 19:1-3▪ Isaiah 45:5a
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Curriculum Resources

Note: Bolded visuals in this list are those that are available for electronic display. Some visuals in this curriculum need to be cut out, assembled, etc., and are therefore not available for electronic display.

- **Psalm 19:1-3 (1A)**
- **Sun (1B)**
- **Storm (1C)**
- **Flowers (1D)**
- **Stars (1E)**
- **Sunrise/Sunset (1E)**
- **Red Sea (1G)**
- **Flood (1H)**
- **Bartimaeus (1I)**
- **Jesus Calms the Storm (1J)**
- A Note for Parents (for each student)
- Parent Page for Lesson 1 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Paper and tape (see Preparation)
- Message visuals (e.g., letter, postcard, note, message written on a whiteboard—see lesson for explanation)
- Optional: Additional pictures of nature
- For Application (for each student)
 - Student Workbook
 - Pencil/pen
 - Markers/colored pencils/crayons

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Materials for Optional Activities

(Choose your activities. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.)

1. **Nature Collage** (for each student)
 - Nature objects (leaves, flowers, pine needles, etc.) or nature pictures
 - Pictures of nature to cut out from magazine pages and scissors
 - Glue
 - Paper
 - Marker
2. **Nametags** (for each student, see Preparation)
 - Nametags (OA-1)
 - Markers/colored pencils/crayons
 - Optional: Laminating supplies
 - Additional supplies for the nametags
3. **Send a Message**
No supplies needed for this activity.
4. **Pass the Message Relay**
No supplies needed for this activity.
5. **Key Verse Game**
See the appendix for ideas.
6. **Books of the Bible Game**
See the appendix for ideas.

.....

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Nametag—Print on cardstock and cut out. You could laminate the nametags after the students color them. You could use tape to attach the nametags or punch a hole in the top to use a safety pin to pin the nametag to each student's shirt. You could also use a ribbon to wear their nametags like a necklace around the neck, either stringing it through a hole in the nametag or stapling the ribbon to the nametag. Or you could use a lanyard and nametag holder.

Large Group Lesson

Introduction

(Give an example similar to the following one. Even though the students may guess the identity of the mystery person quickly, continue giving clues until you have given a good description of God. You may even want to identify other people and ask if they could be the mystery person and then note why they cannot be the person. Move through this introduction quickly.)

Let's play a game. I am thinking of someone. I will tell you some things about that person so you can guess who the person is.

- This person is very good. He never does anything bad.
- He is also very smart. He knows everything.

Could I be this person? No, I don't know everything.

- This person is very fair, and He is always right. He never makes a mistake.

Could this be [student's name]? No, [student's name] has made mistakes.

- This person is strong—stronger than anyone. He can do anything; nothing is too hard for Him.

Could this be [the president of the United States/the pastor/the principal of your school]? No, there are things he can't do.

- This person never, ever lies. Everything He says is true.
- This person is everywhere all the time, so you can never hide from Him.
- This person owns everything in the whole world! The reason that everything belongs to Him is because He made everything.
- This person is greater than anyone else is. No one is better, stronger, or smarter than He is. He is in control of everything and everyone.

? *Who is the mystery person? [God] God is the Creator (Maker) and Owner of this world.*

.....

God, this most wonderful Person, has sent you a message.

What is a message? (Answers may vary.)

- When a person wants you to know something, he tells you what he wants you to know.
- He can tell you by talking to you, or he can tell you by writing you a note. He can send a text message or ask someone else to give you the message.

Can you give an example of a message? (Have the students give some examples of messages. If they have trouble, you may need to help them as in the examples below. As you and the students bring up these kinds of messages, show the objects when appropriate. Or you may use the objects to give them a hint. Make this a brief exercise.)

- Your mother tells you, "It is time to get dressed. Please put your clothes on."
- You receive a letter from Grandma and Grandpa telling you they are coming to visit.
- You see a message written on a whiteboard (e.g., "I am at the grocery store," or "Do page 15 in your math book.")
- You receive a message on voicemail.
- You get a note in your lunchbox from Mom saying, "Have a nice day! I love you."
- You receive a postcard from a friend on vacation.

God gives us messages, too. He gives us messages because He wants us to know Him. God is not hiding. He wants us to know who He is and what He is like. God wants to tell us about Himself.

One way that God sends us messages or talks to us is through the world around us.



(Display and read the **Psalm 19:1-3** visual.)¹

Psalm 19:1—The heavens declare the glory of God, and the sky above proclaims his handiwork.

The world tells us about God. It shows us what He has made. The big sky shows us how great God is.

Psalm 19:2—Day to day pours out speech, and night to night reveals knowledge.

Every day and every night, the world tells us that God is the Creator. It shows us His greatness.

Psalm 19:3—There is no speech, nor are there words, whose voice is not heard.

Even though the world does not use words, it still gives us a message about God. God's world is a message that everyone can understand. Everyone in the world can see that God is a great God who made a big, beautiful world.

Let's look at some of the messages the world tells us about God. Let's see how God shows us about Himself through His world. (You could either explain the visuals or ask the class what the visuals tell them about God. You could start with a few examples and see if the students can finish.)



(Display the **Sun** visual.)

- Every day when the sun comes up, it is a message from God that He is watching over and taking care of the world. When you see the sun in the morning, it is a message from God saying, "I'm still here. I am watching over my world."



(Display the **Storm** visual.)

- When you see a big storm and hear loud thunder, God is saying, "I am strong and powerful."



(Display the **Flowers** visual.)

- Pretty flowers are a message from God saying, "I made many beautiful things in this world to make you happy. I am a good God."



(Display the **Stars** visuals.)

- When you see lots and lots of stars—a whole sky full of stars—God is saying, "I am big. I am great."



(Display the **Sunrise/Sunset** visual.)

- Every day when the sun comes up in the morning and goes down at night God is sending us a message that He never changes.

There is another way that God speaks to us—another message to us from God. It is a written message. It is God's special book to us.

Bible

(Display your **Bible**.)

God wrote the Bible to tell us about Himself. He wrote the Bible to tell us what He is like. Here is a very important thing that God tells us about Himself.

¹ If you are teaching very young children, you may need to omit some of the verses that follow, or you may need to paraphrase them.

(Read Isaiah 45:5a. Then have the students repeat it with you. You may need to explain that *LORD* is another name for God.)

Isaiah 45:5a—*“I am the LORD, and there is no other, besides me there is no God;”*

There is only one God. Only God, the Creator of the world, is God.

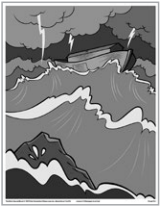
There are many other things that God tells us about Himself in the Bible. Even in the stories in the Bible, God is telling us about Himself.



(Use the following Bible stories to teach the students to look for God’s revelation of Himself in Bible stories. You may have to help them answer the questions at first.)

(Display the **Red Sea** visual.)

- *What does the story of God opening the Red Sea for Israel tell us about God?* [He is telling us that He can do anything; nothing is too hard for Him; He is telling us that He takes care of His people]



(Display the **Flood** visual.)

- *What does the story about how God destroyed the world with a flood tell us about God?* [He does not like sin; God will judge sin; God rescues His children]



(Display the **Bartimaeus** visual.)

- *What does the story about Jesus healing blind Bartimaeus tell us about God?* [God is saying that He is kind and has power over sickness.]

(Display the **Jesus Calms the Storm** visual.)

- *What does the story about Jesus stilling the storm tell us about God?* [God is telling us that He is stronger than anything else is and He is in control of all things.]



All the stories and all the verses or sentences in the Bible tell us about God. God has given us this whole book...

(Hold up your **Bible**.)

Bible

because He wants us to know Him.

Review

God shows us who He is through His Word...

(Display the **Psalms 19:1-3** visual.)

and in His WORD, the Bible. He gave us the Bible so we can know Him.



(End with prayers, thanking God for showing us what He is like and praising Him for being a great God.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Would you ignore a letter or a postcard from your grandmother? What would you do with it? God has sent us a BIG, LONG letter—the Bible. Should we ignore it? What should we do with it? Why?*
 - *Why should you learn to read [read better]?*
 - *What does the Bible tell us about God? Do you think this kind of Person would write a good book?*
 - *Would you like to thank God for being so wonderful?*
 - **Student Workbook**—Have the students add some of God’s creations to the picture (e.g., sun, clouds, trees, flowers, animals, birds, ducks, fish, bugs, people, rain, snow, etc.). You could also provide stickers of some of these things for them to use. They can make whatever kind of picture they want (e.g., a rainy day or a sunny day; day or night). Have them color the Bible and key word. Then read the Bible Fact.
 - Be sure to pray for the students and encourage them to pray for each other.
-

Optional Activities

- 1. Nature Collage**
Have the students make a collage of nature objects or of nature pictures cut from magazines. While they are making their collages, talk about God’s creativity and God’s messages to us through His creation. You may want to label the pictures “God speaks to us through His world.”
 - 2. Nametags**
Students can color and write their names on their **nametags**. Finish the nametags so the students can wear them.
 - 3. Send a Message**
The teacher “sends messages” to the students (e.g., waving, smiling, beckoning with the hand, scratching the head and looking puzzled, etc.). The students must guess what message is being sent (e.g., “Hi,” “I’m happy,” “Come here,” “I don’t understand,” etc.). Students can also be encouraged to demonstrate an unspoken message.
 - 4. Pass the Message Relay**
Split the class into teams and have each team form a line. At the signal, the first student in each team runs to the teacher to receive a whispered message (e.g., “God is great”). Then this same student runs back to his team and whispers the message to the second person. That person runs to the teacher, tags the teacher, and runs back to whisper the message to the third person. The game continues until each team member has had a turn. To qualify as the winner, the last team member must correctly state the message. If teams are not even, someone may have to run twice. If a student is given the wrong message, he may not correct it.
 - 5. Key Verse Game**
Play a key verse game from the appendix.
 - 6. Books of the Bible Game**
Play a books of the Bible game from the appendix.
-

Send Home

- A Note to Parents (for each student)
- Lesson 1 Parent Page (for each student)

The Most Special Book

Main Idea

- The Bible is the most special book because it is God's book.

Key Verse

The law of your mouth is better to me than thousands of gold and silver pieces. (Psalm 119:72)

Scripture

- Genesis 1:1
- 1 Samuel 17:26b
- 1 Samuel 17:37
- Psalm 56:3-4
- Luke 18:15-16
- Psalm 119:72

Curriculum Resources

- Bible Visuals Book (see Preparation)
- **Psalm 19:1-3 (1A)**
- BIBLE Letters (2A, see Preparation)
- **David and Goliath (2B)**
- **Jesus and Children (2C)**
- For Application (for each student)
 - Coins (AR-2, one page per student, or see option below)
- Parent Page for Lesson 2 (for each student)

Other Supplies

- Bible (English Standard Version)
- See Preparation
 - Tape
 - Piece of paper
- Stack of favorite children's books (4-5 books, with some variety—easy-to-read, pretty pictures, nice cover, funny, etc.)
- Whiteboard marker
- Pile of coins
- For Application (for each student)
 - Student Workbook
 - Glitter glue
 - Markers/colored pencils/crayons
 - Scissors
 - Glue stick
 - Optional: Instead of the Coins page, you could provide shiny gold and silver paper for the students to cut out the coins. And, if you have an embosser, you might even be able to emboss the paper coins.

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. **Favorite Bible Story Bulletin Board**
 - Supplies to create a class bulletin board
- 2. **Act out a Favorite Bible Story**
 - Optional: Costumes or props
- 3. **Best Book Game**
 - 2-3 books other than the Bible
 - Bible
 - Piano or a recording that you can play and stop during the game
- 4. **Key Verse Game**

See the appendix for ideas.
- 5. **Books of the Bible Game**

See the appendix for ideas.

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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Bible Visuals Book—Tape a piece of paper over the words “by God” on the cover of the Bible Visuals Book. Then cut out the **BIBLE Letters** pieces, which you will tape onto the cover during the lesson presentation. **Note:** If you are displaying the visuals electronically, the Bible Visuals Book pages are included in the PDF for electronic display for the lesson.

Note—Lesson 7 talks about Bible translation. One of the suggested activities is to participate in a special project. If you will be participating in such a project, contact the organization now so that you receive the information by the time you teach Lesson 7. Here are some suggested organizations to consider:

- American Bible Society
- The Bible League (You may want to check out the “Light of the World” program.)
- Wycliffe Bible Translators

Large Group Lesson

Introduction

Bible

+

This year, we are learning about something very important—the Bible.

(Display your **Bible**.)

This book...

(Display the **Bible Visuals Book**.)



Stack of favorite children's books

is not a Bible, but it will help us learn about the Bible.

- *The Bible is a message to us from God.*

(Display page 3 of the **Bible Visuals Book**.)

(Display the **stack of favorite children's books**. Briefly hold up each book, commenting on each one as you hold it up, as in the following example.)

Oh, this is such a fun book! Has anyone ever read this book to you? It is one of my favorites.

I really like the pretty pictures in this book.

(Flip through a **book** and show a few pictures.)

I like this book because it is so easy to read. This one has such a pretty cover.

(Finish your comments on the books, and then question one of the students.)

Which book do you think is the best book?

There is a book that is even better—much, much, much better than all of these books. Much better than any other book anywhere.

(Display the **Bible Visuals Book** and show the cover.)

Every book has a name, and the best book in the world has a name, too.

(**Tape** the **BIBLE Letters** to the cover of the **Bible Visuals Book**, placing one letter in each box as you say the letter.)

B-I-B-L-E. The best book in the world is the Bible.

(Hold up your **Bible**.)

Let's see why the Bible is the best book in the world.

(Hold up your **Bible** as you compare it to other books.)

- *Is the Bible the best book because it has so many pretty pictures in it? No.*

(Hold up **one of the children's books**.)

- *This book has a lot more pretty pictures in it than the Bible does.*
- *Is the Bible the best book because it cost more than any other book? No.*

(Show an **appropriate children's book**.)

- *This book cost more than this Bible cost.*
- *Is the Bible the best book because it has the nicest cover? No.*

(Hold up a **children's book with a nice cover**.)

- *This book really has a nicer cover than my Bible.*
- *Do you think maybe that the Bible is the best book because it is the easiest book to read? No.*

(Hold up a **children's book**.)

Stack of children's books

- *This book is much easier to read than the Bible.*

Why is the Bible the best book? (Answers may vary.)

The Bible is the most special book because it is God's book. The Bible was written by God, and it tells us what is true. The Bible is special because it tells us about God, the most special, most wonderful, most glorious Person!

The most important reason to learn to read (or to read better) is so that you can read God's Bible. The Bible is the most important book you will ever read. It can be read over and over, and you can still learn new things about God.

(Inspire the students to read the Bible by reading selected Bible portions as in the examples below. Read these Scriptures from an open Bible so the students clearly identify them as the words of Scripture. They should also be read with expression.¹)

Bible

(Hold up your **Bible** and turn to Genesis 1:1.)

When you can read the Bible, you can open your Bible and read the very first verse:

Genesis 1:1—In the beginning, God created the heavens and the earth.

(Display the **Psalms 19:1-3** visual.)



The heavens declare the glory of God, and the sky above proclaims his handiwork. ²Day to day pours out speech, and night to night reveals knowledge. ³There is no speech, nor are there words, whose voice is not heard. (Psalm 19:1-3)

The Bible tells us about how God made the world and everything in it!

You can even find out what the very last verse in the Bible is!

You can read what David said about Goliath, the giant:



(Display the **David and Goliath** visual and read 1 Samuel 17:26b with indignation in your voice.)

1 Samuel 17:26b—“For who is this uncircumcised Philistine, that he should defy the armies of the living God?”

And you can find out why David could stand up against Goliath and win:

(Read 1 Samuel 17:37 with confidence.)

1 Samuel 17:37—“The LORD who delivered me from the paw of the lion and the paw of the bear will deliver me from the hand of this Philistine.”

You can read about what to do when you are afraid:

Psalms 56:3-4—When I am afraid, I put my trust in you. ⁴In God, whose word I praise, in God I trust; I shall not be afraid. What can flesh [man] do to me?

You can read what Jesus said about children.

(Display the **Jesus and Children** visual.)



¹ Depending on the age of your student, you may want to shorten this section.

Luke 18:15-16—Now they were bringing even infants to him that he might touch them. And when the disciples saw it, they rebuked them. ¹⁶But Jesus called them to him, saying, “Let the children come to me, and do not hinder them, for to such belongs the kingdom of God.”

You can read about the Red Sea splitting and the walls of Jericho falling down. You can read about Nehemiah rebuilding the walls of Jerusalem and about the escape from the fiery furnace. You can read about Jesus walking on water, stilling the storm, and healing the sick. You can read about the crowds screaming, “Crucify Him!” and Jesus praying, “Father, forgive them.” You can read about Jesus coming back someday riding on a white horse wearing a robe with the name “King of kings and Lord of lords” written on it. And you can read about heaven, where there will be no tears and no pain and where God’s children will see Him face to face.

What other things can you read about in the Bible? (Answers may vary.)

Illustration

Pile of coins

(Show a **pile of coins**. Have a student come forward and sift through them.)

Do you think you would like to have these coins? Are they a good thing? Are they precious? Yes, money helps us buy food and clothes, a house to live in, books and toys, many things we need, and even things we don’t need.

But the Bible is better than all the money in the world. It is more precious than gold and silver. I hope that you will read the Bible and discover that it is very, very precious. I hope you will find that God’s words will comfort you when you are sad. They will show you what to do when you are not sure about something. They will help you when you are afraid. The Bible is a precious message from our great God.

We can say that the Bible is more precious than this pile of coins—

(Point to the **coins**.)

better than all the money in the world—but if someone offered you \$100, would you really think the Bible is more precious than that money? Only you can decide if you truly believe the Bible is more precious than money or what money can buy. Can you say this verse and truly mean it?

(Read Psalm 119:72.)

Psalm 119:72—The law of your mouth is better to me than thousands of gold and silver pieces.

It is better to me (Point to yourself.) It is not just something that the Bible tells me but something I really believe. God’s Word is better to me personally (Point to yourself again) than thousands of gold and silver pieces.

Do you believe that it is truly better than having lots of money? Let’s pray and ask God to make that true in all of our hearts.

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *What are some of your favorite books? Why do you like these books? Why is the Bible better than these books?*
- *What do you know about the Bible? What do you like about the Bible?*
- *How many times do you think the Bible can be read? Why?*
- *What are some of your favorite stories in the Bible? Why do you like these stories? What can you learn from these stories?*
- *Why is the Bible better than lots of money? What is better about it? What can the Bible do that money cannot do?*
- **Student Workbook**—Have the students color the Bible, making it very beautiful because it is God’s special book. If you have glitter glue, they can put it around the Bible to show that it is very special and precious. Have them color the **Coins** page so that the coins are gold and silver, and then cut them out and glue them on the page. Or they could draw coins on the page or cut them from gold and silver wrapping paper to glue on the workbook page. (If you have some kind of embossing tool, you might even be able to emboss these wrapping paper coins.) Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. Favorite Bible Story Bulletin Board**
Create a bulletin board of favorite Bible stories. Each student can draw a picture of a favorite Bible story for the bulletin board.
- 2. Act out a Favorite Bible Story**
Students can act out a favorite Bible story. You may want to use costumes and/or props if you have them.
- 3. Best Book Game**
Have the students sit in a circle. Pass out 2-3 books and a Bible to students sitting in different parts of the circle. Have the students pass books to the person on their left. Play a song on the piano or put on a recording and stop the music part way through the song. The student holding the “best book” (the Bible) when the music stops is the winner. The game can be repeated, and score can be kept if desired.
- 4. Key Verse Game**
Play a key verse game from the appendix.
- 5. Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 2 Parent Page (for each student)

Written by God

Main Ideas

- God is the Author of the Bible.
- God used men in various ways to write the inspired words of Scripture.

Key Verse

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, (2 Timothy 3:16)

Scripture

- Jeremiah 1:9
- 2 Timothy 3:16
- (2 Peter 1:21)

Curriculum Resources

- Bible Visuals Book (see Preparation)
- Parent Page for Lesson 3 for each student)

Other Supplies

- Bible (English Standard Version)
- Paper and tape (see Preparation)
- Children's book
- Other books
- Stack of Bibles (variety of sizes, colors, even languages if available)
- A letter or card
- A few books (no duplicates) and a stack of Bibles (many different kinds)
- A simple pencil sketch on paper with light lines for a child to trace and add to (see Illustration)
- A thick marker
- A red marker
- For Application (for each student)
 - Student Workbook (for each student)
 - Markers/colored pencils/crayons

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. Favorite Bible Story

Choose a favorite Bible story to read to the class.

2. The B-I-B-L-E Song

Be ready to teach and sing this song with the class. Then discuss what it means to “stand alone on the Word of God.”

- 3. **Write a Story**
Paper and pen/pencil to write down a class story.
- 4. **Key Verse Game**
See the appendix for ideas.
- 5. **Books of the Bible Game**
See the appendix for ideas.

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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

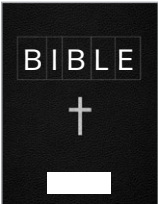
Bible Visuals Book—Be sure the piece of paper is still taped over the words “by God” on the cover of the Bible Visuals Book. **Note:** If you are displaying the visuals electronically, the Bible Visuals Book pages are included in the PDF for electronic display for the lesson.

Note—If you have not decided on a project for Lesson 7 (see the Lesson 2 Preparation section), you may need to prepare for this.

Large Group Lesson

Review

Bible




This year we are learning about something very important—the Bible.

(Show your **Bible**.)

This book...

(Show the **Bible Visuals Book**.)



is not a Bible, but it will help us learn about the Bible.

The Bible is a message to us from God.

(Show page 3 of the **Bible Visuals Book**.)

Introduction

Children's book

(Hold up the **children's book**.)

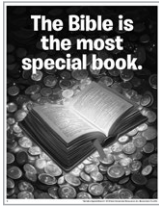
I only have one of these books. This is my only copy.

Stack of Bibles

(Show **the stack of Bibles** and comment on the variety as in the example.)

But I have all these Bibles. I have big Bibles and little Bibles. I have Bibles of different colors...

There are stacks and stacks of Bibles sold—more Bibles are sold than any other book. The Bible is also in more languages than any other book. English-speaking people can read the



Bible in English, Spanish-speaking people can read the Bible in Spanish, Vietnamese people can read the Bible in Vietnamese. The Bible is written in Chinese, French, German, Swedish, Italian...in hundreds of languages!¹ Is this what makes the Bible the most special book?

(Show page 4 of the **Bible Visuals Book**.)

The Bible is the most special book because it is God's book.

Other books

(Show **another book** and point to the author's name.)

? *Do you know what part of a book this is? [writer]*

It is the name of the person who wrote the book.

(Hold up **a few of the other books**, point to the names, and read the names of the authors.)

Every book was written by a person. A man or a woman wrote all of these books! But the Bible was written by the most special Person in the whole wide world. God wrote the Bible.

(Uncover the words "by God" on the cover of the **Bible Visuals Book**.)

.....

Bible

(Show your **Bible** and leaf through the pages.)

From the beginning to the end, the Bible is God's book. God Himself wrote all these things down for us to read.



(Show page 5 in the **Bible Visuals Book**.)

God wrote the Bible so that we could know Him. Everything in the Bible is a message to us from God.

How did God write the Bible? Did He use a computer? A pen and paper? Did He write the Bible in words across the sky for everyone to see?

God used men to write down His words. He used lots of men—about 40 different men—and it took them many years to write the Bible. God used all different kinds of men. He used Moses, a shepherd and leader of Israel. He used Joshua, an army general. He used David and Solomon, kings of Israel. He used Nehemiah, a servant. He used Luke, who was a doctor, and He used Paul, who was a teacher of religion.

Illustration

Letter or card

(Show the **letter or card**.)

What is this? Have you ever sent a letter or card to your grandma or grandpa?

(Ask one of the students who answers affirmatively to come to the front.)

How did you write a letter to grandma or grandpa when you were little? Did you ever stand by your mother and tell her the words you wanted to say to grandma or grandpa?

¹ Wycliffe Bible Translator statistics as of September 2023 (wycliffe.net/resources/statistics)—The full Bible is available in 736 languages, impacting six billion people. The New Testament is available in 1,658 languages, reaching 824 million people. Selections and stories are available in 1,264 languages, spoken by 449 million people.

What did your mother write? Was it your message or your mother's message? Whose words were on the note? Your mother wrote down the words, but they were your words. It was your letter or card.

This is one of the ways that God wrote the Bible. He told men what to say, and they wrote down the words of God. Jeremiah was a prophet—a man who passed on God's words to people. He wrote:

Jeremiah 1:9—Then the LORD put out his hand and touched my mouth. And the LORD said to me, "Behold, I have put my words in your mouth."

Over and over in the Bible, Jeremiah said, "The Word of the LORD came to me." God spoke to Jeremiah and told him what to say to Israel and what to write in the Bible. Jeremiah wrote down the words, but the words of the Bible are God's words.

At other times, God put His thoughts in the Bible writer's minds, and they wrote them down. These men put God's thoughts into the words of the Bible. God guided them as they wrote His Bible.

Illustration

Pencil sketch,
thick marker, red
marker

(Call a student to the front. Show him and the class your **pencil sketch**. Give him your pencil sketch and both the **thick marker** and the **red marker**.)

I would like you to make the lines of this drawing darker. Now add some circles to the picture and color them red.

(After he has finished, show the drawing to the class.)

Who drew this picture? Who is the artist? I drew the picture in pencil. I am the artist. I decided what to draw and how to draw it. [Student's name] just made the lines darker. It is not [student's name's] drawing. The picture was not [student's name's] idea; it was mine.

I also told [student's name] to add some red circles to the picture. I didn't tell [student's name] where to put them or what size to make them. I let [student's name] use [his or her] own way of drawing to make them.

This is another way God used men to write the Bible. The ideas in the Bible are God's. But God wrote His words through men. These men did not have their own thoughts; they wrote down God's thoughts. But God used their style or way of writing.

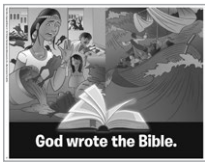
Men wrote the words, but God directed them in what to say. Men wrote down God's thoughts, but God is the writer of the Bible.

Some of the Bible writers wrote about things they could not have known about. Daniel wrote about things that happened after he died. John wrote about many things that still haven't happened—he wrote about the end of the world.

? *How could these men know about things that hadn't happened? [God showed them what to write; God told them what to write]*

God showed these men what to write. God knows everything—things that happened a long time ago, everything that is happening right now, and things that haven't even happened yet. Only God could write correctly about things before they happen.

Another way God showed the writers what to write was by giving them visions or dreams. John saw a vision of the end of the world and of heaven. Only the all-powerful and all-knowing God could tell John these things. God is the great Bible writer.



God wrote the Bible—but He used men to write down His message to us.

(Show page 5 of the **Bible Visuals Book**.)

This verse tells us that God wrote the Bible.

2 Timothy 3:16—All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness,

All Scripture—the whole Bible—is “breathed out” or given by God. It is not man’s idea, but God’s idea. God gave us His Word so we could know Him and so we could know what is good and right. The Bible helps teach us, discipline us, correct us, and show us what is right to do. Let’s thank God for giving us His words in the Bible.

(End with prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *What is God like? What do you know about God? How does knowing what God is like make you sure that God’s book is a special book?*
- Read 2 Timothy 3:16.

2 Timothy 3:16—All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness,

What does “profitable” mean? [useful, helpful, good] How is the Bible helpful to us?

Can you tell about a time when the Bible helped you? (Was there a verse that helped you when you were afraid, sad, mad, or didn’t know what to do?)

- *How could men know the words of God? How do you know that the words in the Bible are God’s words and not Moses’ words, David’s words, or John’s words? (Read and discuss the following verse.)*

2 Peter 1:21—For no prophecy was ever produced by the will of man, but men spoke from God as they were carried along by the Holy Spirit.

Why is it good that men did not just write what they thought was the truth about God and the world? Why is the Bible different from a book written by men? What can you know for sure about the Bible?

- **Student Workbook**—Have the students draw and color a picture of one of their favorite Bible stories on the cover of the Bible. They can tell a friend about the story. Remember that all the stories in the Bible are God’s stories. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. **Favorite Bible Story**
Read a favorite Bible story to the class.
- 2. **The B-I-B-L-E Song**
Teach this song and sing it with the class. Then discuss what it means to “stand alone on the Word of God.”

The B-I-B-L-E,
Yes, that’s the book for me;
I stand alone on the Word of God,
The B-I-B-L-E.
- 3. **Write a Story**
Have the students work together to dictate a story. Write down their story as they tell it. Remind them that you are not the writer; they are the writers. You are only writing down the words. Remind them that the Bible was not written by men but by God.
- 4. **Key Verse Game**
Play a key verse game from the appendix.
- 5. **Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 3 Parent Page (for each student)

The Bible Is Perfect

Main Ideas

- God's Word is complete; nothing can be added to it or taken out of it.
- God's Word is perfect.

Key Verse

The law of the LORD is perfect, reviving the soul; (Psalm 19:7a)

Scripture

- Revelation 22:18
- 2 Samuel 22:31a
- Psalm 12:6
- Psalm 19:7a

Curriculum Resources

- Bible Visuals Book (or display the electronic visual PDF)
- Parent Page for Lesson 4 (for each student)

Other Supplies

- Bible (English Standard Version)
- An unfinished project (e.g., sewing project, woodworking project, cake batter, partially colored coloring book page, or partially finished math assignment)
- Something with a mistake in it (e.g., a piece of fabric with a flaw in it, a math paper full of mistakes, a cake that didn't rise or a picture of one, a picture of a car that has been in an accident, etc.)
- Something made of silver (see Preparation)
- Optional: Clay or playdough ball of more than one color mixed together so that it looks marbled
- For Application (for each student)
 - Student Workbook
 - Pencil/pen
 - Silver glitter glue; silver glitter pens; or silver paper, scissors, and glue
 - Markers/colored pencils/crayons

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. Mixed Clay

- Several different colors of clay or playdough that students can mix together

2. Toss It

- Several wads of paper and a wastebasket

- 3. **Key Verse Game**
See the appendix for ideas.
- 4. **Books of the Bible Game**
See the appendix for ideas.

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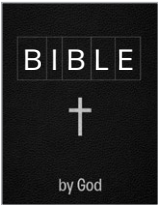
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the children in your class.

Silver—You may actually want to make a pretend demonstration of the process of refining silver, or you could even show a short simple video to help the class better understand the process. Note: The process is more complicated than described in the lesson presentation and involves adding acid and other chemicals at times. But this is a very simplified explanation for young children.

Large Group Lesson

Review



(Using the **Bible Visuals Book**, review the concepts taught so far as in the example below.)

- *The Bible is a message to us from God.*

(Show page 3 of the **Bible Visuals Book**.)

- *The Bible is the most special book*

(Show page 4 of the **Bible Visuals Book**.)

- *because it was written by God.*

(Show page 5 of the **Bible Visuals Book**.)

? *Do you remember how God wrote the Bible?* [He guided men to write His Word; He told men what to write]

Introduction

Partially finished project

(Show the **partially finished project** and make some comments about it.)

What is wrong with [my project]? It is not done; it is not complete. What do I have to do to it? I need to finish it.

Bible

(Hold up your **Bible**.)

What about the Bible? Is it finished? Or is there more that needs to be written or added to it? Do you think God is still telling people what to write today to be added to the Bible? How do you know if your answer is right?

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(Read the following verse.)

Revelation 22:18—*I warn everyone who hears the words of the prophecy of this book: if anyone adds to them, God will add to him the plagues described in this book,*

? *What does this verse tell you about the Bible?* [no one can add to the Bible; God will punish anyone who tries to add to the Bible; the Bible is finished]

Nothing can be added to the Bible. We can't put in extra pages and words. And nothing can be taken out of it. God's book is finished. The Bible is perfect and complete just the way it is. The reason that the Bible is the best book is because the words in the Bible are not the words of a man, but they are the words of God.



(Show page 5 of the **Bible Visuals Book**.)

This is what the Bible tells us.

Bible

(Read 2 Samuel 22:31a from your **Bible**.)

2 Samuel 22:31a—*“This God—his way is perfect; the word of the LORD proves true;”*

Everything God does is perfect. And God wrote a perfect book, full of truth. It can't be made better. It is already perfect.

Illustration

Item with the mistake

(Show the **item with the mistake**.)

This [item] is not perfect. It has a mistake in it. [Where or what] is the mistake? In this world, we will find all kinds of mistakes—all kinds of things that are not perfect.

But the Bible is perfect because God is perfect, and He only does perfect things. Other people who write books don't know as much as God. Other people who write books sometimes can't think of just the right way to say things. Other people sometimes can't think of a good ending to their book. Sometimes people have mistakes in their books. But God doesn't have any of these problems because He knows everything, and nothing is too hard for Him.

Illustration

Something made of silver

(Show **something made of silver**.)

Do you know what this is made of?

Silver is a precious metal. But it does not come out of the ground looking bright and shiny. Silver specks are mixed in with rock.

Marbled clay

(Show the **marbled clay**, pointing out how the one color is not easily separated from the rest.)

The rock has to be crushed into a powder. But now the silver has to be taken out of the powder. How does that happen?

The powder is heated to a very high temperature—it is really, really hot! It turns into really hot liquid, which is poured into a mold (like a pan). The silver is heavy and falls to the bottom, and the waste (the stuff that is not silver) floats to the top and is skimmed off. This is done at least two times.

- ? Why do you think this heating process is done more than one time? [to get all the other stuff out of the silver; to make sure that only pure silver is left]

All this work is done so that only pure silver remains—silver with no other things in it. Just pure, good silver is left.

The Bible compares the words of God in the Bible to pure silver.

(Read Psalm 12:6.)

Psalm 12:6—The words of the LORD are pure words, like silver refined in a furnace on the ground, purified seven times.

God's words are like silver put in the furnace to burn off anything that isn't perfectly pure, not just two times or three times or even five times, but seven times!

- ? What does this tell you about God's Word? [it is pure, it is perfect; it has no mistakes in it]

The Bible is perfect with no mistakes in it.¹ Because God is powerful, God's words are powerful. Because God is fair, God's words are fair. Because God knows everything, God's words can help us to understand things or make us wise. There is no other book like the Bible. The Bible is the most special book. The Bible is perfect in every way.



(Show page 6 of the **Bible Visuals Book**. Then, open your **Bible** to Psalm 19:7a, read it to the class, and then paraphrase it.)

Psalm 19:7a—The law of the LORD is perfect, reviving the soul;

God's Word is perfect and good and right. It will give you a strong faith in God. The reason we read the Bible is so that we learn to know Him and love Him.

Let's thank God for His perfect book that shows us who He is and why we can trust Him.

(End with prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Why is it good that God's Word is complete—nothing can be added to it? Could you trust what people would add to the Bible? Why not?*
- *Some people take things out of the Bible. They don't cut the words out or cross them out. They just decide that they don't have to believe everything in the Bible or obey everything God says. What do you think about this? Why is this so wrong?*
- *What kinds of things are not perfect in this world? Is there anything you do perfectly? Why not?*
- *Does God ever make a mistake? Why is that a good thing? Why is everything that God does perfect? What does this tell you about the Bible?*

¹ Technically, there are no mistakes in the Bible in its original language but for young children it is not necessary to get that precise. The overarching principle is very true.

- Read Psalm 19:7a.

Psalm 19:7a—The law of the LORD is perfect, reviving the soul;

What does “reviving the soul” mean? What does it mean to have faith in God? What must you believe about God?

- **Student Workbook**—Have the students read the words “The words of the LORD are...” Then trace the letters of the words “pure words,” taking care to not make a mistake. Are there two words and nine letters in their writing? Have them read the rest of the verse. Then they can color the melted silver, using glitter glue, glitter pens, or silver paper to make a pool of silver at the bottom of the page. They can color the rest of the picture, if there is time. Then read the Bible Fact.

Optional Activities

1. Mixed Clay

Have the students mix different colors of clay or playdough, and then try to separate one of the colors from the rest. Help them to see that they cannot get the color absolutely pure.

2. Toss It

Make a bunch of paper wads. Have the students take turns trying to throw them into a wastebasket from a distance. (Make the distance such that they might get some in but not all.) Talk about how we cannot do things perfectly, but God does everything perfectly all the time—including giving us a perfect book of His words that we can trust.

3. Key Verse Game

Play a key verse game from the appendix.

4. Books of the Bible Game

Play a books of the Bible game from the appendix.

Send Home

- Lesson 4 Parent Page (for each student)

The Bible Is True

Main Ideas <ul style="list-style-type: none">▪ The Bible is true; there is no untruth in the Bible.▪ The Bible is true because God is truthful; God does not lie.	Key Verse <p><i>Every word of God proves true; he is a shield to those who take refuge in him. (Proverbs 30:5)</i></p>	Scripture <ul style="list-style-type: none">▪ Numbers 23:19a▪ Psalm 119:60▪ Proverbs 30:5▪ Luke 15:3a, 8-10▪ Psalm 119:140▪ (Exodus 14:21)▪ (Matthew 13:44)
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Curriculum Resources

- Bible Visuals Book
- **Lost Coin (5A)**
- **Jonah (5B)**
- Parent Page for Lesson 5 (for each student)

Other Supplies

- Bible (English Standard Version)
- A familiar fictional children’s book (any book that portrays animals acting in a way contrary to their nature and ability, or any that is obviously fictional such as *Little Red Riding Hood*)
- Optional: Bible storybook (see Preparation)
- Banana
- Candy
- Tote bag
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Optional: Stickers, stamp markers, glitter pens, etc.

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **True Story Picture** (for each student)
 - Paper
 - Markers/colored pencils/crayons

- 2. **The Bible Is True Bulletin Board**
 - True Story Pictures from Optional Activity 1
 - Letters to spell the “The Bible Is True” for students to cut out and decorate
 - Bulletin board and other supplies for this project you may choose to use
- 3. **True Story Game**
 - Chalk or paper squares with labels or simple pictures to identify them with a true or pretend story
 - Tape
- 4. **Key Verse Game**

See the appendix for ideas.
- 5. **Books of the Bible Game**

See the appendix for ideas.

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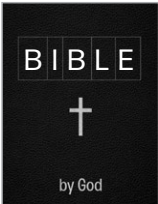
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Bible storybook—You might want to mark pages with appropriate pictures for your examples during the lesson presentation.

Note—This is a long lesson. If you are teaching young children, you may need to abbreviate it or leave off the part about parables. If you have additional weeks, you could use two weeks to teach this lesson.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, quickly review the concepts taught so far.)

Illustration

(Hold up the **children’s fiction book**.)

Can you tell me about this book? (Just get a brief description of the story.)

Is this a true story? How do you know this is not a true story?

Can you give me some examples of other books that aren’t true and how you know they aren’t?

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Optional: Bible storybook

(You might want to have a **Bible storybook** with pages marked that have appropriate pictures for your examples in the discussion below.)

Is the Bible true? [yes]

1 Be sure to keep the discussion brief to give adequate time for the biblical content you will be teaching.

The Bible is absolutely true, even though in many places the Bible has stories that sound like some of the stories you just said were not true. The Bible tells about a talking donkey [Balaam's donkey], a big fish that swallowed a man and then spit him up on the shore, walls that fell down when people blew trumpets, and a Man who walked on water.

How can you know that these Bible stories are true when they sound like other stories that were made up? (Answers may vary.)

Illustration

Banana

(Show the **banana**.)

Where do bananas come from? [a banana tree]

Can a banana tree grow an apple? Can a banana tree grow any other kind of fruit? Can it grow plums or grapes or raspberries? Why not?

The fruit of a banana tree comes from the tree itself—what it is, is what it grows. It cannot grow something that it is not. It can't grow a peach because it is not a peach tree. What comes from a banana tree has to be like the banana tree.

? *Where did the Bible come from? [God; God wrote the Bible; God is the author of the Bible]*

Does God know everything? Does God make mistakes? Does God tell lies?

(Read the following verse.)

Numbers 23:19a—God is not man, that he should lie, or a son of man, that he should change his mind.

? *What does this verse tell us about God? [God does not lie; God tells the truth]*

People sometimes lie, but God never lies. God's nature is to be truthful. Being truthful is part of who God is. God cannot be something He is not—God is not a liar. God's book is true because it comes from a truthful God.

(Read and explain the following verses.)

Psalms 119:160—The sum of your word is truth, and every one of your righteous rules endures forever.

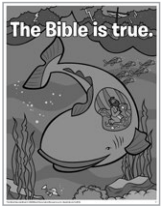
All God's words are true. If you were to add them all up, you would find that every single one of them is true. There are no lies in the Bible.

Proverbs 30:5—Every word of God proves true; he is a shield to those who take refuge in him.

Every single word of God in the Bible is true. In reading through the Bible, we can see that what God says proves true. Everything God tells us in the Bible is the truth. Someday every single one of God's promises will be fulfilled or completed.

Optional: Bible
storybook

(You might want to have appropriate pictures marked in a **Bible storybook** for your examples in the discussion below.)



Optional: Bible
storybook

Since the Bible was written by God, and everything God says is true, then the Bible is the truth. When the Bible says that Balaam's donkey talked, Balaam's donkey really talked. When the Bible says that a big fish swallowed Jonah and spit him on the shore, then a big fish really swallowed Jonah and spit him on the shore. All the things the Bible says happened really happened. There are no lies in the Bible. The Bible is true.

(Show page 7 in the **Bible Visuals Book**.)

? *Why could these strange/unusual things or miracles happen?* [God made them happen]

(Again, you could show appropriate pictures from a **Bible storybook**.)

God can do anything. One of the things that is true about God is that He is all-powerful; nothing is too hard for Him. So it is easy for God to make a donkey speak. It is easy for God to make a big fish swallow Jonah and spit him on the shore. It is easy for Jesus, the Son of God to walk on water. Nothing is too hard for God. These stories are all true because God really did those things. God can do anything. Everything that the Bible says happened really happened. These are not pretend stories; these are real stories.

There are people who say that things in the Bible didn't really happen. They say that the Red Sea really didn't split apart, and God didn't really give Moses the Ten Commandments, and Jonah was not really swallowed by a big fish.

How do we know these people are not right? (Answers will vary.)

We know these things really happened because God told us they happened. If these things did not happen, then God would be a liar. When people say the things in the Bible did not happen, they are calling God a liar, and God does not lie.

Everything in the Bible God said happened and everything He says will happen are true.

Illustration

Candy

(Call a student to the front of the room and show him the **candy**.)

Would you like this candy? Okay. This candy is yours, but I am not going to give it to you now. I will give it to you a little later. I will tell you when you can have the candy. But for now, you can go back to your seat.

(While the student's back is turned, put the **candy** in the **tote bag**. Let the other students see you do this. After the student sits down, call him to the front again.)

I decided that you can have your candy now.

(When the students ask about the location of his **candy**, state the following.)

I took the candy and put it away. (Address the class.) Is this true class? Did I take the candy and put it away?

The candy is in the tote bag. (Address the class again.) Is this true? Is the candy really in the tote bag?

Yes. Everything I said is true.

What if I say to [name of the student you promised the candy to], let me tell you a pretend story about the candy:

When the candy heard you were going to eat it, it got scared! So when you turned around, the candy said, "I don't want to get eaten. How would you like those great big teeth chomping down on you? Ouch!"

So the candy jumped into my hand and said, "Will you hide me in the tote bag?"

(Address the class.) Is this a true story? Did this really happen? Did I lie? Why not? I didn't say this is what happened. This is just a fun story I am telling you. I did not lie because I told you it was a pretend story.

But when I told you that I took the candy, and that I put it in the tote bag, it was true. It really happened. It was not a pretend story. I also told [student's name] that I would give [him or her] the candy, and that was true, too.

(Give the student the **candy**.)

Candy

Everything the Bible says happened really happened. They are not pretend stories. But there are some pretend stories in the Bible. Jesus told lots of stories. Jesus' stories were called parables. The Bible tells us that these are pretend stories. The Bible lets us know that these stories are not things that really happened. They are stories that Jesus told us to help us understand the things that are true. When the Bible tells us about pretend stories, it says things like, "Jesus told them a parable" or "Suppose..." as in "Suppose one of you has a lost sheep." Suppose means "let's pretend."

(Give the following example.)

Here is an example:

So he told them this parable... (Luke 15:3a)

Then Jesus told the people a story about a man finding his lost sheep. This was a pretend story...but Jesus really did tell the story.

Then Jesus told another story:

(Show the **Lost Coin** visual.)



Luke 15:8-10—"Or what woman, having ten silver coins, if she loses one coin, does not light a lamp and sweep the house and seek diligently until she finds it?⁹ And when she has found it, she calls together her friends and neighbors, saying, 'Rejoice with me, for I have found the coin that I had lost.'¹⁰ Just so, I tell you, there is joy before the angels of God over one sinner who repents."

Did a lady really lose a coin? How do you know that this is a pretend story? Jesus told us this story to help us understand something that is true—that God and the angels in heaven are very happy when someone turns away from sin and turns to God. The story about the lady losing her coin is not a true story. But it is true that Jesus told the story.

? *Is the story about Jonah and the big fish a pretend story? [no]*

(Show the **Jonah** visual.)



The Bible does not say, "Suppose a big fish swallowed Jonah." It says that a big fish DID swallow Jonah. It doesn't say that someone in the Bible was telling a parable or a pretend story about a man and a fish. Everything the Bible says happened, really happened. The children of Israel really walked through the Red Sea on dry land. The walls of Jericho really fell down. Jesus really did tell stories, and Jesus really did die on the cross and rise from the dead. God's book, the Bible is a true book because God cannot lie.

Would you like to thank God for His perfect and true book?

(Pray for the class using the verse below.)

Psalm 119:140—Your promise is well tried, and your servant loves it.

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Did the Red Sea really split? Or is this just pretend? (Read the following verse.)*

Exodus 14:21—Then Moses stretched out his hand over the sea, and the LORD drove the sea back by a strong east wind all night and made the sea dry land, and the waters were divided.

How do you know this is true?

- (Read the following passage.)

Matthew 13:44—"The kingdom of heaven is like treasure hidden in a field, which a man found and covered up. Then in his joy he goes and sells all that he has and buys that field."

Is this a true story? Did a man really find a treasure in a field? Did Jesus really tell this story?

- *Do you believe the Bible is true? How do you know the Bible is true? What do you know about God that tells you that the Bible is true? What would you say to someone who says that the Bible is not true?*

- (Read the following verse.)

Psalm 119:140—Your promise is well tried, and your servant loves it.

What does this verse mean? Can you say that you love God's Word? How do you know this? (How is this shown in your life?)

- *What kind of person can never tell a lie? Who else has never and could never tell a lie? What does this tell you about God?*
- *Can books that people write have lies in them? Can they have mistakes in them? Can the Bible have lies in it? Can the Bible have mistakes in it? Can you trust the Bible when it says something? What does it mean to trust the Bible?*
- **Student Workbook**—Have the students color the picture. As they color, help them to remember that this event really happened, that this is a true story from the Bible. Have them decorate the letters spelling the word TRUE using markers, stickers, stamp markers, glitter pens—whatever you have! They should make the letters beautiful because this is great news! Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. True Story Picture**
Have the students draw a picture of a Bible event and label it “A True Story.”
- 2. The Bible Is True Bulletin Board**
Students can cut out and decorate letters to spell the words “The Bible Is True” for a class bulletin board. They can also add their pictures from the first activity.
- 3. True Story Game**
 - Make a path of seven to 10 squares using chalk or paper squares taped to the floor. Identify each square with a true or a pretend story. If your students can read, you can just label the square. If they cannot read, draw a simple picture to remind them of the story (e.g., waves for the story of Jesus walking on water). Place the squares close enough together that your students can jump two squares if necessary. Tell the students to follow the path by jumping on only the squares of TRUE stories. If students jump on the wrong square, they must start over.
 - Variation: Split the class into teams, each team with its own path. Teams can compete to see which team can complete the path first.
- 4. Key Verse Game**
Play a key verse game from the appendix.
- 5. Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 5 Parent Page (for each student)

God Is Watching over His Word

Main Ideas

- God watches over His Word.
- God works to perform His Word.

Key Verse

"...I am watching over my word to perform it." (Jeremiah 1:12b)

Scripture

- Exodus 30:5
- Jeremiah 1:12b
- Micah 5:2
- Matthew 2:1
- (Psalm 121:3-4)

Curriculum Resources

- Bible Visuals Book
- **Child (6A)**
- **English Proverbs 30:5 (6B)**
- **Chinese Proverbs 30:5 (6C)**
- **Birth of Jesus (6D)**
- **Park (6E)**
- For Application (for each student)
 - Bible (AR-6, one page per student)
- Parent Page for Lesson 6 (for each student)

Other Supplies

- Bible (English Standard Version)
- See Preparation
 - Student helper
 - Bag of candy (or substitute)
- Heavy tote bag full of books
- For Application (for each student)
 - Student Workbook
 - Scissors
 - Glue stick
 - Markers/colored pencils/crayons

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **When God Says Something** (for each student)
 - Adding tape or another piece of long, narrow paper
 - Markers/colored pencils/crayons

- 2. **Only God Can Do Everything Game**
 - Small circle of paper (see the Optional Activities section for details)
 - Marbles, small balls, or wadded paper balls (one for each student)
- 3. **Key Verse Game**

See the appendix for ideas.
- 4. **Books of the Bible Game**

See the appendix for ideas.

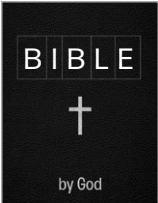
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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Student helper—Ask a student to help you with the introduction and give him one piece of candy. (The teacher will keep the rest of the bag of candy.) When you prompt the student, he should tell the class that he will give everyone a piece of candy, and then he should show his piece of candy.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, briefly review the concepts taught so far. The lesson for this week will build on it.)

Introduction

Student helper
with a piece of
candy

(Ask your **student helper with the piece of candy** to help you with the illustration.)

Teacher (holding up the **bag of candy**): *I will give you each a piece of candy.*

Teacher: *What about you, [student's name]? What do you have for the class?*

Student Helper: (tell the class that he will give everyone a piece of candy, and then show his piece of candy.)

Teacher (asking the class): *Who do you believe? Why?* [because you have candy to give away and the student helper only has one piece] *I can give everyone candy because I have a whole bag of candy.* (Show the **bag of candy**.)

(Your student helper can return to his seat.)

Heavy bag of
books



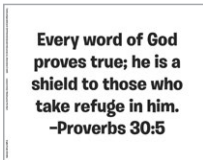
(Show the **heavy bag of books**.)

Teacher: *What about this heavy bag of books? Do you think I can pick it up? Why?*

(Display the **Child** visual.)

Do you think this child could pick up this heavy bag? Why not? You can trust my word because you know I am strong enough to pick up the bag, but a small child is not strong.

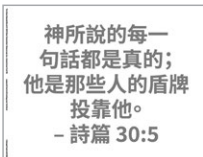
Do you think I can read this?



(Display the **English Proverbs 30:5** visual and read it.)

Proverbs 30:5—Every word of God proves true; he is a shield to those who take refuge in him.

I have the knowledge to read this verse. But do you think I can read this?



(Show the **Chinese Proverbs 30:5** visual.)

Why not? There are things I cannot do.

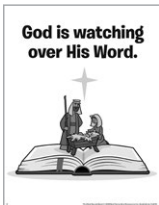
When God says that He will do something, can He do it? God can do all things. God has everything. He never runs out of anything. God is strong. He is all-powerful. And God knows everything. He can do whatever He says He will do. His Word can be trusted.

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We already know that everything that the Bible said happened, really happened. Everything God says is also true. Today we are going to learn that everything God says He will do, He will do.

(Read the following verse.)

Jeremiah 1:12b—“...I am watching over my word to perform it.”



(Show page 8 of the **Bible Visuals Book**.)

Does this verse say that God says something and then He wonders if it will happen? Does this verse say that God says something and then He takes a nap? No! This verse says that when God says something, He is watching to make sure that what He has said happens. God makes it happen! He makes His Word come true.

Almost 750 years before Jesus was born, it was written in the Bible, in the Old Testament, that Jesus would be born in a city called Bethlehem.

(Read the following verse.)

Micah 5:2—But you, O Bethlehem Ephrathah, who are too little to be among the clans of Judah, from you shall come forth for me one who is to be ruler in Israel, whose coming forth is from of old, from ancient days.

What did God do after saying this through the prophet Micah? Did God say that Jesus would be born in Bethlehem and then worry if it would happen that way? Did God go to sleep for almost 750 years and then wake up to see if it really happened? No! When God says something will happen, He makes it happen! God has all power, all knowledge, and everything He needs to make sure that what He says will happen, happens. God is watching over His Word and He will make sure that every single thing He has said, He will do.

Almost 750 years after God told the prophet Micah to write in the Bible that Jesus would be born in Bethlehem, Jesus was born.

? *Where was Jesus born? [Bethlehem]*

Jesus was born in Bethlehem just like God said He would be.

(Read the following verse.)

Matthew 2:1—*Now after Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, wise men from the east came to Jerusalem,*

How did this happen? (Answers may vary.)

God made it happen. Mary and Joseph did not live in Bethlehem.

- ? So how was it that Jesus was born in Bethlehem if Mary and Joseph didn't even live there? [the ruler said everyone had to be counted in the place where their family came from¹]

Joseph's family was from Bethlehem, so Joseph and Mary had to go to Bethlehem to be counted. Jesus was born while Mary and Joseph were in Bethlehem.



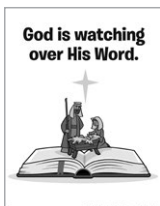
(Display the **Birth of Jesus** visual.)

- ? Why did the king decide to count the people, and to make them go back to the place that their family came from? [God gave him the idea; God wanted Jesus to be born in Bethlehem]

God put that idea in the king's mind. God was making His Word happen. God was watching over His Word. God said that Jesus would be born in Bethlehem, and God sent Mary and Joseph to Bethlehem by making the king decide to count the people. God makes His Word come true!

(Show page 8 of the **Bible Visuals Book**, and then read the following verse.)

Jeremiah 1:12b—*"...I am watching over my word to perform it."*



Illustration



(Display the **Park** visual.)

Suppose your mother tells you that tomorrow she will take you to the park. Can you be sure this will happen tomorrow? Maybe you will wake up in the morning and you will be sick. Or it is raining. Or your car won't start. Or maybe your mother forgets. We can't always do what we say we will do.

But God doesn't depend on anything or anyone. He doesn't need anything to make sure His Word can be done. God does not forget. He does not fall asleep. He does not change His mind. God is watching over what He has said and is written in the Bible. He is always paying attention. God is watching over His Word—every promise, every prophecy, every situation—to make sure to perform it, to do it with His mighty power, His unlimited knowledge and wisdom, and His complete control over all things.

(Teach the class the key verse using the following motions. The students should repeat the verse with you.)

Jeremiah 1:12b (Have the class repeat back to you—"Jeremiah 1:12b.")

¹ Luke 2:1-7

“I am watching” (Place your hand in a horizontal position over your eyes as if gazing, or place your hands in two circles as if in a loose fist to look like binoculars or glasses and place them over your eyes)

“over my word” (Point to your mouth with your index finger. Then open your hands in front of you as if they were a book.)

“to perform it.” (Flex your arm like you are making a muscle.)

Jeremiah 1:12b (Have the class repeat the reference.)

(Give the following examples. Follow each one with Jeremiah 1:12b using the motions with the class saying the verse and making the motions with you.)

? *God will do what He says He will do. God said He would send a flood. Did He?* [yes]

Jeremiah 1:12b—“...I am watching over my word to perform it.” (with motions)

? *God said He would give Abram a son. Abram waited many years. Did God forget?* [no]

When Abraham was 100 years old, Isaac was born!

Jeremiah 1:12b—“...I am watching over my word to perform it.” (with motions)

? *God said He would make David king of Israel. Did He?* [yes]

Jeremiah 1:12b—“...I am watching over my word to perform it.” (with motions)

? *God said He would send a Savior? Did He?* [yes]

Jeremiah 1:12b—“...I am watching over my word to perform it.” (with motions)

God is watching over all He has said in the Bible—every word. You can trust God’s Word because He will make sure that what He has said, He will do!

(End with prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Can you make all your words come true? Why not? Do you think that God can make His words come true? Why? Is God limited in any way? (Is there anything that makes it impossible for God to do what He wants to do? Can anything stop God?) Explain this.*
- *How do you know that God will not fall asleep on the job? Do you know any verses that will prove this? (See Psalm 121:3-4.)*

Psalm 121:3-4—He will not let your foot be moved; he who keeps you will not slumber. ⁴Behold, he who keeps Israel will neither slumber nor sleep.

- *Why is it good news for you that God is watching over His Word?*
- **Student Workbook**—Have the students color and cut out the **Bible** piece from the Bible Page, and glue it to the workbook page. Then they can read the Bible Fact.

- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. When God Says Something**
Give each student a strip of adding machine tape (or any long narrow paper). Label the beginning of the strip “When God Says Something...” Leave a space for the students to draw a picture of the prophet Micah (or they could trace the name “Micah” and draw Bethlehem). After the space, label the strip “He Makes It Happen.” Then the students can draw a picture of Mary and Joseph going to Bethlehem or Jesus in a manger in Bethlehem.
- 2. Only God Can Do Everything Game**
Have the students sit in a large circle. Put a paper circle in the middle of the circle of students. Give each student a marble, small ball, or wadded paper ball. Have them roll their balls and try to get them in the paper circle. Do this several times. Each time, have the students say, “I’m going to roll my [ball] onto the paper circle.” When they miss, make comments such as, “We cannot always do what we say we will do because we are not perfect. We make mistakes. Only God can do everything He says He will do.”
- 3. Key Verse Game**
Play a key verse game from the appendix.
- 4. Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 6 Parent Page (for each student)

The Bible Is for Everyone

Main Ideas

- The Bible is for everyone—for all peoples of all countries.
- God's message of salvation is for all peoples.
- God wants us to tell all peoples about Jesus, the Savior.

Key Verse

And [Jesus] said to [the disciples], "Go into all the world and proclaim the gospel to the whole creation." (Mark 16:15)

Scripture

- 1 Timothy 2:4
- Mark 10:13-16
- Luke 2:10-11
- Mark 16:15

Curriculum Resources

- Bible Visuals Book
- **Hebrew (7A)**
- **Greek (7B)**
- **Tyndale (7C)**
- **Translation (7D)**
- **Angel and Shepherds (7E)**
- Parent Page for Lesson 7 (for each student)

Other Supplies

- Bible (English Standard Version)
- See Preparation:
 - Small Bible
 - Plastic bag (large enough to hold the small Bible)
 - Bag of flour (original bag with label "Flour" visible)
 - Towel (to wipe flour off hands)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Optional: Colorful sequins and glue, glitter glue, etc.

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. Unreached People Group Bulletin Board or Collage**
Supplies to make a bulletin board or collage of unreached people groups to use as a prayer reminder
- 2. Bible Translator or Missionary Story**
Come prepared to share about a Bible translator or missionary you know.
- 3. Prayer Reminder Bookmark** (for each student)
 - Prayer Reminder Bookmark (OA-7)
- 4. Special Bible Project**
If you are participating in a special Bible project through Wycliffe Bible Translators or another organization, be prepared to explain the project with clear instructions on what the project is and how they can participate.
- 5. Bible Translation Tag**
 - Costumes and/or hats from other countries for the students to wear, or pictures of people from other countries to pin on their shirts. Or, if your students can read, you could write the names of countries on nametags for them to wear. (Each student should represent a different country.)
 - A large room (ideally a gym)
 - Chalk or tape to mark a circle on the floor large enough to encompass all of the students
 - A Bible
- 6. Pretzel Tally Marks**
 - Pretzel sticks (enough for each child to make tally marks as you talk about the people who don't have a Bible in their own language yet)
- 7. Key Verse Game**
See the appendix for ideas.
- 8. Books of the Bible Game**
See the appendix for ideas.

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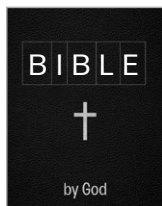
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Small Bible—Seal a small Bible in a plastic bag and hide it in the bag of flour.

Note: Encourage your students to bring their Bibles to class. They will especially need a Bible for next week. (Have some extra Bibles in the room next week for those who forget their Bibles.)

Large Group Lesson



Bag of flour
(prepared as
described)

Review

(Using the **Bible Visuals Book**, to quickly review the concepts taught so far.)

Introduction

(Show the **bag of flour**.)

What do you think is in the bag? Why do you think that?

There is flour in this bag. If your mom saw this bag in the store, would she need to open it to see what is in it?

Flour comes in this kind of bag, but so does sugar and other things. However, your mother can read the word "FLOUR" on the bag.

(Have a student come to the front of the class.)

Would you open the bag and show the class what is in the bag? [flour] Flour comes in a flour bag.

Dig down further into the bag just to make sure that there is flour in the bag.

(Student should discover and remove the **Bible**.)

Why would a Bible be in a bag of flour? I am going to tell you a true story about Bibles in bags of flour.

Remember that the Bible was written a long time ago. When the Bible was written down by Moses, David, John, Paul, and the other Bible writers. It was written in the Hebrew, Aramaic, or Greek language. That is because these were the languages the Bible writers spoke. We write in English because we speak English. Moses and David wrote in Hebrew because they spoke Hebrew. Paul wrote in Greek because he spoke Greek.

(Display the **Hebrew** visual and the **Greek** visual.)

Can you understand and read Greek or Hebrew? Many people today can't read Greek or Hebrew, and many people long ago couldn't read Greek or Hebrew. But at one time, people could read a language called Latin so the Greek and Hebrew words were changed into Latin words.

? *Do you know what it is called when someone changes words of one language into words of another language? [translate; translating]*

But there was still a problem. In the country of England about 600 years ago, most of the people couldn't understand Latin. And the only Bible they had was the Latin Bible. So only priests (like pastors) and other people with a lot of schooling could understand Latin.

(Display the **Tyndale** visual.)

There was a young priest named William Tyndale. He could read and write seven languages, including Hebrew and Greek. William Tyndale thought everyone, not just a few people, should



be able to read the Bible. He wanted even boys working in the fields with little schooling to be able to read the Bible. He knew that the Bible is for everyone, not just for people with special learning. So William Tyndale decided to change the Hebrew and Greek words into English words. But there was one problem.

Do you know what the problem was? (The students may not know the answer, but you will have piqued their interest.)

It was against the law to translate the Bible into English words! The king of England thought that only priests should read and explain the Bible—not ordinary people. The king did not understand that the Bible is for everyone.



(Show page 9 of the **Bible Visuals Book**.)

William Tyndale tried to get permission to translate the Bible into English words, but the answer was, “No.” But translating the Bible into English wasn’t just William Tyndale’s idea—it was God’s idea. God wants people to have the Bible in their own language and to read the Bible.

(Show page 9 of the **Bible Visuals Book** again.)

So William Tyndale left England and went to Germany,¹ where he started translating the Bible. Soon copies of parts of the Bible in English were appearing in England. Where did they come from? How did they get there?

They came from William Tyndale. Merchants, people who brought things from other countries, brought the Bibles into the country of England. Sometimes they were hidden in sacks of flour. Sometimes they were hidden in big rolls of wool. And sometimes they were carried into the country in the traveling bags of different people. Then the books were sold to anyone who wanted to buy a Bible. Isn’t that a wonderful thing! Now all kinds of people could read the Bible!

? *How do you think the important priests in England and king of England felt about this? [mad]*

They should have been very excited and happy...but instead, they were angry. They planned to buy as many copies of William Tyndale’s translation of the New Testament part of the Bible as they could find and to burn them in a big bonfire. William Tyndale was also declared a criminal or a lawbreaker.

*But God watches over His Word, and He turns what is evil into good. The men who were angry about the English New Testament bought lots of them and burned them! But with the money made from selling the New Testaments that were burned, William Tyndale was able to print **MANY MORE** copies of the New Testament Bible!*



(Display the **Translation** visual.)

William Tyndale knew that it was dangerous to translate the Bible into English, but he kept translating other parts of the Bible. He had to keep moving from place to place until he was discovered and thrown into jail. After being in jail about a year-and-a-half, he was sentenced to be strangled and burned at the stake. As he was facing death, he lifted his voice in prayer, “O God! Open the King of England’s eyes!”

A friend finished William Tyndale’s translation, and God answered William Tyndale’s prayer. Less than a year after Tyndale died, King Henry the Eighth of England accepted the English

¹ Later he moved to Belgium.

Bible, and within two years the English Bible was available to everyone in England—rich people, poor people, schooled people, unschooled people, young people, and old people.

Why would William Tyndale die just so we could have a Bible in English? (Answers may vary.)

William Tyndale was following the plan of God—God gave him the knowledge, determination, and courage to translate the Bible because God wants all people to read His Word. God’s message in the Bible is for all people.



(Show page 9 of the **Bible Visuals Book** again.)

This is what the Bible tells us about God:

1 Timothy 2:4—*who desires all people to be saved and to come to the knowledge of the truth.*

(Remind the students of the following Bible passage. You may want to summarize the context and then read verse 14.)

Mark 10:13-16—*And they were bringing children to him that he might touch them, and the disciples rebuked them. ¹⁴But when Jesus saw it, he was indignant and said to them, “Let the children come to me; do not hinder them, for to such belongs the kingdom of God. ¹⁵Truly, I say to you, whoever does not receive the kingdom of God like a child shall not enter it.” ¹⁶And he took them in his arms and blessed them, laying his hands on them.*

- ? *Why did the disciples want to send the children away? [They thought the children were not important enough to see Jesus.]*
- ? *How did Jesus feel? [He was angry.] What does this tell you about Jesus? [Jesus wants all people to hear His message; He wants all people to know Him]*
- ? *Can you think of any other Bible stories that show that Jesus’ message is for all people? [Some possible answers: the story of Zacchaeus, the woman at the well, the woman who washed Jesus’ feet, the thief on the cross, etc.]*



(Display the **Angels and Shepherds** visual.)

Do you remember what the angel said to the shepherds when Jesus was born? (Answers may vary.)

(Read the following verse.)

Luke 2:10-11—*And the angel said to them, “Fear not, for behold, I bring you good news of great joy that will be for all the people. ¹¹For unto you is born this day in the city of David a Savior, who is Christ the Lord.”*

People in Jesus’ day did not think that shepherds were important people. But everyone is important to God. God’s message in the Bible is for all peoples—shepherds, doctors, boys, girls, old people, young people, people from all countries, all kinds of people. God wants all peoples to know Him.

We can be part of helping all peoples of the world to have a Bible in their own language. We can pray for people who don’t have a Bible. We can give money to missionaries who are translating the Bible. You could grow up and translate the Bible into another language. God wants all peoples to have His Word.

(End with prayer using the verse below.)

Mark 16:15—And [Jesus] said to [the disciples], “Go into all the world and proclaim the gospel to the whole creation.”

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Do you think it is important to have a Bible in your own language? Why?*
- *William Tyndale thought it was so important that people read the Bible that he gave his life to translate the Bible into English. What does that tell you about how we should act toward the Bible? Does having a Bible on a shelf in your house help you? How can the Bible help you? What can you do to read or listen to the Bible every day?*
- *How will people who don't have a Bible in their own language get the Bible in their language? Does God still give people the knowledge, perseverance, and courage to translate the Bible? How do you know that? (What do you know about God that would tell you that this is so?) What kind of people can be translators?*
- *Do you have to live in another country and speak another language to tell people about the Bible? How can you help people who have the Bible in their own language but never read it? (Make sure the students understand that they can be missionaries right where they are.) Where can you tell people about Jesus? (Read and discuss the following verse.)*

Mark 16:15—And [Jesus] said to [the disciples], “Go into all the world and proclaim the gospel to the whole creation.”

- *Do you know any missionaries who are working with people who don't have a Bible in their language? (Pray for these missionaries.)*
- **Student Workbook**—Have the students color or decorate the clothing of people from different countries. (You may want to provide sequins, glitter, etc.) *Hasn't God made a wonderfully creative world of so many kinds of people and ways of doing things?* Around the border of the page, they can start making tally marks (groups of 5 like this, |||||). Have them see how many tally marks they can draw. Have them come close to the 3,700 languages that are still waiting for a translation to be started? Pray for God to raise up more translators so that all peoples can read His Word in their own language. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.
- You might want to spend some time in prayer for people who do not yet have the Bible in their own language.

Optional Activities

1. Unreached People Group Bulletin Board or Collage

Children can make a bulletin board or collage of unreached people groups to use as a prayer reminder.

2. Bible Translator or Missionary Story

You may want to spend some time sharing with the children about a Bible translator or missionary you know.

3. Prayer Reminder Bookmark

Hand out the **bookmarks** and explain to the students how they can use them to remember to pray when they have their Bible times.

4. Special Bible Project

If you are participating in a special Bible project through Wycliffe Bible Translators or another organization, explain the project. Give clear instructions on what the project is and how they can participate.

5. Bible Translation Tag

Have the students wear costumes or hats from different countries to identify as natives of those countries. Or you could pin pictures of people from foreign countries to their shirts. If the students can read, you could give each a nametag with the name of a country on it. In the middle of the room (ideally a gym), draw a circle large enough to hold all the students, and place the Bible in the middle of the circle. Choose a few students to be “it.” These students should try to tag the others. When a student is tagged, he must stand in the circle with the Bible. The game continues until all the students are tagged. Emphasize that the Bible is not just for Americans but is for all people.

Variation: Halt the game before all the students have been tagged. Emphasize to the children that not all people have the Bible in their language yet. Then encourage them to pray for unreached people or to pray about being a missionary someday.

6. Pretzel Tally Marks

Have a snack with pretzel sticks. Students can make tally marks with their sticks before eating them as a reminder that many people do not yet have a Bible in their language.

7. Key Verse Game

Play a key verse game from the appendix.

8. Books of the Bible Game

Play a books of the Bible game from the appendix.

Send Home

- Lesson 7 Parent Page (for each student)

Finding Wondrous Things in the Bible

Main Ideas <ul style="list-style-type: none">▪ The Bible is divided into parts so that we can find things in the Bible.▪ The Bible is full of wonderful verses.	Key Verse <p><i>Open my eyes, that I may behold wondrous things out of your law. (Psalm 119:18)</i></p>	Scripture <ul style="list-style-type: none">▪ Psalm 119:18▪ Proverbs 18:10▪ John 3:16▪ Psalm 147:5
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Curriculum Resources

- Bible Visuals Book
- **Houses (8A)**
- Parent Page for Lesson (for each student)

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Other Supplies

- Bible (English Standard Version)
- Clear glass jar with a lid containing un-popped popcorn
- Permanent marker
- A world map
- A U.S. map (or map of your country)
- For Application (for each student)
 - Bibles (for students who forget to bring a Bible from home)
 - Student Workbook
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. Bible Tote Bags** (for each student)
 - Fabric tote bag
 - Fabric paint
 - Other painting supplies
- 2. Books of the Bible Song**

Come prepared to teach the students a song that lists the books of the Bible.

- 3. **Address Game**
 - Pieces of paper that are different colors or, if the students can read, they can all have different street names written on them (the number will vary based on the size of your class; see the Optional Activities section for details)
- 4. **Key Verse Game**

See the appendix for ideas.
- 5. **Books of the Bible Game**

See the appendix for ideas.

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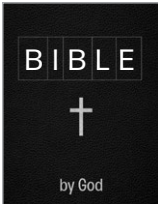
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Note—You might want to mark Psalm 119 in your Bible so that it’s easier to find during the lesson presentation.

Note—Even though many of the students may not be able to read, it is important to acquaint them with the Bible. In this lesson, you will be helping the students make sense out of some of the words they hear but really don’t understand—words like book of the Bible, chapter, reference, etc. It is important to teach students to handle the Bible because we want the Bible to be a familiar friend to them even before they can read. Some may not understand all the concepts in this lesson, but they should understand that there is a way to find things in the Bible.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught so far.)

Introduction

Jar of popcorn,
permanent
marker

(Take a **kernel of popcorn from the jar**. Show the students that you are marking a dot on the kernel of popcorn with the **permanent marker**. Then return the kernel to the jar and shake the jar, mixing the popcorn well. Ask a student to try to find the kernel with the dot on it. Have the student try five or six times.)

? *Why is it so hard to find the marked kernel of popcorn?* [because there are so many popcorn kernels]

It is hard to find one thing among many things.

(Pour a small amount of the **popcorn** into the **jar lid** and mark a kernel.)

? *Would it be easier to find the kernel now? Why?* [because there is less popcorn to look through to find the kernel]

See if you can find the marked kernel now.

.....

Just as it is hard to find the marked piece of popcorn in the big jar of lots of kernels, so it could be hard to find the stories or verses in the Bible. Would it be hard to find the verse, "The name of the LORD is a strong tower; the righteous man runs into it and is safe" if you had to start looking at each page in the Bible to find it?

(Page through the **Bible** as you explain this.)

Bible

To make it easier to find things in the Bible, the Bible has been split into different parts. Just as I split the popcorn into a big part and a smaller part, so the Bible is split into a big part and a smaller part.

(Open your **Bible** to the division between the Old and New Testament and demonstrate the concepts below.)

- The big part is the first part, and it is called the **OLD TESTAMENT**.
- The second part is smaller and is called the **NEW TESTAMENT**.

(Show page 10 of the **Bible Visuals Book**. Then, flip through the Old Testament while highlighting some of its events as in the example below.)



The Old Testament tells us...

- *about God creating the world...*
- *about the sin in the Garden of Eden...*
- *how people kept sinning so God sent a big flood to punish them, but God was merciful and kind and saved Noah and his family...*
- *about God choosing Abraham and his family to be His chosen people...*
- *how the all-powerful God saved the Hebrew people from slavery in Egypt by sending the 10 plagues...*
- *how He opened the Red Sea so they could escape the army of Pharaoh...*
- *about how God made the walls of Jericho fall down and brought His people into the promised land just like He said He would...*
- *about the kings of Israel and how the people of Israel kept turning away from God.*

The Old Testament shows us what God is like, and it shows us that all people need a Savior because of the sin in their hearts.

What other stories do we find in the Old Testament? (Answers will vary.)

These all happened before Jesus was born on earth.

(Show page 10 of the **Bible Visuals Book** again, pointing to the appropriate place. Then, flip through the New Testament of your **Bible**, while highlighting some of its events as in the example below.)



The New Testament tells us...

- *about God sending His Son as a baby...*
- *about Jesus' teaching and the way He healed people, calmed the storm, and multiplied fish and bread to feed 5,000 people...*
- *how Jesus went to the cross to pay for our sin...and how He rose again!*
- *that Jesus went to heaven...*
- *and it tells how the church began and what it looks like to follow Jesus.*

What else do we read about in the New Testament? (Answers will vary.)

So knowing whether a story or a verse is in the Old Testament or in the New Testament helps you to find it.

(Flip through the **Bible**.)

But there are still a lot of pages to look through.

Illustration

World map

(Show a **world map**.)

This is a map of the world.

(Briefly point out some of the countries.)

What country do we live in?

If someone knows you live in the United States,² would that person be able to find your house? Why not? There are millions and millions of houses in the United States! How would he know which house was yours? He wouldn't even know where to start looking!

U.S. map

(Show a **U.S. map** or a map of your country.)

This is a map of our country. It is divided into sections called "states."

(Point out some of the states.)

What state do we live in? If someone knew you live in [state], would he be able to find your house? Why not?

There are lots of cities in [state], and every city has lots of houses in it...

(Show the **Houses** visual.)

so it would still be very hard to find your house.



? *What does a person need to know to find your house? [the address]*

(Ask someone to tell the class his address. You may then want to use that address to illustrate the next point.)

The address tells him what city you live in, what street in that city you live on, and the number of your house. Then he would know exactly where you live.

Bible verses have "addresses" too—only they are not called addresses. They are called references. The reference tells you exactly where to find a verse or story in the Bible.

The Bible isn't divided into states...but it is divided into sections or parts called "books," like Genesis, Exodus, Psalms, Matthew, and Luke.

? *Can you name any other books of the Bible? (Answers will vary.)*

There are 66 books in the Bible. Every book has chapters. The chapters are marked with big numbers.

² If you live in a country other than the United States, change the illustration accordingly.

Bible

(Show two or three chapter numbers in your **Bible**.)

Chapters make it easier to find verses in a book of the Bible. Here is Genesis 1—the very first book and the very first chapter in the Bible.

(Show Genesis 1 in your **Bible**.)

But chapters can be pretty long.

Bible

(Show Psalm 119 in your **Bible**, running your finger down through the verses as you speak.)

This is the book of Psalms chapter 119. It has lots and lots of verses in it. So it might still take a little while to find the verse.

? *But someone had a good idea. Do you know what it was? [number the verses]*

The idea was to put a number by every verse! That way you can find the verse very quickly!

The verse numbers are the tiny numbers by the verse.

(Show a verse number in your **Bible**.)

Here is Psalm 119:18.

(Demonstrate the book name, chapter number, and verse number.)

If you know the reference—the book name, the chapter number and the verse number—you can find the verse.

Here is a wonderful verse in the book of Psalms, chapter 119, verse number 18.

Psalm 119:18—Open my eyes, that I may behold wondrous things out of your law.

There are wondrous things in the Bible! Wondrous things like stories about our great God that tell us what He is like and what He has done. There are thousands and thousands of verses in the Bible—every one of them is God’s message to us!

It is so wonderful to know verses from the Bible. If I have a hard problem or am a little nervous or afraid about something, I can remember Proverbs 18:10.

Proverbs 18:10—The name of the LORD is a strong tower; the righteous man runs into it and is safe.

I can say that verse to myself and remember that God is like a big, strong, stone tower. If I were in a huge storm with all kinds of lightning and thunder and heavy rain and wind, and I ran inside a big, strong, stone tower, I would feel very safe. The rain and the wind couldn’t touch me in the tower. The lightning couldn’t hurt me in the tower. God is like that. He is a strong tower, and when we are scared or upset, we can say, “Jesus, You are my strong tower. I am safe with You.”

(Look up other verses as you have time.)

I have some other favorite verses. Let’s look them up in the Bible!

(Look up and comment on the following verses, or choose some of your own verses).

John 3:16—“For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.”

This verse shows us how much God loves the people He created. It shows that we can live forever in heaven if we truly believe in Jesus.

Psalm 147:5—Great is our Lord, and abundant in power; his understanding is beyond measure.

This verse tells us that God is great, very powerful, and knows all things.

The Bible is full of all kinds of wonderful verses. That is why it is so important to learn to read well. Then you can read all those wonderful verses for yourself. Let's thank God for His wonderful Word, His message to us.

(End with the prayer that God would open the students' eyes to see how wonderful the Bible is.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *What are some of your favorite verses? Why do you like these verses? What do they tell you about God?*
- Read Psalm 119:18.

Psalm 119:18—Open my eyes, that I may behold wondrous things out of your law.

This verse is a prayer. What is the writer asking God for? Why would he have to ask God for this? (Make sure the students understand that only God can give them a love for His Word. Only God can show them that what the Bible says is wonderful.)

What are "wondrous things"? Do you see God's words and His commands as wondrous? Tell me a command you think is wondrous. Why is it wondrous? (You may have to give an example first.)

- Help the students to find the Old Testament and New Testament in the Bible. Show them the different books of the Bible.
- Show how to find *Proverbs 18:10* in the Bible. For example:

Let's see if we can find Proverbs 18:10, "The name of the LORD is a strong tower; the righteous man runs into it and is safe." The address or the reference is Proverbs 18:10. So we need to look for the book of Proverbs... Here it is, near the middle of the Bible. The first number is the chapter number. Proverbs 18:20. What is the first number?... So 18 is the big chapter number. Now we need to look for chapter 18... here is chapter 5... so we need to turn more pages ahead... chapter 16...17...18. Now we have the book of Proverbs, chapter 18. Now we need to look for the verse number. The second number is the verse number. So in Proverbs 18:10, what number is the verse number? Ten. Okay, let's look for verse number 10 in chapter 18...

Then help the students find some of the verses in their Bibles.

- **Student Workbook**—Have the students trace or color the letters and numbers of the *address* or *reference* of our key verse. Then they should draw a picture that reminds them of the verse. They could draw a picture of eyes and the Bible, a picture of a Bible story that they think is wondrous, a picture of a verse they like, a picture of themselves praying this verse, or anything that reminds them of the verse. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. Bible Tote Bags**
Decorate tote bags with fabric paint. The students can then use the tote bags to carry their Bibles to church.
- 2. Books of the Bible Song**
Start learning a song that lists the books of the Bible.
- 3. Address Game**
Reinforce the concept of finding things using an address by playing the following game. Divide the class into rows, leaving one person out of each row. The first person in the row should hold a piece of colored paper (a different color for each row) or, if the students can read, they could have a piece of paper with a street name on it. Explain that the paper tells which row it is. The first person in the row is number 1, the second is number 2, and so forth. Call out the location of one of the students (e.g., Blue 6 or Northwestern Avenue 9) and ask the extra student (the one who is left out of that row) to find the person at that location. When the student finds the correct person, he takes that person's place, and that student becomes the next person to find the location.
- 4. Key Verse Game**
Play a key verse game from the appendix.
- 5. Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 8 Parent Page (for each student)

God Is the Main Character in the Bible

Main Ideas

- God is the main character in the Bible; He is the most important Person in the Bible and in the world.
- God is great and works wonders.

Key Verses

Your way, O God, is holy. What god is great like our God? ¹⁴You are the God who works wonders; you have made known your might among the peoples.
(Psalm 77:13-14)

(Note: Younger children could learn Psalm 77:13.)

Scripture

- Psalm 77:13-14
- Isaiah 45:5a

Curriculum Resources

- Bible Visuals Book
- Question Mark (9A)
- Bible visuals (see Preparation)
 - Red Sea (1G)
 - Flood (1H)
 - David and Goliath (2B)
- For Application (for each student)
 - Bible with Question (AR-9A, one Bible piece for each student)
 - Bible Verse Card (AR-9B, one card for each student)
- Parent Page for Lesson 9 (for each student)

Other Supplies

- Bible (English Standard Version)
- See Preparation
 - Bible storybook
 - Baby album
- For Application (for each student)
 - Student Workbook
 - Letter-sized envelope
 - Markers/colored pencils/crayons
 - Scissors
 - Glue stick

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **Bible Bookmark** (for each student)
 - Bookmark (OA-9, one bookmark for each student)
 - Scissors
 - Markers/colored pencils/crayons
 2. **“What does this say about God?” Game**
 - Question Mark visual from the lesson (more than one copy if you have more than one student designated as “it,” see Optional Activities section for detail)
 3. **Key Verse Game**
See the appendix for ideas.
 4. **Books of the Bible Game**
See the appendix for ideas.
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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

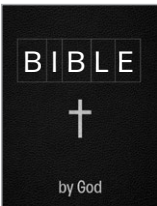
Bible visuals—Place the Flood visual in your Bible at Genesis 7, the Red Sea visual at Exodus 14, and the David and Goliath visual at 1 Samuel 17.

Baby album—It would be especially good if you could use the baby album of one of the students in your class or someone the students know well.

Bible storybook—You might want to mark pages to make it easier to find pictures during the lesson presentation. See details in the lesson section.

Note—The students will need faded construction paper in flower and grass colors for Lesson 11. You may want to set some paper in the sun this week in preparation for next week’s lesson. (See Lesson 11 for details on how much paper to prepare and how it will be used.)

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts that have been taught. Since this is a shorter lesson, you will have a little more time for review.)

Introduction

Baby album

(Show the **baby album**. Briefly page through the album, commenting on the pictures and encouraging the students to comment on the pictures. Point out some of the different people in the album as in the example below.)

There are lots of people in this album. There is a mom and dad, grandma and grandpa, and big sister—all kinds of people. But who is this album about? Whose album is this? Who is the main person in this album?



Just as there are other people in the album but the album is really the story of one important person, so there are also lots of people in the Bible but there is one most important or main person in the Bible. The Bible is mostly the story of one person—God.

(Show and read page 11 of the **Bible Visuals Book**.)

God is the most important person in the Bible.

Bible storybook

(Using the **Bible storybook**, show pictures of different Bible characters one at a time in chronological order. As you show each picture, mention who the person is, and that he was born, he lived, and he died.)

These people were here for a little while. They were important for just a short time. But God is here all the time. God was here before [the first Bible character pictured in the storybook] was here. God was here when [the next Bible character pictured in the storybook] was here.

(Continue in a similar fashion, mentioning people from the Old and New Testaments. You could also mention some historical figures known to the students from more recent eras.)

And God is still here—and always will be here. God is important all the time. God is the most important person in the Bible and in the world.

When you read the Bible, you should ask yourself a very important question.

Question Mark visual

(Ask a student to hold up the **Question Mark** visual.)

When you read the Bible, ask yourself this question: What does this say about God?

(Ask the students to repeat the question: “What does this say about God?”)

Let’s see what the Bible says about God.

Flood

Bible

(Open your **Bible** to Genesis 7.)

In the book of Genesis, chapter 7, the Bible tells us that there was such wickedness in the world that God said He would send a flood to destroy the world. God sent the flood, just like He said He would.

Flood visual

(Pull the **Flood** visual from your Bible and show it.)

But Noah and the animals were safe on the ark.

(Show page 12 in the **Bible Visuals Book**.)



? *What does this say about God?* [God hates sin; God is faithful—He does what He says He will do; God protects those who love Him; God can do anything; God controls rain and all things]

Red Sea

Bible

(Open your **Bible** to Exodus 14.)

Let's see what the Bible tells us about God in the book of Exodus, chapter 14. Do you remember when the Israelites left Egypt? The Egyptians were behind them, and the Red Sea was in front of them. Where could they go?

? *How did the Israelites get away from the Egyptians? [God made a path in the water.]*

Red Sea visual

(Pull out the **Red Sea** visual from your Bible and show it.)

God did a wonderful thing. He did a miracle! God opened up a path for them in the sea, and the Israelites walked across the sea on dry land.

(Show page 12 in the **Bible Visuals Book**.)

? *What does this say about God? [God can do anything; God is all-powerful; nothing is too hard for God; God watches over His people; God controls the wind and all things]*



David and Goliath

(Open your **Bible** to 1 Samuel 17.)

Let's see what the book of 1 Samuel, chapter 17 tells us. Goliath was a giant of a man who hated the people of God. He told the Israelites that he would fight them. But no one wanted to fight Goliath. He was such a big, strong man, and they were afraid of him.

David and Goliath visual

(Pull out the **David and Goliath** visual and show it.)

But David knew that the people of Israel were God's people. God helped David fight a lion and a bear, and David knew that God would help him fight Goliath. So David took a sling and some stones, and he fought against Goliath—and won.

(Show page 12 in the **Bible Visuals Book**.)

? *What does this say about God? [God is greater than anyone—even greater than giant men; God is stronger than anyone; God helps His people; nothing is too hard for God]*



The stories in the Bible are not mainly about Abraham, Noah, Moses, David, Peter, or Paul. The Bible is all about God. God is the most important person in the Bible! In every story you read, you should ask the question, "What does this say about God?"

Illustration

(Have three students come to the front and hold the Bible visuals—**Flood**, **Red Sea**, **David and Goliath**. Tell the students that when you point to their picture they should hold it up high. Teach the class the following motions doing it once yourself and having them repeat it.)

Read the Bible every day. (Open your hands in front of you like a book; or open up a real Bible.)

What does this say? (Point to the first picture.)

What does this say? (Point to the second picture.)

What does this say? (Point to the third picture)

About God? (Point up.)

The stories in the Bible show us how great God is.

Here is what the Bible tells us in the book of Psalms, chapter 77.

(Read the following verses.)

Psalm 77:13-14—Your way, O God, is holy. What god is great like our God? ¹⁴You are the God who works wonders; you have made known your might among the peoples.

When you read about the miracles in the Bible, remember that God is great. God works wonders. He is the God who created the whole world from nothing. He gave His people food and water in the wilderness. He made the walls of Jericho fall down. Jesus healed sick people and even raised Lazarus from the dead. God works wonders! He is mighty and He has shown us His might in the stories of the Bible. God is the most important person in the Bible—and in the world.



(Show page 12 of the **Bible Visuals Book** again.)

Do you remember what God said about Himself in our key verse from the very first lesson (Isaiah 45:5a)?

(If the students don't remember, start the verse for them. If they still don't remember, read the verse.)

Isaiah 45:5a—"I am the LORD, and there is no other, besides me there is no God;"

There is only one God, and He gave us His Word so that we can know Him. It is His special message to us. Whenever you read a story in the Bible, ask yourself, "What does this say about God?"



(Show page 12 in the **Bible Visuals Book** again.)

(End in prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Why is God more important than Moses? Than David? Than Daniel? What makes God the most important person?*
- *What is one of your favorite Bible stories? What does this story tell you about God?*
- *What do you know about God from the Bible?*
- *How is God different from anyone else? What does this mean about how we should act toward God?*
- **Student Workbook**—Have the students decorate the letters that spell "GOD." They should make them beautiful because God is so special and important. Then they can cut out the Bible with the question on it from the **Bible with Question** page. *What is the question?* Have them glue it to the flap of the envelope. *But be careful!*

Don't glue the envelope shut. Then they should cut out the **Bible Verse Card**. They can put it inside the envelope. They should glue the blank side of the envelope to the workbook page in the square, making sure they do not glue the flap side to the page! *If you do, you won't be able to open it!* Then read the Bible Fact.

- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. **Bible Bookmark**
Have the students cut out and decorate the **Bible bookmark**. Explain that they can put it in their Bibles or their Bible storybooks at home and, when mom or dad read them a Bible story, the bookmark can remind them to ask and answer the very important question: “What Does This Say About God?”
2. **“What does this say about God?” Game**
Play a game of tag. Place the Question Mark visual from the lesson in a prominent place. When a student is tagged, he is *frozen* until another student runs to grab the **Question Mark visual** and gives it to him. He can then say the important question, “What does this say about God?” to become unfrozen. He must then return the Question Mark visual back to its location or use it to unfreeze another person.
Variation: Have more than one student be “it” to tag the others.
3. **Key Verse Game**
Play a key verse game from the appendix.
4. **Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 9 Parent Page (for each student)

The Bible Is Powerful

Main Ideas

- God's Word is powerful.
- God's Word has the power to create, control creation, and convict man of his sin.
- God's Word always accomplishes His purposes.

Key Verses

*Let all the earth fear the LORD;
let all the inhabitants of the world
stand in awe of him! ⁹For he
spoke, and it came to be; (Psalm
33:8-9a)*

Scripture

- Genesis 1
- Mark 4:35-41
- Psalm 33:6-9
- 2 Samuel 12:1-14 (2011 NIV)
- Isaiah 55:10-11

Curriculum Resources

- Bible Visuals Book
- **Psalm 19:1-3 (1A)**
- **Jesus Calms the Storm (1J)**
- Nathan and David Role Play (see Preparation)
 - Nathan's Visual 1: Coins (10A)
 - Nathan's Visual 2: Sheep/Cows (10B)
 - Nathan's Visual 3: Lamb (10C)
 - David's Role Play Cards 1-3 (10D-10F)
 - Nathan's Role Play Card (10G)
- Parent Page for Lesson 10 (for each student)

Other Supplies

- Bible (English Standard Version)
- See Preparation
 - Adult volunteer
 - Two student volunteers
- Optional: Crown and robe for King David role play
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **David and Nathan Play**
 - Props, visuals, and role play cards from the lesson, or puppets to do this as a puppet show
2. **Our Words Game**

No supplies needed for this activity.
3. **Key Verse Game**

See the appendix for ideas.
4. **Books of the Bible Game**

See the appendix for ideas.

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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Adult volunteer—Make arrangements ahead of time for someone to act out the introduction with you and also help you with the Nathan and David role play later during the lesson presentation.

Nathan and David Role Play—Cut apart the Role Play Cards. Put Nathan’s three visuals and his Role Play Card together in order, and put David’s three Role Play Cards together in order. If possible, practice the role play with two students ahead of time. This will make for a much smoother and more understandable role play. If your students can read, they can read the cards. If they can’t read, you could teach them the lines ahead of time, or you could read the lines for them while the students act the parts.

If this seems too difficult for your students, you could just show the visuals as you tell the story, or you could ask some older children or adults to help you.

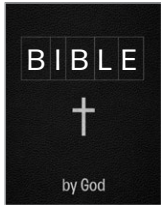
It would be helpful to have your story wording in the pages of your Bible to communicate that this was God’s word to David.

Note—The children will need faded construction paper in flower and grass colors for the next lesson. If you have not done so yet, you may want to set some paper in the sun this week in preparation for next week’s lesson. (See Lesson 11 for details on how much paper to prepare and how it will be used.)

Note—You will want to have a fresh flower or fresh grass and a wilted flower or dried grass for next week’s lesson (e.g., pull up the grass a few days before the lesson).

Note—You will need an expired coupon for next week’s lesson.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Adult volunteer

(Act out the following scenario with the **adult volunteer**.)

Teacher: *Oh, I wanted to turn the light [on or off].¹*

Helper: (The other person jumps up to flick the light switch.)

Teacher: *Oh, don't bother to flick the switch. I'll just tell the light to go [on or off]. Light go [on or off]. Did you hear me? Light go [on or off]! What's wrong?!*

Helper: *There is no power in your words. Your words alone can't make the light go on or off.*

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God's words are not like our words. God's word—everything that comes from His mouth, and everything written in the Bible—is very powerful.

(Show page 13 in the **Bible Visuals Book**.)

Let's see how powerful God's words are.

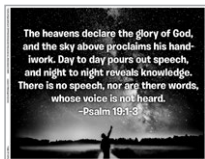


Creation (Genesis 1)

? *How did God create the world? [He spoke.]*

(Display the **Psalms 19:1-3** visual.)

God just spoke and the world was created. He said, "Let there be light," and there was light. God spoke, and the sun, moon, and stars were created. God said, "Let there be living creatures," and there were living creatures. God's word is powerful.



(Show page 13 in the **Bible Visuals Book**.)

God's words created the whole world.



Jesus Calms the Storm (Mark 4:35-41)

(Display the **Jesus Calms the Storm** visual.)

Jesus and His disciples were in a boat on the sea when a big storm came up. Jesus was sleeping peacefully in the boat, but the disciples were afraid.

? *What happened next? [they woke Jesus up; Jesus calmed the storm]*



¹ Whatever is appropriate for your situation.

Jesus just stood up and said, “Quiet! Be still!” All Jesus did was speak and the wind stopped and the waves stopped—they became completely calm. God’s word is powerful! Even the winds and the waves obey the word of God.

(Read the following verses.)

Psalms 33:6-7—By the word of the LORD the heavens were made, and by the breath of his mouth all their host. He gathers the waters of the sea as a heap; he puts the deeps in storehouses.

(Read the following verses, one at a time.)

Psalms 33:8—Let all the earth fear the LORD; let all the inhabitants of the world stand in awe of him!

- ? *What does this verse tell you about how we should act toward God?* [we should respect Him; we should be in awe of Him; we should see Him as great and powerful]

Psalms 33:9—For he spoke, and it came to be; he commanded, and it stood firm.

- ? *What does this verse tell us about why we should be amazed and stand in awe of God?* [He speaks and what He says happens; His word is powerful—He commands, and the wind and waves and sea and all creation obey His voice; He is in control of all things]

There is another kind of power that the Word of God has. It has the power to convict of sin—the power to show people their sin and cause them to repent—to be sorry for sin and turn away from it.

Nathan Rebuking David (2 Samuel 12:1-14)

Nathan and David
visuals and role
play cards, and
props if available

(Role play this story, assigning one student to be Nathan and one to be David. Give them the appropriate **props (if available)**, and **Nathan’s visuals** and the **Role Play Cards** in order. Instruct “Nathan” to hold up the appropriate visual at the right time, and for the students to act out what they *can* act out. You or another adult will narrate the story. If this seems too difficult for your students, just show the visuals as you tell the story, or you could ask some older children or adults to help you.)

Although David loved God, David sinned. He took another man’s wife and treated her like his own wife, and then killed the man. This made God angry and sad. What David did was wrong. So God sent the prophet Nathan to David. A prophet is someone who brings God’s Word to others—someone who tells people a message from God.

Nathan had a message from God for David. He started by telling David a story: “There were two men in a certain town, one rich and the other poor.”

(Nathan shows the **Coins** visual.)

The rich man had many sheep and cows,

(Nathan shows the **Sheep/Cows** visual.)

but the poor man had nothing, but one little baby lamb, which he had bought.

(Nathan shows the **Lamb** visual.)

The poor man raised the lamb, and it grew up with him and his children. It shared his food, drank from his cup, and even slept in his arms. It was like a daughter to him.

Now a traveler came to the rich man, but the rich man did not take one of his own sheep or cattle to prepare a meal for the traveler who had come to him.

Nathan and David
visuals and role
play cards, and
props if available

(Nathan shows the **Sheep/Cows** visual.)

Instead, he took the little lamb that belonged to the poor man and prepared it for his visitor.

(Nathan shows the **Lamb** visual.)

David was very angry,

(David acts angry.)

and he said to the Nathan,

David (using David's Role Play Card 1): "As surely as the LORD lives, the man who did this must die!"

(You may also want to have David add verse six using David's Role Play Card 2): "He must pay for that lamb four times over, because he did such a thing and had no pity."

Then Nathan said to David,

Nathan (using Nathan's Role Play Card 1 and pointing to David): "You are the man!"

Then David said to Nathan,

David (using David's Role Play Card 3 and acting repentant): "I have sinned against the LORD."

How did God treat David? (Answers may vary.)

God did not beat David or whip him. God's word was enough to show David that he had sinned. God's word went to David's heart with power and showed David his sin was very terrible.

God's word always does what God sends it to do.

(Read and explain the following verses.)

Isaiah 55:10-11—"For as the rain and the snow come down from heaven and do not return there but water the earth, making it bring forth and sprout, giving seed to the sower and bread to the eater, "so shall my word be that goes out from my mouth; it shall not return to me empty, but it shall accomplish that which I purpose, and shall succeed in the thing for which I sent it."

The rain and snow do what God commands them to do. They water the earth so that plants grow. God's word does the same thing—He speaks and it does what He wants it to do. God's word is always powerful...

(Show page 13 in the **Bible Visuals Book**.)

and always brings about what God intends it to do—it always finishes what God sent it to do.



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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Can you command storms to be still? Why is God’s word so powerful? What does this tell you about God?*
- *Can you think of any other ways in which God’s word is powerful (e.g., healing, salvation) or any other stories that show how powerful God’s word is?*
- *God sent Nathan to David with a word from Him because God wanted David to repent. God always wants His children to repent when they sin. Has God’s Word ever shown you your sin?*
- **Student Workbook**—Tell the students: *Today you heard about the power of God’s word. He spoke and the whole world was created—just by the power of His voice! Jesus spoke and commanded the waves and wind to be still—and the power of His word made the sea calm. Nathan spoke God’s word, and David saw His sin and repented. Isaiah 55:10-11 tells us that the rain and snow do what God commands them—they water the earth so plants grow.* In the conversation bubble on the next page, have them draw a picture that reminds them that God’s Word is powerful. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- David and Nathan Role Play**
Let students take turns acting out the story of David and Nathan again, or split them into teams of three and have each team act out the story. Or, if you have puppets, they could give a puppet show of the story.
- Our Words Game**
Place the students in a row across the room. Then speak instructions for them to follow (e.g., jump up and down, turn around in a circle, shake hands with the person next to you, smile, etc.). Periodically speak an instruction that is impossible for them to follow (e.g., hang from the ceiling, pick up the piano, grow six inches taller). Comment that your word is not all-powerful. It has some power but there is much that you cannot make happen.
- Key Verse Game**
Play a key verse game from the appendix.
- Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 10 Parent Page (for each student)

The Bible Is Eternal

Main Ideas <ul style="list-style-type: none">▪ God’s Word is eternal; it is forever.▪ God’s Word does not change.	Key Verse <p><i>The grass withers, the flower fades, but the word of our God will stand forever. (Isaiah 40:8)</i></p>	Scripture <ul style="list-style-type: none">▪ Psalm 119:89▪ Isaiah 40:8▪ Matthew 5:18
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Curriculum Resources

- Bible Visuals Book
- For Application (for each student)
 - Bible (AR-11, one Bible piece for each student)
- Parent Page for Lesson 11 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Coupon (an expired one would be best)
- A fresh flower or fresh grass
- A wilted flower or dried grass (pull the grass up a few days before the lesson)
- Faded construction paper (flower and grass colors)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Faded construction paper in colors for flowers, leaves, stems, and grass
 - Scissors
 - Glue

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. Flowers to Take Home and Watch**
 - Flowers for the students to take home and watch as they begin to dry up (These need not be expensive—violets, lilacs, even weeds like dandelions will do.)
- 2. Planting Seeds**
 - Supplies for the students to plant seeds (e.g., seeds, dirt, cups, watering can, etc.)

- 3. **Deflating Balloon**
 - Balloon with pin prick (You may want to experiment with this activity before class to determine how big a pin prick you must make to be sure the balloon deflates in a reasonable amount of time.)
- 4. **Key Verse Game**

See the appendix for ideas.
- 5. **Books of the Bible Game**

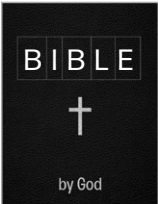
See the appendix for ideas.

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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Large Group Lessons



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Coupon

(Show the **coupon**. Explain what it is and how it works as in the example below. Adjust the wording to fit your circumstance.)

This is a coupon for [name of store]. A coupon saves you money. This coupon says [state deal offered in the coupon].

But there is one problem with the coupon. It has an expiration date.

(Show and state the expiration date.)

That means that the coupon has to be used before this day. The promise of a [cheaper price or free item] is only for a short time. If it is after that time, the coupon is no good. The coupon does not last forever.

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What about God's promises? Are they only for a certain time and then they are no good? Do they expire? Is what God says in His Word true for a short time, but not forever? No, God's Word is not like the coupon. It never expires; it is forever.

(Read the following verse.)

Psalms 119:89—Forever, O LORD, your word is firmly fixed in the heavens.

? *What does forever mean?* [always; it never ends; it does not expire; it goes on and on and never stops]

? What does *firmly fixed* mean? [it is not going to move; it won't change; it is stable/sure]

? What does this verse tell us about God's Word? [it lasts forever and doesn't change]

God's Word is forever. It doesn't change. It doesn't go away. It does not expire. It lasts forever. A word for "lasts forever" is eternal. God's Word is eternal—it lasts forever.

Illustration

Fresh flower or
grass

(Show the **fresh flower or grass**.)

This looks [pretty or green]. It is so nice and fresh. But will it stay that way?

Wilted flower or
grass

(Show the **wilted flower or dried grass**.)

Flowers and grass only last for a short time. Then they dry up and die. But God's Word is not like flowers or grass.

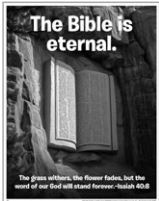
(Read the following verse.)

Isaiah 40:8—The grass withers, the flower fades, but the word of our God will stand forever.

(Show page 14 of the **Bible Visuals Book**.)

What God says, will last forever. It does not change. God's Word is eternal.

Let's see why that is good news for us.



Illustration

(Go through the following scenario to help the class understand the blessing of God's unchanging Word.)

Do you like to go to the zoo?

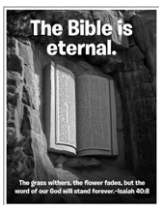
Suppose you plan to go to the zoo on Tuesday because on Tuesdays the zoo is free for children. You are so excited because your family plans to bring a couple of your friends to the zoo with you. Tuesday comes and you all pile in the car and go to the zoo.

When you get to the entrance gate, the ticket person tells you that it will cost a lot of money to get in the zoo. But when your dad reminds him that children are free on Tuesdays, the ticket person says, "Oh, we don't do that anymore."

So you can't go to the zoo because it costs so much for so many kids to get in. You would be very disappointed, wouldn't you?

Let's think about what it would be like if the Bible weren't eternal—suppose God's Word changed sometimes. If you were a child of God, when you die you could face God expecting to go to heaven...and He could say, "Oh, I don't accept Jesus' death as a payment for sin anymore. I don't do it that way anymore." You would be more than disappointed, wouldn't you? BUT GOD IS NOT LIKE THAT. HIS WORD STANDS FOREVER. It is unchanging.

(Show page 14 of the **Bible Visuals Book**.)



God’s way to heaven is the same as it has always been. When you die, it will be the same. And in 100 years or even 1,000 years, it will still be the same. That is good news for us!

Do you think that maybe some of God’s Word will change but other parts won’t? Why do you say that? (Answers may vary.)

(Read and explain the following verse.)

Matthew 5:18—“For truly, I say to you, until heaven and earth pass away, not an iota, not a dot, will pass from the Law until all is accomplished.”

An iota is a Greek letter. It is the smallest letter in the alphabet—like the letter “i” is the smallest letter in the English alphabet.

? *What does this verse say will change in God’s Word? [nothing—not even a dot or the smallest letter]*

God’s Word is eternal and unchanging. Everything He says will happen, will happen—everything will be accomplished. What would happen if some of the unchanging words of God from the Bible would change? Here is an example:

God says in the Bible, “I will be with you always.”

What could happen if God’s Word was not eternal? (Answers may vary.)

If God’s Word was not eternal, you could be in a really bad situation and God might say, “Sorry. You are on your own. I don’t do bad situations anymore.”

That would be awful! Are you so very glad that God’s Word is eternal?

Here is another example. The Bible says, “The Lord is compassionate and gracious, slow to anger, abounding in love” (Exodus 34:6).

What could happen if God’s Word were not eternal? (Answers may vary.)

If God’s Word were not eternal—if it could change—God could say, “I decided not to be slow to anger anymore and I am going to wipe you off the face of the earth because of that lie you told.”

That would be horrifying! Oh, how wonderful it is that God’s Word is eternal and unchanging!

(If there is time, you might want to brainstorm a few more examples of some of the unchanging words of God from the Bible, what it would look like if they changed, and talk about how good it is that His Word is eternal.)

(End with a time of prayer praising God that His Word is eternal.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Have you ever had an experience where someone’s word changed or when a situation changed because what was said was no longer the way things were done? What was your reaction? (How did that make you feel?) (Note: Be careful not to encourage conversations that make Mom or Dad look untrustworthy or put*

them in a negative light. If the students have not had that experience, help them think of a situation that could happen.)

- *Think of the things in this world that wear out, rust, fall apart, fade, tear, or die. What does that tell you about this world?*
- *Why are people sometimes not able to do what they said they would do? Does God have any of these problems?*
- *Why doesn't God's Word change? How can God be sure that His Word will not change? What does that tell you about how much God's Word can be trusted?*
- *How does it make you feel to know that God's Word is eternal? Knowing that God's Word does not change, what should you think when you are in a situation that makes you afraid?*
- **Student Workbook**—Have the students cut flowers, leaves, stems, and grass from faded paper and glue them to the workbook page. Have them cut out a paper Bible from the **Bible** page to glue to the page. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

Optional Activities

1. Flowers to Take Home and Watch

Give the students flowers to bring home. These need not be expensive—violets, lilacs, even weeds such as dandelions will do. Ask the students to notice how long the flowers look nice and when they begin to dry up.

2. Planting Seeds

Plant seeds with the students. Ask them to water their seeds and watch them grow. After they grow, tell them to stop watering the plant and see what happens. You can either keep the plants in the classroom or send them home. If you keep them in the classroom, you can actually use them as a constant reminder of the eternal nature of God's Word. You could stagger the dates at which you stop watering the different plants but show that eventually all of them die. None of them last forever.

3. Deflating Balloon

Using a balloon that has a pin prick in it, blow up the balloon. Then instruct the students to keep the balloon in the air. When the balloon deflates, explain that the balloon is not eternal. It wears out and becomes unusable. (You may want to experiment first to determine how big a pin prick you must make in the balloon so that the balloon deflates in a reasonable amount of time.)

4. Key Verse Game

Play a key verse game from the appendix.

5. Books of the Bible Game

Play a books of the Bible game from the appendix.

Send Home

- Lesson 11 Parent Page (for each student)

God Will Preserve the Bible

Main Idea <ul style="list-style-type: none">▪ God will preserve His Word.	Key Verse <p><i>“Heaven and earth will pass away, but my words will not pass away.” (Matthew 24:35)</i></p>	Scripture <ul style="list-style-type: none">▪ Matthew 24:35▪ Jeremiah 36
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Curriculum Resources

- Bible Visuals Book
- **Dinosaur (12A)**
- See Preparation
 - Jeremiah Scroll (12B)
 - Bible Scroll (12C)
 - Bible (12D)
- **Printing Press (12E)**
- Parent Page for Lesson 12 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Pen or marker
- Scissors
- Matches
- A metal cake pan
- Knife for cutting scroll¹
- Rubber stamps and stamp pad (or stamp markers—alphabet stamps or markers would be best)
- Paper
- Table
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

¹ Place the knife in a safe place before and after using it to avoid any potential accident.

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. God's Word Printing Project

- Paper and "printing" supplies (e.g., rubber stamps and stamp pads, stamp markers, sponge objects and paint, etc.) for each student or for the whole class using a mural-sized piece of paper

2. Extinction Game

- Chalk or tape to mark squares on the floor

3. Key Verse Game

See the appendix for ideas.

4. Books of the Bible Game

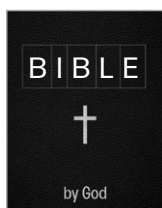
See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Scroll and Bible visuals—Print or make an extra copy of the Jeremiah Scroll visual and print or make several copies of the Bible Scroll and Bible visuals. **Note:** You may need to check with your custodial staff ahead of time about burning the scroll during the lesson presentation.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction



(Display the **Dinosaur** visual.)

What is this? Have you ever seen a dinosaur? Can you go to a zoo and find a dinosaur? Why not?

There are no dinosaurs anymore. They all died out. They are extinct. There will be no more dinosaurs. They are gone for good.

Do you think the Bible will ever be extinct? Do you think that maybe 100 years from now or 200 years from now people will not have a Bible to read?

(Read the following verse.)

Matthew 24:35—“Heaven and earth will pass away, but my words will not pass away.”

? According to this verse, what will go away someday? What will be gone some day? [heaven and earth]

? What will never go away? [God’s words]

Someday heaven and earth will pass away—it will be extinct like the dinosaurs. There will be a new heaven and a new earth, but this heaven and earth will pass away. But God’s Word will last forever. Not only will the words that God has spoken last forever, but God will also preserve His Bible for all peoples. The Bible is God’s way of telling us His words.

People have tried to destroy the Bible, but they have failed, because God preserves His Word—He watches over it and keeps it safe.

(Tell the story of Jehoiakim burning the book of Jeremiah from Jeremiah 36. Make the following points.)

- Jehoiakim was a king of Judah (the southern part of Israel). He was an evil king and, instead of worshiping the one true God, there was much idol worship while he was king. The people worshiped—loved and served—false gods.
- God sent the prophet Jeremiah to warn the people of Judah. Jeremiah warned the people that the temple and the city of Jerusalem would be destroyed, and that the people of Judah would be taken captive—they would be taken away by their enemies. He begged them to turn from idols and turn back to God.
- God told Jeremiah to write down the words of His warning to the people of Judah. So Jeremiah told his friend Baruch the words of God, and Baruch wrote them down.

Pen or marker and
Jeremiah Scroll
visual

(Pretend to write words on the **Jeremiah Scroll** visual.)

- Jeremiah was not allowed in the temple, so he could not read God’s words to the people. So Baruch read the “words of the LORD” to the people.

(Hold the **Jeremiah Scroll** visual and pretend to read the words.)

“Turn now every one of you from his evil way...and do not go after other gods to serve them,” (Jeremiah 35:15b)

- Jeremiah’s scroll was brought to King Jehoiakim and read to him. Jehoiakim was furious—he was so angry that he cut up the scroll of Jeremiah and threw the pieces in the fire.

Knife, cake pan,
matches

(Cut up the **copy of the Jeremiah Scroll** and throw it in the **cake pan**. Then set the pieces on fire.)

- The king also ordered that Jeremiah and Baruch be taken prisoners. But Jeremiah and Baruch could not be found because God had hidden them away. (Pretend to look for Jeremiah and Baruch.)
- God hid Jeremiah and Baruch in order to preserve His Word—to protect and keep His Word safe. He commanded Jeremiah to write a new scroll. Jeremiah obeyed God and wrote a new scroll.
- Jehoiakim could not get rid of God’s Word because God watches over His Word.

Another copy
of the Jeremiah
Scroll visual

(Display another copy of the **Jeremiah Scroll** visual.)

- All the words of God proved true. “Every word of God proves true.”² The prophecy against Judah happened just as God said it would. Judah’s enemies destroyed Jerusalem and took the people away.

Other things can be destroyed— but the Bible is God’s book and God will watch over His book so that all peoples in all times can know about Him.



(Show page 15 of the **Bible Visuals Book**.)

Jehoiakim was not the only person that thought that he could get rid of the Word of God.

About 900 years later, Diocletian, a Roman emperor, who worshiped an idol, ordered that all Bibles be destroyed.

Copies of the Bible Scroll visual, cake pan, matches

(Gather up the **copies of the Bible Scroll** visual. Crumple some of them and throw them on the floor. Burn other copies. Save some copies untouched.)

He also tore down churches and threw church leaders in prison. He thought he had gotten rid of Christianity. He even had a medal engraved with the words, “The Christian religion is destroyed.” He thought he had put an end to people who believe in God. He thought he could make followers of Jesus “extinct” and that no one would ever love God again.

But Diocletian was wrong.



(Show the **extra copies of the Bible Scroll** visual.)

God watches over His Word and preserves it.

(Show page 15 of the **Bible Visuals Book** again.)

Illustration

Rubber stamp/s and pad, or stamp marker/s, paper

(Have a student come to the front of the class and demonstrate how to print something using a rubber stamp or a stamp marker. If you are using alphabet stamps or stamp markers, have him write his name or the word “BIBLE.”)

Baruch had to write out every letter. But many years later, the Bible could be printed using letter stamps that were put together in a row.

(You may want to hold a number of stamps together and print with them all at once.)

Bibles were printed on a printing press instead of being copied by hand.

(Display the **Printing Press** visual.)

Then it was faster and easier to print Bibles.

About 800 years after Diocletian, a French writer named Voltaire, who didn’t believe the Bible, boasted that before 100 years passed, the Bible would be gone. He said the Bible would be extinct like dinosaurs in less than 100 years—there would be no Bibles.



Copies of the Bible visual, table

(Show a **copy of the Bible** visual and let it drift to the floor.)

But only 50 years after Voltaire died, HIS VERY OWN printing press was being used to print Bibles!

(Hold the **copies of the Bible** visuals in your hand, blank side up. With the other hand, press the paper on a table—an imaginary printing press—and then lift the page up for the children to see the Bible. “Print” about three pages.)

Not only that, but Voltaire’s house was used as a center where Bibles were sent out to other places!

And we can see that the Bible is still here today hundreds of years later.

Copy of the Bible visual



(Hold up a **copy of the Bible** visual.)

God watches over His Word. He will always preserve His Word because He wants peoples in all times to know Him.

(Show page 15 of the **Bible Visuals Book** again.)

“Heaven and earth will pass away, but [God’s] words will not pass away.”

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Can anyone fight against God and win? Can anyone ever spoil God’s plans? Explain.*
- *What does knowing that Voltaire’s own printing press was used to print Bibles tell you about God? No one can mock God and get away with it. God is more powerful than anyone else is.*
- *Why will God preserve His Word? Does that mean that no copy of the Bible will ever get destroyed? What does it mean?*
- *Do you think God wants to “take back” any of His words? Why not? What does this tell you about how God can be trusted?*
- **Student Workbook**—*Millions of animals, insects and plants have become extinct—there are none of them left. But God’s Word will never pass away. God preserves His Word! On the workbook page, have them color some of the animals that have become extinct. Then they should put a big X through them because there are no longer any of them alive. Then they can color the Bible—but they shouldn’t put an X through the Bible! God will make sure His Word will not pass away. Then read the Bible Fact.*
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. God’s Word Printing Project

Have each student decorate a page that says “God’s Word Is Forever” or “God Watches over His Word” using rubber stamps, stamp markers, sponge objects and paint, or another method of “printing.” Or, you could have

the whole class do this activity using a long piece of paper to make a mural for the room. Connect the printing process with the way the Bible was printed and Voltaire's printing press.

2. **Extinction Game**

Mark squares on the floor. Select some students to be animals and others to be hunters. Explain that if the hunters chase an animal so that the animal steps on the square, the animal becomes extinct. Also, if the hunter tags the animal, he becomes extinct. Hunters may crowd the animal so that they are forced to step on a square. Extinct animals may watch from the sidelines until the game is over. The game is over when your time is up or when all the animals have been made extinct. Explain that animals and other things become extinct, but God's Word will never disappear.

3. **Key Verse Game**

Play a key verse game from the appendix.

4. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 12 Parent Page (for each student)

The Bible Is the Ultimate Authority

Main Ideas <ul style="list-style-type: none">▪ God is a great God and a great King above all gods.▪ The Bible has ultimate authority because it is God’s Word.▪ God’s Word is truth.	Key Verses <p><i>“your word is truth.” (John 17:17b)</i></p> <p><i>For the LORD is a great God, and a great King above all gods. (Psalm 95:3)</i></p>	Scripture¹ <ul style="list-style-type: none">▪ Psalm 95:3▪ Psalm 115:3▪ Psalm 138:2▪ John 17:17b
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Curriculum Resources

- Bible Visuals Book
- True or False Cards 1-6 (13A-13F, see Preparation)
- Parent Page for Lesson 13 (for each student)

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Other Supplies

- Bible (English Standard Version)
- “Scroll” (a strip of paper rolled at both ends is adequate)
- Two colors of ribbon (one 11 inches long and one 12 inches long, see Preparation)
- Optional: 3” x 5” index cards (see Preparation)
- 12-inch ruler
- Optional: Red pen or marker
- For Application (for each student)
 - Student Workbook
 - Ruler
 - Pencil/pen
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. Button Valuing Game**
 - Container (should not be clear or transparent) of different colored buttons
- 2. Key Verse Game**

See the appendix for ideas.

¹ Other Scripture passages may be used as examples during the lesson presentation.

3. Books of the Bible Game

See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

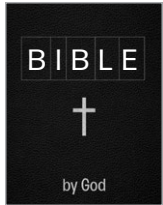
Ribbon—You may substitute string for the ribbon and omit the color in the illustration.

True or False Cards—Cut apart the cards. There are some options for the illustration using these cards. Your students could draw a big, red X over each false statement on the cards, or you could crumple or tear up each card when you have determined that it is untrue. Or, you could even create truth cards using 3" x 5" index cards to counter the True or False Cards. For example, for "The world started by a big accident" you could create a truth card saying, "God made the world." Then you could ask students to hold each of these cards and tear up the cards with the false statements.

Another idea is that you could substitute some of your own untruths that may fit the situations your students face.

Large Group Lesson

Review



(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Suppose you needed to go to the restroom right now. Who would you ask for permission to go? Why would you ask me? Would you ask the person sitting next to you? Why? In the classroom, the teacher is in charge and is the authority.

Who is in charge at home? Are the kids in charge? If you want permission to play at a friend's house, who makes the decision if you can go? Why?

The person in charge has the right to make the final decision. He has the final word. The person in charge is the authority and what he says is the way it is.

? *Who has more authority than the teacher, more than your parents, more than the police, more than the president or kings? Who is the highest authority in the world? [God]*

? *Why is God the highest authority? [because He is the Creator and Owner of all things]*

(Read the following verses and discuss them.)

Psalm 95:3—For the LORD is a great God, and a great King above all gods.

? *What does this verse say about God? [He is great; He is the highest King of all]*

God has a higher position than anyone. He is greater than any king; He is the ruler of the whole world. He is the only true God.

Psalm 115:3—Our God is in the heavens; he does all that he pleases.

? What does this verse say about God? [He does whatever He wants.]

God can do whatever He wants because God is in charge of all things. Since God is the highest authority, then what He says is the final word in all things. What He says is the way it is.

Illustration

(If you have time, you could quickly role play what could happen if the person decides not to pay or to pay only fifty cents.)

Suppose a messenger of a king stands in front of the people with an order from the king and says...

The “scroll”

(Unroll the “**scroll**” and pretend to read from it.)

“Thus says the king: All persons are required to pay the king a toll of one dollar each time they cross the king’s bridge.”

Can a person change the king’s order? Can he decide that he will only pay fifty cents? Can he decide that he only has to pay the toll on Mondays, Wednesdays, and Fridays? Can he write a new order?

No! The king’s word is the final word. What the king says is the way it is, and no one can change the king’s order.

If a king’s command can’t be changed by someone else, surely God’s Word can’t be changed. Whatever God’s Word says is the way it is.



(Show page 16 of the **Bible Visuals Book**.)

God’s Word is the ultimate or highest authority.

(Read the following verse.)

Psalm 138:2—I bow down toward your holy temple and give thanks to your name for your steadfast love and your faithfulness, for you have exalted above all things your name and your word.

God’s Word is the greatest, most important, and the highest authority. God’s Word is always right and true.

If someone does not like something in the Bible, he does not have the right to change, ignore, or disobey it. What the Bible says is the way it is. The Bible is always right and will not be changed because God does not change.

Illustration

Two ribbons, ruler

(Show the **two ribbons**. Change the details as needed to fit your situation.)

Let’s pretend that you and your friend disagree about how long the ribbons are. You say the red ribbon is 12 inches long and your friend says the blue ribbon is 12 inches long. How would you decide who is right? (Answers may vary.)

You have to measure the ribbon against something that tells you the correct measurement.

(Show the **ruler**.)

This ruler is the true measurement of inches. This is a 12-inch ruler. It shows you exactly how much an inch is. You can use it to measure something to see exactly how many inches long something is.

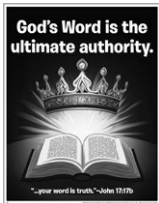
Two ribbons, ruler

(Have a student come to the front and measure the **ribbons** against the **ruler**.)

How long is each ribbon? Which ribbon is the 12-inch ribbon?

A ruler is the authority on measuring length. It is the true measure of how long something is.

God's Word is the measure of truth. When we need to check if something is true, we can check it against the Bible. The Bible is the authority on truth.



(Show page 16 of the **Bible Visuals Book** and the following verse.)

John 17:17b—"your word is truth."

Many people will tell you things about God, about the world, and about man. Some of these things will be true and some won't. The way to know if something is true is to check it with the Bible.

True or False
Cards

(Using the **True or False Cards**, give the students some examples of untruths and see if they can tell you from the Bible if the statement is true or not. Some examples are below. Do as many as time allows. You may want to show the cards even if the students can't read. When they have determined that a card is not true, a student can draw or place a big, red X over the card. Or you could crumple each card when you have determined it is untrue.)

(Alternative: If you have created truth cards to counter each untrue statement, you could have students stand in the front of the room holding the cards. And, after determining which of the pair of statements is true, they could tear up the untrue statement.)

- **The world started by a big accident.** *True or not true?* [False!]

Genesis 1:1—In the beginning, God created the heavens and the earth.

- **God won't really punish people.** *True or not true?* [False!]

Psalms 1:6—for the LORD knows the way of the righteous, but the way of the wicked will perish.

- **There is more than one god.** *True or not true?* [False!]

Isaiah 46:9b—for I am God, and there is no other; I am God, and there is none like me, Isaiah 45:5a—I am the LORD, and there is no other, besides me there is no God...

- **God doesn't know everything.** *True or not true?* [False!]

Psalms 147:5—Great is our Lord, and abundant in power; his understanding is beyond measure.

- **God is not all-powerful. He is limited in what He can do.** *True or not true?* [False!]

Job 42:2—I know that you can do all things, and that no purpose of yours can be thwarted.

Psalms 115:3—Our God is in the heavens; he does all that he pleases.

- **You don't have to obey your parents all the time.** *True or not true?* [False!]

Ephesians 6:1—Children, obey your parents in the Lord, for this is right.

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Small Group Application

(The Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and needs of the children.)

- *What does it mean when a person has “authority”? Who is in authority over you?*
- *Why is God the greatest authority? Is it right that God is the greatest authority? Why?*
- *Why can God’s words stand as the final word? Can we decide to change God’s Word? Why?*
- *Are you ever confused about what is right? How can you tell what is right?*
- *Since God’s Word is right and is always the final authority, it must be obeyed. Is it sometimes hard to obey God’s Word? What part is especially hard for you? What can you do about that?*
- **Student Workbook**—Have the students use a ruler to mark off every inch of the border—make a line at each inch mark. You may need to help them understand how to do this. They will be making one-inch-wide spaces. *How long are the borders?* Then you should read the words on the page while the students color the Bible and decorate their one-inch spaces on the border. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. Button Valuing Game

Split the class into teams. Team members take turns choosing buttons from a container of different colored buttons. The team gains points depending on what you have decided is the point value for each button. The point value should be decided before the student chooses the button, and the student should not be able to see the buttons. Change the point value of the buttons periodically, commenting that you are in charge—you are the authority—so you have the right to determine the value of the buttons. For example: Blue buttons are worth three points, white are worth two points, and green are worth one point... Now I am going to say that the green are worth three points, the white are worth two points, and the blue are worth only one point. I can decide because I am in charge. I am the authority... Now I say that green and white are worth two points, and a blue button means that we take two points away from your score. You can't change the rules because you aren't in charge. Only the person in authority can decide what the buttons are worth. *Is it frustrating when the rules keep changing?* Alternative: You may want to choose different students to take turns being the authority once they understand how to play the game. The team with the most points wins. Remind the students that God is the greatest authority, and His rules can't be changed by anyone, and God doesn't change His rules.

2. Key Verse Game

Play a key verse game from the appendix.

3. Books of the Bible Game

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 13 Parent Page (for each student)

The Bible, My Hope

Main Ideas <ul style="list-style-type: none">▪ The Bible shows us that our hope is in God.▪ The words of God in the Bible encourage us to keep trusting God; they give us endurance.	Key Verses <p><i>But this I call to mind, and therefore I have hope:²²The steadfast love of the LORD never ceases; his mercies never come to an end;²³they are new every morning; great is your faithfulness. (Lamentations 3:21-23)</i></p> <p>(Note: Younger children could learn Lamentations 3:21-22.)</p>	Scripture <ul style="list-style-type: none">▪ Romans 15:4▪ Psalm 46:1▪ Psalm 30:5b▪ Jeremiah 29:11▪ Lamentations 3:21-23▪ Isaiah 64:4
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Curriculum Resources

- Bible Visuals Book
- But God (14A)
- **Rope (14B)**
- Parent Page for Lesson 14 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Two containers of candy (see Preparation)
- A feather
- A big, heavy rope
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **“But God” List**
 - Paper (maybe a large piece you could hang in the room when you’re done)
 - Pen/marker

2. **100 Circles Exercise**

- Paper and scissors (for each student)
- Five-hole paper punch (for the group or class)
- Hand-held vacuum cleaner (for the group or class)

3. **Endurance Exercise**

No supplies needed for this activity.

4. **Key Verse Game**

See the appendix for ideas.

5. **Books of the Bible Game**

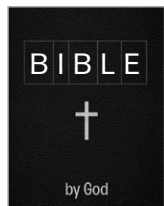
See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

2 Containers of Candy—Make sure that you have enough candy for each student in the class (including potential visitors) to have one piece. Divide the candy into the two containers, one clearly containing less than enough for the whole class; hide the other container with the remainder of the candy.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Container with less than enough candy for the class

(Show **one container of candy** holding less than enough for the whole class.)

Hello class! I am so glad to be your teacher. I would like to give you each a piece of candy.

(Start to pass out the candy. Run out of candy part way through and make some sympathetic comments to the remaining students.)

Oh, my container is empty! Who didn't get a piece of candy? I'm sorry you didn't get a piece. How disappointing.

Other container of candy that you had hidden before class

(Let the students lament their condition for a few moments before you produce the **second container**.)

Look here is another container...and it has candy in it, too! Do the students who didn't get candy think you might get one now? How do you feel now?

Seeing that there is more candy makes you think things might turn out well. That feeling is called “hope.” There is a chance that you may get a piece of candy after all. You have hope that there will be enough candy for you. You can see that something good is coming.

Candy

(Pass out **candy** to the rest of the students.)

There was a good reason for you to hope. You know that I am a trustworthy teacher and a good planner. And something good did happen! Everyone got a piece of candy.

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The Bible is all about hope—and the very good reasons for our hope.

(Read the following text. The lesson focuses on the verse phrase by phrase followed by comments.)

Romans 15:4—For whatever was written in former days was written for our instruction...

The Bible is full of stories about the things that God did for His people. These stories were written down to teach us something. They show us the mighty acts of God.

But God visual

(Give the following examples or some of your own. Each time you say “but God,” hold up the **But God** visual.)

1. Abraham had no son... BUT GOD gave him a son in his old age.
2. Joseph was thrown into a pit, made a slave in Egypt, and thrown in jail... BUT GOD made him second in charge in Egypt and used him to rescue His people from famine.
3. The Hebrew boys were being killed in Egypt... BUT GOD rescued Moses and through him led His people out of slavery in Egypt.
4. The Israelites were facing the Red Sea on one side and the Egyptian armies on the other... BUT GOD opened the sea and led them through on dry land.
5. There was no food in the wilderness for the people of God... BUT GOD sent manna from heaven, quail from the winds, and water from a rock.
6. The land of Canaan was filled with well-protected, walled cities and the enemies of Israel... BUT GOD gave them victory over their enemies.

Over and over things looked bad for the people of Israel, but God was a “very present help” for His people. The Bible is full of “BUT GODs.” God has been faithful to His people through all of history.

This is the very best BUT GOD!

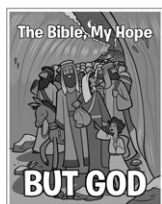
We were lost in our sins... BUT GOD sent His Son to save us from our sins.

All of the “BUT GOD” times in the Bible are written for us to learn that we can have great hope in God.

(Show page 17 of the **Bible Visuals Book**.)

But how do we keep hoping that a “but God” time will come when we are going through hard times? Let’s continue reading Romans 15:4.

Romans 15:4—For whatever was written in former days was written for our instruction, that through endurance...



(This verse will be completed later in the lesson.)

Hmmm... What does "endurance" mean? Maybe an illustration will help explain it.

Illustration

Feather

(Call a student to the front to demonstrate the meaning of endurance.)

I am going to tickle your face with this feather 12 times. You cannot itch your face, move the feather, or do anything but just stand still.

(Have the class count with you each time you tickle the student's face until you get to seven times.)

Are you ready to give up? Can you stand five more feather tickles? Maybe the class can give you some encouraging words to help you "endure."

(Encourage the other students to give words of encouragement, such as "You can do it!" "Hang in there!" etc. Continue the feather tickling until you have reached the 12th time. Note: If the student gives up before the 12th time, you can still make the point that endurance is keeping at something even when you feel like giving up.)

You did it! You kept on keeping on! You "endured" the tickling 12 times. Endurance is not giving up.

Endurance is just "hanging on." It is sticking to something and not giving up. What is written in the Bible was written to help us endure in faith, to help us keep trusting God, to keep us from giving up in the hard times.

Illustration

Big, heavy rope

(Show the **big, heavy rope**.)

Suppose you fell over a cliff onto a ledge. A friend threw you this big, heavy rope and you start to climb up the cliff, but you slip, and your feet fall back on the ledge and knock the ledge loose. Now you are hanging in midair, and there is no way to climb up the rope.



(Display the **Rope** visual.)

But your other friend went for help. You cannot let go because you will fall to the bottom and be killed. But you start to get tired, and you don't think you can keep hanging on to the rope. Your friend yells to you encouraging words so that you have the strength to keep hanging on.



What kinds of words might he say? [Hang on! Help is coming! I know you can do it! It's not too much longer! When you get up here, we will have a big celebration!]

And you keep hanging on to the rope. Endurance is hanging on to the rope even when you feel like giving up. It means not letting go.

When the Bible talks about endurance, it means hanging on to the promises of God. It is believing that God is faithful and is working for you. It is not giving up on hoping in God even when things look bad.

Hopeful words can help you endure—they can help you hang on when things are hard. And there are no more hopeful words than the words of the Bible.

(Read Romans 15:4 again, this time finishing it.)

Romans 15:4—For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope.

The “encouragement of the Scriptures” is like the friend yelling down to you from the top of the cliff. It is words like these.

(You can substitute any verses that you know the students know. If you have time, you can have them suggest verses.)

Psalms 46:1—God is our refuge and strength, a very present help in trouble.

Psalms 30:5b—...Weeping may tarry for the night, but joy comes with the morning.

Jeremiah 29:11—“For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope.”

Lamentations 3:21-23—But this I call to mind, and therefore I have hope:²²The steadfast love of the LORD never ceases; his mercies never come to an end;²³they are new every morning; great is your faithfulness.

Isaiah 64:4—From of old no one has heard or perceived by the ear, no eye has seen a God besides you, who acts for those who wait for him.

No matter what happens to us, no matter how bad things may look, for the children of God there is always reason to hope in God.

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Do you ever think about the “what ifs...” in life? What if I have to move and go to another school? What if my dog gets lost? What if my dad loses his job? How do the “what ifs...” make you feel? Do you get worried about the “what ifs...”? Do you know that God will take care of all the “what ifs...” of life? Is anything too hard for God? Are the “what ifs...” too hard for God? What words from the Bible give you hope about the “what ifs”?*
- *Do you need strength today for tomorrow’s problems? When do you need that strength? Does God know what you need? Do you believe that God will be faithful to give you what you need when you need it? How do you know that? What do the BUT GOD parts of Scripture show you about God?*
- *Would you like to thank God for His faithfulness to you and for promising to be with you tomorrow as well as today?*
- **Student Workbook**—In the frame, have the students draw a “But God” scene from the Bible. Remember that God always works for the good of His children. If you are trusting in Jesus as your Savior, there is always a “But God” time to hope for. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

Optional Activities

1. “But God” List

Help the students make a long “But God” list. See how long you can make the list. You may want to make it on a large piece of paper and then put it up in the room.

2. 100 Circles Exercise

- Pass out scissors and paper to the students. Tell them to cut out some small circles of paper. After they have cut about five circles, tell them that you want them to each cut out 100 circles. After they cut out 10 more circles, ask them how long they think it will take to cut out so many circles. Ask them if they are getting discouraged. (If they are not discouraged, continue until they are.)
- Hold up a five-hole paper punch. Would this give you hope? Have one student come to the front of the class and give him the paper punch and ask him to make 100 holes. Tell him that he can layer the paper if he wants. Then ask all the students to carefully scoop their circles onto a sheet of paper and put them on a table in the front of the room.
- After all the circles have been deposited, “accidentally” scatter all the circles onto the floor. Then ask a student to pick up every single circle. When he looks like he is getting discouraged, show him a hand-held vacuum cleaner and ask him if the vacuum cleaner gives him hope. Then let him use the vacuum cleaner to pick up the circles.
- Explain that the verses in the Bible are like the paper punch and the vacuum cleaner. When things look hard, the verses give us hope. They remind us that God will make a way for us to “hang in there.” God will not forget us. God will help us.

3. Endurance Exercise

Have the students do some feats that demand physical endurance (e.g., pushups). Have the others encourage the student attempting the challenge. Remind them of the meaning of endurance, encouragement, and hope.

4. Key Verse Game

Play a key verse game from the appendix.

5. Books of the Bible Game

Play a books of the Bible game from the appendix.

Send Home

- Lesson 14 Parent Page (for each student)

Satan Tries to Keep Us from the Bible

Main Ideas <ul style="list-style-type: none">▪ Satan does not want us to read the Bible.▪ We must fight against Satan.	Key Verse <p><i>Be sober-minded; be watchful. Your adversary the devil prowls around like a roaring lion, seeking someone to devour. (1 Peter 5:8)</i></p>	Scripture <ul style="list-style-type: none">▪ Luke 10:38-42▪ 1 Peter 5:8▪ James 4:7▪ (Romans 15:4)
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Curriculum Resources

- Bible Visuals Book
- **Activities 1-9 (15A-15I)**
- **Words 1-4 (15J-15M)**
- Parent Page for Lesson 15 (for each student)

Other Supplies

- Bible (English Standard Version)
- Adult volunteer and classroom door (see Preparation)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. Battle Plan** (for each student)
 - Battle Plan (OA-15)
 - Markers/colored pencils/crayons
- 2. Arm Wrestling and Tug-of-War**
 - Tables and chairs
 - Rope for tug-of-war
- 3. Prowling Lion Tag**

No supplies needed for this activity.
- 4. Key Verse Game**

See the appendix for ideas.
- 5. Books of the Bible Game**

See the appendix for ideas.

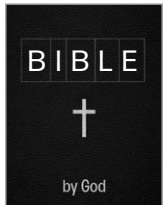
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Optional idea—For the story of Mary, Martha, and Jesus, you could ask some students to help you act out the story for the class as you tell it.

Adult volunteer—Ask an adult volunteer to help with the illustration of the student trying to close the door with the adult pushing on the other side to make closing the door harder to do, but not impossible.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

(Display the **Activities 1-9** visuals. Talk about the many things that children do, such as eat, go to school and practice, attend parties or celebrations, go to doctor or dentist appointments, go to lessons, play sports, do chores, go to church, etc.)

What other things do you do?

Sometimes people think that life is very busy—too busy to read the Bible. Many things take up our time and we often find that we have not taken time to read the Bible each day.

(Share the story of Martha, Mary, and Jesus from Luke 10:38-42. Make the following points.)

- Martha welcomed Jesus to her home.
- Martha was busy making a meal and serving her guests.
- But Martha's sister, Mary, was listening to Jesus. (Jesus was probably teaching, sharing the Word of God.)
- Martha was doing a good and an important thing. She was working hard.
- Martha complained to Jesus. She was upset because Mary was not helping her with the work.
- But Jesus did not scold Mary. Jesus said that Mary had made a better choice than Martha had made.
- Working for Jesus is a good thing, but spending time with Jesus is a better thing. It is important to spend time listening to Jesus.

For us, spending time with Jesus means praying and reading the Bible. We can do many good things—even important things—but they are not as important as spending time with Jesus

(reading the Bible and praying). Sometimes we let other things take up our time and don't spend time reading the Bible.

Sometimes, when we do start to read the Bible or to pray, we get distracted—we think about what we are going to do that day, or we start noticing something else in the room. Sometimes we start daydreaming about something else.

Why do you think we get distracted? (Answers may vary.)

Illustration

(Ask a student to close the door to the classroom.)

Was that a hard thing to do?

Adult volunteer
and classroom
door

(Ask him to close the door again, but this time, have **an adult volunteer** go outside of the room and push on the other side of the door to make it harder for him to do but still possible.)

Was it harder to close the door this time? Why?

(Ask him to close the door one more time and grab his arm as he attempts to close the door.)

Was it hard to close the door this time? Why?

It is much harder for us to do something if someone fights against us.

We have an enemy who fights against us. When we try to read the Bible or to pray, our enemy pushes against us. This enemy hates God, and he hates us. He does not want us to do anything that will help us to know God better. He is very strong and very clever.



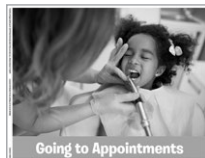
Eating Meals



Attending Celebrations



Going to Lessons



Going to Appointments



Playing Sports



Going to School



Practicing



Going to Church



Doing Chores

? *Who is this enemy?* [Satan; the devil]

Satan does not want us to read God's Word, and he fights us when we sit down to read the Bible.

(Show page 18 of the **Bible Visuals Book**. Then read the following verse.)

1 Peter 5:8—Be sober-minded; be watchful. Your adversary the devil prowls around like a roaring lion, seeking someone to devour.

"Adversary" is another word for "enemy." Your enemy the devil prowls around...

? *What does "sober-minded" mean?* [serious; thoughtful; sensible]



- ? *What does this verse tell us to do?* [be careful, think things through, be alert, be watching—notice the spiritual battles]
- ? *Why?* [Satan wants to destroy our faith; Satan wants us to turn away from God; Satan wants to make us an enemy of God]
- ? *What kind of an enemy is a lion?* [strong, scary, clever]

(Show the **Words** visuals at the appropriate time.)

Although Satan is STRONG, God is STRONGER! Satan is SMART, but God is SMARTER!



When you are in a battle or in a war, you need a good plan that can help you win the battle. There is a battle plan for defeating Satan.



(Show page 19 of the **Bible Visuals Book** and go over it with them.)

1. Ask God to help you. Pray and ask God to give you a desire to read His Word. Ask Him to help you concentrate on what you are reading and not to get distracted.
2. Find a quiet place. (You may want to talk about where this could be.)
3. Resist the devil. When you get distracted or want to do something else instead of reading the Bible, tell Satan, “NO” and tell him to leave you alone.

Here is what the Bible tells us about this:

(Read and explain James 4:7.)

James 4:7—Submit yourselves therefore to God. Resist the devil, and he will flee from you.

4. Have your Bible time early in the day—before you start doing too many things.

Remember that if you ask God to give you a love for His Word, this is a prayer that He loves. He is stronger than Satan, and the all-powerful God will help you fight the good fight of faith.

(End with prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Why is Bible reading time important?* (You may want to remind the students of Romans 15:4 from the last lesson—“For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope.” (Remind them that they cannot get encouragement from the Bible if they don’t read it. If they don’t get encouragement from the Bible, they won’t feel hopeful.)

- *Do you “choose what is best”? Is it hard for you to have a Bible time? What is difficult for you? Is there a part of the battle plan that can help you?*
- *Do you have a desire to read the Word of God or to have someone read it to you? Would you like to pray that God give you a love for His Word?*
- *What does it mean to “submit” yourself to God? What does it mean to “resist” Satan? What does “flee” mean? Why would Satan flee?*
- *Are you afraid of Satan? Why? What can you remember that will help you to know that God is stronger and smarter than Satan is?*
- **Student Workbook**—Have the students color the angry lion and its pawprints as they remember that Satan tries to keep us from reading the Bible. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other,

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Optional Activities

1. **Battle Plan**
Students can color and decorate their own **Battle Plan** to take home with them.
2. **Arm Wrestling and Tug-of-War**
Pair the students and ask them to arm wrestle. After a few rounds, tell the oldest person of the pair to make very little resistance (don’t fight against the other person very hard). Note that we have to work harder when we get resistance. Sometimes we have to ask for help. (You can demonstrate helping someone win the arm wrestling.) The same activity can be repeated playing tug-of-war.
3. **Prowling Lion Tag**
Play “tag” with one student being a prowling lion. In order to not be tagged when the lion is getting close, a person must fight with a Bible verse. By repeating a verse or portion of a verse, the person is safe.
4. **Key Verse Game**
Play a key verse game from the appendix.
5. **Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 15 Parent Page (for each student)

The Bible, Our Protection from Sin

Main Ideas

- God's Word will protect us from sin.
- If we do not read the Bible, God's Word will not be available to us as a protection against sin.

Key Verse

I have stored up your word in my heart, that I might not sin against you. (Psalm 119:11)

Scripture

- Psalm 119:9-11
- Colossians 3:9a
- Proverbs 12:22

Curriculum Resources

- Bible Visuals Book
- For Application (for each student)
 - Bible and Hearts (AR-16)
- Parent Page for Lesson 16 (for each student)

Other Supplies

- Bible (English Standard Version)
- See Preparation
 - Three paper cups
 - A button (or another object to hide in one of the cups)
- Raincoat
- Squirt bottle filled with water
- Optional: Broken drinking glass or broken vase obviously glued back together
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Scissors
 - Glue stick
 - Stapler

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- God’s Word Protects Us from Sin Bulletin Board**
 - Shields (OA-16, one or more for each student)
 - Verses of the teacher’s choice printed on slips of paper (one or more for each student)
 - Scissors
 - Glue stick
 - Glitter glue
 - Other supplies for a class bulletin board
- Shield Game**
 - Sheets of scrap paper
 - Pillows, cookie sheets, or other items to use as a shield
- Fill up Our Hearts**
 - Large bag of M&M’S® (or other candy)
 - Container smaller than the candy bag (a heart-shaped container would be great)
- Key Verse Game**

See the appendix for ideas.
- Books of the Bible Game**

See the appendix for ideas.

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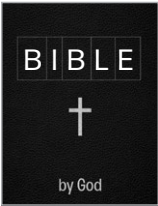
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Paper cups—Label the cups 1, 2, and 3, and hide the button (or substitute object) in one of the cups.

Note—You’ll want to wear clothes that you don’t mind getting wet during the lesson presentation.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Three cups and the object

(Show the **three cups and the object**. Explain that you will hide the object under one of the cups. Ask a student to leave the room while you hide the object. While he is gone, pick a student to yell, “Pick number three” two times to the student when he returns to the room and is asked to

choose a cup. Instruct the rest of the students to repeatedly urge the student to choose number one. Then hide the object under cup number three. When the student comes back into the room, instruct him to choose the cup where you have hidden the object. Ideally, he will choose number one because he was repeatedly urged to do so—if he doesn't, don't comment. When he chooses a cup, ask the following questions.)

Why did you pick that cup? Was it hard to ignore so many instructions to pick cup number one?

Sometimes it is hard to ignore so many voices. Sometimes it is easy to listen to the person who is the loudest and tells us what to do over and over. We often listen to what is the loudest and said most often. Many times, what we put into our minds is what comes out of us or what we choose to do.

Why is it important to put good things into our minds? (Answers may vary.)

God tells us good and right things over and over in His Word. If we do not fill our hearts and our minds with the goodness of God's Word, it will be easier for us to follow the sinful ways of this world. Reading the Bible can keep us from sin by filling our thoughts and our hearts with what is right. If we want to know what is right to do, the Bible will tell us what is right. The way God tells us to live in the Bible is good and right and pure.

(Read and discuss the following verses.)

Psalm 119:9—How can a young man keep his way pure? By guarding it according to your word.

- ? *What does "pure" mean? [good, right, clean, not sinful]*
- ? *What does this verse tell us about how to live the right way—how to keep from sin? [obey the Bible; be careful to follow God's Word; guard or watch over our life and not be foolish; know God's ways and live our lives how He wants us to]*

Psalm 119:10—With my whole heart I seek you; let me not wander from your commandments!

- ? *What does the writer mean when he says, "with my whole heart I seek you"? [he is serious about seeking God; he puts his whole self into knowing God better; he works hard at knowing God better]*

This is not someone who thinks that once in a while it might be good to read the Bible. This is someone who really wants to know God better—someone who works hard at it by reading the Bible often. He knows Satan fights against him. Because he knows he is weak and needs God's help, he prays "let me not wander from your commandments!"

Psalm 119:11—I have stored up your word in my heart, that I might not sin against you.

- ? *What does "stored up your word" mean? [you have a lot of verses you know; you keep adding more and more Bible verses; you fill up your heart with God's Word]*

This person has not just put a whole bunch of verses in his mind. He has stored God's Word in his heart. He loves what he reads in the Bible. He agrees with it and wants to follow God's ways and please God with his whole heart. He stocks up a lot of those verses so he has them when he needs them.



? *Why does this person do this?* [so that he won't sin; so that he won't offend or displease God]
(Show page 20 in the **Bible Visuals Book**.)

God's Word protects us from sin.

Illustration

Raincoat and
squirt bottle of
water

(Give the following illustration using the **raincoat and the squirt bottle of water** to help the students understand how the Word of God is a protection for us against sin. Choose a student and instruct him how to help you with this illustration.)

When I tell you to, squirt the water at my stomach three times.

(Put on the **raincoat**.)

Okay, squirt three times!

(When he has finished, show the students that the **raincoat** has protected you.)

The raincoat protected me. My clothes are not wet, because the raincoat kept the water away from me.

The Word of God is like the raincoat. It is a protection for us against sin.

Illustration

Suppose you were throwing a ball in the house—something that you know you are not supposed to do. The ball hits a [glass or a vase of flowers], knocks it off the table, and the [glass or vase] breaks.

Optional: Glued
glass or vase

(Optional: Show the **glued glass or vase**.)

Later, your mother finds the broken [glass or vase] and asks you if you know anything about it. You are tempted to lie—to tell her that you don't know anything about it or to tell her someone else did it.

If you know the Word of God, if you have stored it in your heart, a verse may come into your mind—and heart—to protect you from sinning. God will use His Word to help you to not sin against Him. When you are tempted to lie, the Word of God comes to you and says, "Do not lie to one another..." (Colossians 3:9a), or even "Lying lips are an abomination to the LORD, but those who act faithfully are his delight" (Proverbs 12:22). God sends His Word to protect us from sin.

Illustration

(Repeat the water illustration, this time holding the **raincoat** in your hand while a student **squirts water at you**.)

You can see that I am wet! I didn't use the raincoat and if I don't use the raincoat, it can't help me! It does not protect me if all I do is just hold the raincoat in my hand. And it surely can't help me if I don't even know where my raincoat is!

If you do not know the Word of God, if you do not read the Bible, you will not have the Word of God in your hearts or minds to protect you against sin. To get protection from the Word of God, we must read the Bible, we must put it in our hearts and minds.

Even if we know the Word of God, but ignore it, it doesn't protect us. If we choose not to listen to God, we have no protection from sin. It is not enough to store the Word of God just in your head, you must also love it in your heart. God's Word stored in our hearts is our protection against sin.

(Pray for the class using the key verse: "I have stored up your word in my heart, that I might not sin against you.")

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *What are you putting into your mind? Do you regularly put the Word of God into your mind? How can you put more of God's Word into your mind?*
- *Can you think of a time when the Word of God was a protection for you against sin? (You may want to share a personal experience with your students.)*
- *Do you usually listen to God's Word when He sends you a warning, or do you usually ignore God's Word? Why does it sometimes seem easier to ignore it? What happens when you do?*
- *How can you store the Word of God in your heart as well as in your mind? (Help the students understand that they need a plan, but they also need God's help.)*
- **Student Workbook**—Have the students color the Bible and hearts and cut out all the pieces from the **Bible and Hearts** handout. They should glue the Bible in the correct place in the verse on the workbook page. Then they can place the three verse hearts in a stack with the verse side showing. The last heart with the word "heart" should be on top of the pile. Help them put one staple on the left side of the stack. This will make a little booklet. They can glue their heart booklet with the verses hidden inside in the correct place on the workbook page. (You may need to help the students understand the instructions and where to glue their pieces. Make sure the heart booklet is assembled with the verse side up on each heart.) Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

Optional Activities

1. God's Word Protects Us from Sin Bulletin Board

Make a bulletin board labeled "God's Word Protects Us from Sin." Students can cut out shields from the **Shields** handout and glue a verse on their shield. (You'll need to select verses to write out or print out on slips of paper for the students to glue onto their shields) They can also decorate the shields with glitter, etc. and then arrange the shields on the bulletin board.

2. Shield Game

Ask the students to form a circle. Give them sheets of scrap paper and ask them to wad them into balls. Choose a few students to stand in the middle of the circle and place them with their backs together so they are facing all sides. Give each student in the center a pillow, a cookie sheet, or something else to use as a shield. Instruct

those in the circle around the students with “shields” to throw the wads at the students with “shields,” and instruct the students with “shields” to use them to protect themselves from the wads. When all the wads have been thrown, comment that the Bible is like the (pillow/cookie sheet/etc.). It protects us when we use it. The game can be repeated.

3. **Fill up Our Hearts**

Take a large bag of M&M’s® (or other candy). Using a smaller container than the candy bag (a heart-shaped container would be great), ask the student to think of a Bible verse. Put a piece of candy in the container for each Bible verse or phrase the students can think of. Try to fill the container to overflowing. Explain that this is what we want to do with our hearts. We want to fill them with as many Bible verses as we can. We want to store up God’s Word in our hearts to overflowing.

4. **Key Verse Game**

Play a key verse game from the appendix.

5. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 16 Parent Page (for each student)

The Bible, My Guide

Main Ideas <ul style="list-style-type: none">▪ The Bible is our guide.▪ The Bible’s guidance is always good and right.	Key Verse <p><i>Your word is a lamp to my feet and a light to my path. (Psalm 119:105)</i></p>	Scripture <ul style="list-style-type: none">▪ Psalm 119:105▪ Psalm 119:130▪ Matthew 4:1-11▪ Proverbs 3:5-6▪ (Proverbs 22:17-19)
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Curriculum Resources

- Bible Visuals Book
- **Guide Dog (17A)**
- **Temptation of Jesus (17B)**
- Parent Page for Lesson 17 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Optional: Blind person with a guide dog
- Blindfold
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. Blindfold Activity**
 - Blindfolds for each student
 - Optional: Simple obstacle course
- 2. Illustrated Proverbs Book** (for each student)
 - Paper
 - Markers/colored pencils/crayons
 - Stapler
- 3. Key Verse Game**

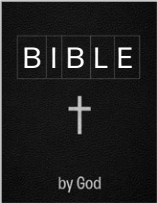
See the appendix for ideas.
- 4. Books of the Bible Game**

See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—It may be necessary to skip some pages of the book.)

Introduction



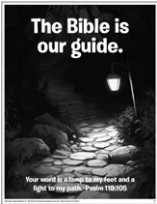
Optional: Blind person with a guide dog

(Display the **Guide Dog** visual. Or, if you know a **blind person who has a guide dog**, you could have him come in to demonstrate this.)

How does this blind person know where to go? How does she know when she can cross the street? How does she know how to walk without bumping into things?

This lady must trust the guide dog to lead her. She doesn't know where there are things to bump into or dangers. But the dog does. If she tries to go her own way without the dog, she could get hurt or lost or have problems. But if she trusts the dog and lets it guide her, she will be safe.

The Word of God, the Bible, is kind of like the guide dog and we are like the blind person. Often, we don't know what to do, what decision to make, or what is right. But the Bible is a trustworthy guide. The Bible always points us in the right direction.



(Show page 21 of the **Bible Visuals Book** and read the following verse.)

Psalm 119:105—Your word is a lamp to my feet and a light to my path.

Maybe an example will help us to understand this verse better.

Have you ever been on a dark path—maybe while camping, at a cabin, in the woods, or at a park? How did you see where to go? How important was the flashlight? What would happen to you if you didn't have a flashlight? How is the Bible like a lamp or a light? (Answers will vary.)

(Read the following verse.)

Psalm 119:130—The unfolding of your words gives light; it imparts understanding to the simple.

When God's Word is opened and read and preached, it gives light. It helps us to see what is good and right and true. It "imparts" or "gives" understanding to the "simple." The simple are not people who aren't smart. The Bible is saying that God's Word gives wisdom and un-

derstanding to those who are humble and want to learn, to those who trust God's Word and want to learn the truth.

- ? Can you think of a verse that has helped you know what to do when you are afraid or when someone speaks unkindly to you, or in some other situation? (Answers will vary, but might include: Psalm 56:3; Proverbs 15:1; Proverbs 18:10; Proverbs 17:22; Proverbs 14:16. You may have to prompt the students if they are not in the habit of Bible memorization.)

Optional Illustration

Blindfold

(**Blindfold** someone and turn him in circles. Then tell him to find something in the room. When it proves difficult, try the demonstration again, this time giving him instructions or leading him by the hand.)

There are times when we need to know what is right to do. The Bible can give us good instructions and understanding. It is a light for us. It guides us when we don't know what to do or need to make the right choices. We will avoid making bad problems for ourselves if we follow the Bible's guidance.

The Bible always has good instruction for us. If we look to the Bible for understanding instead of thinking we know all the answers, we will become wise.



(Tell the story of Jesus' temptation in the wilderness in Matthew 4:1-11, making the following points and using the **Temptation of Jesus** visual when appropriate.)

- Satan tried to make Jesus do the wrong thing. He pointed Jesus in the wrong direction.
- Jesus knew what was right because He knew the Word of God. When Jesus was told to do something wrong, the Word of God was His guide.
- Jesus was fasting—He was going without food, and He was praying. When Satan tempted Jesus to turn stones into bread, God's Word was Jesus' guide:

Matthew 4:4—But he [Jesus] answered, “It is written, ‘Man shall not live by bread alone, but by every word that comes from the mouth of God.’”

- Then Satan took Jesus to the top of the temple and told Jesus to throw Himself down. Satan even used a verse from the Bible to try to deceive Jesus—the promise that God would “command his angels” to help Jesus.
- But Jesus understood the Word of God, and it was His guide again:

Matthew 4:7—Jesus said to him, “Again it is written, ‘You shall not put the Lord your God to the test.’”

- Satan tried one more time.

- ? Do you know what Satan told Jesus? [Satan would give Jesus all the kingdoms of the world if Jesus would worship him] *What an evil suggestion this was!*

- ? What did Jesus do then? [He told Satan to leave; He used God's Word again]

The Bible was a sure and true guide for Jesus. He knew this was horribly wrong to do.

Matthew 4:10—Then Jesus said to him, “Be gone, Satan! For it is written, ‘You shall worship the Lord your God and him only shall you serve.’”

Just as the Bible guided Jesus, it will guide you if you know and believe and follow it. The Bible is always right in all it tells us. How wonderful it is that God gave us His Word that will help us

know what is right and good... And when we are confused or tempted, we need to turn to the Bible for help.

(End with prayer praying the following verse.)

Proverbs 3:5-6—Trust in the LORD with all your heart, and do not lean on your own understanding. ⁶In all your ways acknowledge him, and he will make straight your paths.

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Are you ever confused about what to do? How can the Bible be a guide for you?*
- *How could Jesus know just the right verse to use to fight Satan? How well do you think Jesus knew the Bible? Why is it helpful to know the Bible well? How can you know the Bible well?*
- Read and discuss Proverbs 3:5-6.

Proverbs 3:5-6—Trust in the LORD with all your heart, and do not lean on your own understanding. ⁶In all your ways acknowledge him, and he will make straight your paths.

- *What does this verse tell you to do? How can you do this?*
- *What does this verse tell you not to do? What does it mean to “lean on our own understanding”?*
- *What promise does this verse make?*
- Read and discuss Proverbs 22:17-19.

Proverbs 22:17-19—Incline your ear, and hear the words of the wise, and apply your heart to my knowledge, ¹⁸for it will be pleasant if you keep them within you, if all of them are ready on your lips. ¹⁹That your trust may be in the LORD, I have made them known to you today, even to you.

What does it mean to “apply your heart to my knowledge”? (Help the students understand that “apply” means to work diligently, to make great efforts; that knowledge has to be in the heart—you must love God’s wisdom or you will not follow it.)

How can the guidance of the Bible be “ready on your lips”? (Encourage the students to be memorizing Bible verses and storing them away in their hearts.)

- *Can you think of any Bible verses that are good instruction for you?*
- **Student Workbook**—Have the students draw a picture of the missing words in the boxes, and then color the verse reference and the border. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- Blindfold Activity**
Blindfold all the students. Then have them hold hands as you lead them around. Emphasize the importance of a guide. Explain that we often do not see important things or even danger, so we need the Bible as our guide. Variation: Have a simple obstacle course set up for the guide to bring the students through.
- Illustrated Proverbs Book**
Students can illustrate a few verses from the book of Proverbs. These can be stapled together into a booklet.

3. **Key Verse Game**

Play a key verse game from the appendix.

4. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 17 Parent Page (for each student)

The Bible’s Blessings and Warning

Main Ideas <ul style="list-style-type: none">▪ God’s law is perfect, sure, right, pure, true, and righteous.▪ God’s commands are for our good.▪ The Bible warns us of the consequences of disobedience and offers the great reward of obedience.	Key Verse <p><i>The law of the LORD is perfect, reviving the soul; the testimony of the LORD is sure, making wise the simple; (Psalm 19:7)</i></p>	Scripture <ul style="list-style-type: none">▪ Psalm 19:7-11
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Curriculum Resources

- Bible Visuals Book
- **Traffic Light (18A)**
- **Accident (18B)**
- Word Cards 1-6 (18C-18H, cut apart)
- **Psalm 19:8 (18I)**
- Parent Page for Lesson 18 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Whiteboard and markers
- Honey snack (see Preparation)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Optional: Gold glitter glue

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **Simon Says**

No supplies needed for this activity.

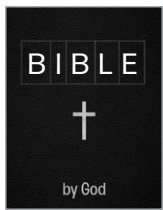
2. **Honey Snack** (for each student)
 - Honey on crackers or bread—Be certain that none of the students are allergic to honey, gluten, etc.
3. **Key Verse Game**
See the appendix for ideas.
4. **Books of the Bible Game**
See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Honey snack—Put honey on a cracker or bread to make it a honey snack, and make sure the student you choose to taste the honey snack is not allergic to the snack.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction



(Show the **Traffic Light** visual.)

Are traffic lights a good thing? Why?

Traffic lights tell us when to stop, when to go, and when to move very carefully. They are good because if we didn't have them, drivers wouldn't know when to go and when to stop. There would be all kinds of traffic jams or accidents. So traffic lights are good and helpful.

Is it a bad idea to disobey a traffic light? Why?

There could be very serious consequences for disobeying a traffic light. A driver could get a ticket, or even worse, a driver could cause an accident or be in an accident.



(Show the **Accident** visual.)

A red light is a good thing. It tells us when it is not safe to go. Disobeying it is not a good decision.

I am going to read some verses about the Bible. The verses tell us what the Bible says about God's Word—about God's promises and His commands.

Word Cards 1-6

(Ask six students to come to the front of the class. Give each one a **Word Card** and have them stand in order. Instruct them to hold the cards, showing the blank side and when you say their

word—underlined in the verses below—to turn it over and hold it up high for a little while.¹ Open your Bible to Psalm 19 and read the following verses. Then paraphrase them for the class.)

Psalm 19:7—The law of the LORD is perfect, reviving the soul; the testimony of the LORD is sure, making wise the simple;

Traffic lights are good, but sometimes they don't work. But God's Word is perfect. It is never wrong or broken, so we don't have to worry about what it tells us. Everything the Bible says is perfect and sure. We can trust the Bible because God makes no mistakes. When you listen to and obey His Word, you are right and wise. You know the right thing to do.

Psalm 19:8—the precepts of the LORD are right, rejoicing the heart; the commandment of the LORD is pure, enlightening the eyes;



Whiteboard and markers

(Show the **Psalm 19:8** visual.)

The Bible tells us God's commands. It tells us what God says is the right way to think and feel, and what to do. God's ways are always right, and they bring us joy and make us happy.

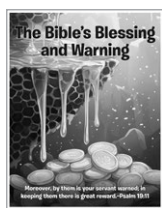
(Draw a heart with a smiley face on it on the **whiteboard**.)

The word of God is true and pure and good, and it helps us see what is right. It shows us our sin and leads us to God.

Psalm 19:9—the fear of the LORD is clean, enduring forever; the rules of the LORD are true, and righteous altogether.

God's commands are always right and fair. We can be sure that they are for our good.

(Show page 22 of the **Bible Visuals Book**.)



Psalm 19:10—More to be desired are they than gold, even much fine gold; sweeter also than honey and drippings of the honeycomb.

? *How much is the Bible worth? How valuable is it? How much should we want it? [more than lots of gold; more than all we have or could ever have]*

Illustration

Honey snack

(Ask a student to come up and smell the **honey snack**.)

How does this smell? Does it smell nice? Do you think it would taste salty or sweet?

(Have the student taste the honey.)

Does that taste good?

The Bible says it is even "sweeter" or better than honey. It is the Bible's way of using something we know about—like honey—to show us something about the Bible. The Bible is "sweet" or wonderful. Everything the Bible tells us is good for us.

(Show the **Traffic Light** visual again.)



¹ Even if the students can't read, you can signal to them when to hold up their card. Others in the class may not be able to read, but children like helping and holding signs, and it does create some action in the classroom.

Traffic lights are for our protection.

- ? Can you think of anything else that is for our protection or to help keep us safe? (Answers will vary, such as stop signs; seat belts; danger signs; fences around dangerous places; locks; warning labels on medicine bottles; rain boots.)

The Bible's commands are for our protection, too. And they protect us from much more dangerous things than the things we thought of.

- ? What are some of God's commands in the Bible? [don't steal; don't lie; don't have any other gods; love God with all your heart; love one another; be kind; love your enemies; love your neighbor as yourself; let your light shine before others...]

This is what the Bible tells us about the Bible's commands and teaching.

(Read the following verse.)

Psalm 19:11—Moreover, by them is your servant warned; in keeping them there is great reward.

The Bible warns us about keeping God's law. God's ways are best. If we ignore them or disobey them, we could live sinful, unhappy, unhealthy lives that lead to destruction. But obeying God's Word, keeping His commands, brings great reward. Our greatest reward is knowing God and going to heaven. But there are many rewards to living rightly—having loving relationships, finding joy in good things, and the blessing of doing what is right.



(Show the **Accident** visual again.)

There are serious consequences for disobeying traffic laws but there are much more serious consequences for disobeying God's laws. God's Word tells us what is right. We may choose disobedience and consequences, or obedience and great reward.

(End with prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *What are some of your favorite verses or stories in the Bible? Why are they "sweet" to you?*
- *Why is it important to obey God's commands? How do God's warnings show us God's goodness to us—what do His warnings show us about His heart?*
- *Why is it sometimes hard to obey these commands? What is a command you had a hard time obeying this week?*
- *What blessings come from doing what is right? Tell us about a time when you did what was right even though it was hard for you? What was the result? What happened because of your obedience?*
- *How can we grow in obedience to God's Word?*
- **Student Workbook**—Have the students see how many of the signs they recognize on the page. *What do they tell us? Why are they helpful?* Have them color the signs and remind themselves that the Bible warns us not

to turn away from or disobey God's Word. *The Bible's commands are for our good, and the Bible shows us the right way to live.* Then they can color the pile of gold coins and honey. They could even use gold glitter glue for the coins. These pictures will remind them that the Bible is more precious than piles of gold and sweeter than honey. Then read the Bible Fact in the workbook, and pray with the students for them to love God's Word.

- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. Simon Says**
To play Simon Says, one student takes the role of "Simon" and gives instructions to the others (usually physical actions like jumping or clapping). The others should follow these instructions only when "Simon" has preceded the instructions with the words "Simon says." Students are eliminated from the game when they either follow an instruction without hearing the words "Simon says," or when they fail to follow an instruction when they have heard "Simon says." Make the point that it is important to obey the right command.
- 2. Honey Snack**
Have a snack with honey and crackers or bread. Talk about how God's Word can be "sweet." (Check about allergies.)
- 3. Key Verse Game**
Play a key verse game from the appendix.
- 4. Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 18 Parent Page (for each student)

Doers, Not Just Hearers

Main Ideas

- The Bible is to be obeyed, not just read.
- It is foolish to disobey the Word of God. We are blessed when we obey God's Word.

Key Verse

But be doers of the word, and not hearers only, deceiving yourselves. (James 1:22)

Scripture

- James 1:22-24
- Jonah
- Joshua 7
- Acts 5:1-11
- Luke 11:28

Curriculum Resources

- Bible Visuals Book
- **Ear (19A)**
- Parent Page for Lesson 19 (for each student)

Other Supplies

- Bible (English Standard Version)
- Role Play (see Preparation)
 - Adult volunteer
 - Prize
 - Blindfold
 - Chair or other obstacle
 - Jar with a lid
 - Pile of papers
 - Wastebasket
- Mirror
- For Application (for each student)
 - Student Workbook
 - Pen/pencil
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

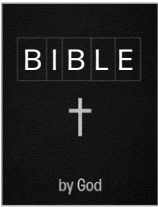
- 1. **Hearers and Doers Role Play**
No supplies needed for this activity, unless you want to provide the same props used during the lesson role play.
 - 2. **Hunt for a Prize**
 - Prize for the class to share
 - 3. **Doers and Not Hearers Magnets** (for each student)
 - Cardstock
 - Pencils
 - Scissors
 - Strips of paper with the words “Be a doer of the Word, not just a hearer.”
 - Glue
 - Magnetic strips
 - 4. **Key Verse Game**
See the appendix for ideas.
 - 5. **Books of the Bible Game**
See the appendix for ideas.
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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Role Play—Set up and practice the role plays ahead of time with your adult volunteer and the props.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Volunteer, prize

(Role play two or more of the following situations with your **volunteer** to demonstrate what it means to be a hearer and not a doer. Work through this quickly.)

Prize

(Offer a **prize** to the volunteer for counting to five. The other person should respond with enthusiasm about receiving a prize, but instead of counting to five he should walk away. For example...)

Volunteer: *Oh, that's great! How exciting! A prize! And all I have to do is count to five! I love prizes.* (Then walk away.)

Blindfold

Blindfold,
volunteer, chair
or some other
obstacle

(**Blindfold** your volunteer. Be sure a **chair or some other obstacle** is in his way. As he starts to walk toward the obstacle, say, “**STOP! STOP!**” The person thanks you for the warning and then keeps walking right into the obstacle.)

Jar with a Lid

Jar with a lid

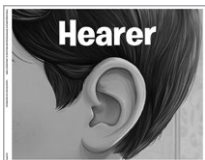
(Have your volunteer try to remove the **lid from a jar**, but he should try to do it by turning the lid the wrong direction. Tell him that he is turning it the wrong way and needs to turn it the opposite way. He ignores your directions and continues trying to remove it the wrong way. Repeat your instruction while he continues to ignore your words.)

Pile of Papers

Pile of papers,
wastebasket

Give your volunteer a **pile of papers**. Tell him that they are very important papers and instruct him to give them to someone else. He takes the papers and throws them in the **wastebasket**. You should respond, “No, don’t throw the papers away. They are very important papers. You need to give them to [someone’s name].”

? *What was wrong with these situations?* [the person heard you, but it didn’t seem to make any difference in the way he acted; the person did not do what you told him to do]



(Go through the role plays again very quickly. This time, though, display the **Ear** visual after each role play, and make the following comment, and then ask what he should have done.)

The person is a hearer but not a doer. He heard what I told him to do, but he chose to ignore or disobey what I said.

When we are told something that is right, we act on what we heard. This is what it means to be a “doer.” A doer hears the word of God and obeys it.

What do you think of a person who is a hearer only and not a doer? (Answers will vary.)

(Read and discuss the following verses.)

James 1:22—But be doers of the word, and not hearers only, deceiving yourselves.

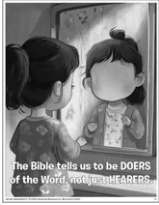
Another way this verse is translated is—“Do not merely listen to the word, and so deceive yourselves. Do what it says. (2011 NIV)

? *What do the words “merely listen” mean?* [you listen but don’t really care; you only listen but don’t do anything about what you heard]

If we just know God’s Word, but don’t believe it or obey it, we are “deceiving ourselves.” We are thinking we are a follower of Jesus, but we are just fooling ourselves.

James 1:23-24—*For if anyone is a hearer of the word and not a doer, he is like a man who looks intently at his natural face in a mirror. ²⁴For he looks at himself and goes away and at once forgets what he was like.*

Illustration



Mirror

(Show page 23 of the **Bible Visuals Book** and give the following illustration, changing the details as fits your situation.)

James gives a picture that helps us understand what it is to be foolish. We think that a person who doesn't even remember what he looks like is very foolish.

(Look in the **mirror** very carefully. Then put it down and turn away.)

Oh, now what color hair do I have? I think it is blonde. No, it's red...isn't it? Is my hair long or short? I just can't remember what I look like.

James is telling us that this is what we are like when we read God's Word and then walk away and "forget it." We walk away and don't follow it.

(Remind the students of the following biblical situations. In each case, help them discover the consequence of being a hearer of the Word and not a doer.)

Jonah (from the book of Jonah)

God told Jonah to go to Nineveh and preach to the people there. Jonah took a boat in the other direction. Was Jonah a hearer or a doer?

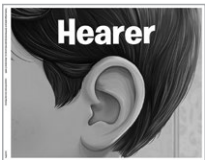
(When the students respond, "Hearer," hold up the **Ear** visual.)

- ?** *What happened to Jonah as a consequence of being a hearer and not a doer? [God sent a big storm, and Jonah was thrown overboard and swallowed by a large fish where he spent three days.]*

After Jonah was spit out on the beach, God commanded Jonah again to go to Nineveh. This time Jonah was a doer of the Word.

Achan (Joshua 7)

God told the Israelites that they would defeat Jericho. They were not to let anyone live except Rahab and all who were in her house. The Israelites were not to take anything from Jericho. Achan took some things and hid them in the ground under his tent. When God revealed to Joshua that things had been taken and Joshua questioned Achan, Achan admitted that he had taken what God told them not to take. Was Achan a hearer or a doer?



(At the correct response, "Hearer," show the **Ear** visual.)

- ?** *Does anyone know what happened to Achan as a result of being a hearer and not a doer? [he was killed]*

Ananias and Sapphira (Acts 5:1-11)

Ananias and Sapphira sold some land and brought the money to the apostles. God showed Peter that they did not bring ALL the money they had gotten from the land, but they said that



it was ALL the money. Both Ananias and Sapphira lied, even though the Bible tells us not to lie. Were Ananias and Sapphira hearers or doers?

(At the appropriate response, "Hearer," show the **Ear** visual.)

? *What happened to Ananias and Sapphira because they were not doers? [They dropped dead.]*

When the Bible says, "Don't lie or don't steal," it doesn't mean "If you feel like it, don't lie and don't steal." When the Bible tells us to be kind to one another, it doesn't say, "Be kind if it isn't too much trouble to be kind." When the Bible says something, we are to do it. If we don't, we are only hearers and not doers.

There are consequences to being just a hearer and not a doer. Some consequences are inconvenient. Some are unpleasant. And some are very dangerous. God did not give us His Word so that we would ignore it. God wants us to obey His Word.

(Pray using the following verse.)

Luke 11:28—"...Blessed rather are those who hear the word of God and keep it!"

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *What did you think of the person who did not listen to the teacher but ignored the teacher (during the role play)? Why is it foolish to be a hearer and not a doer?*
- *Can you think of anyone else in the Bible who was a hearer only? Can you think of some times in the Bible when someone was a doer of the Word?*
- *What are ways in which we are hearers only? What makes it hard to be a doer? How can we be doers of the Word of God? How does being a doer of the Word bring blessing?*
- **Student Workbook**—*Jonah was a HEARER of the Word who became a DOER of the Word. Color the word "Hearer," draw some waves around the big fish, and then color the picture. Color the word "Doer" and then color that picture. Remember that God wants us to be DOERS of His Word and not just HEARERS. Then read the Bible Fact.*
- Be sure to pray for the students and encourage them to pray for each other. Some of the needs that might arise from the lesson are:
 - prayer that the children will be doers as well as hearers
 - a time of confession for not obeying the Word of God
 - prayer for obedience to the Word of God

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Optional Activities

- Hearers and Doers Role Play**
Have the students act out different situations where they are hearers only of what was heard and then doers of what was heard. (You could use the same examples as in the role play or make up some new ones.) Talk about how foolish it is to be a hearer only.
- Hunt for a Prize**
Have a prize hidden in the classroom. Tell the students that you are going to give them instructions. If they are hearers and doers, they will get the prize. But if they only hear the instructions but do not follow them, they will not get the prize. Give an instruction to a student (e.g., take three steps straight ahead). Then have another student proceed from the location of the first student with the second instruction. An easy way to facilitate this is to have the students line up. The first follows the instruction; then the second takes the place of the first and follows the next instruction while the first goes to the end of the line to await another turn if there are enough turns for him to participate again. Continue until all have had at least one turn. The instructions should lead the class to the prize, but all the instructions do not need to help the class progress in the right direction (e.g., clap five times, whistle, say a Bible verse). Remember that the point of the activity is that students understand the connection between being a hearer and a doer, so be sure to emphasize that point repeatedly.
- Doers and Not Hearers Magnets**
Students can trace one of their hands onto cardstock and then cut it out (or you could have a hand already drawn for them). Then they can glue on a slip of paper that says “Be a Doer of the Word, Not Just a Hearer.” They could also color the hand. Then attach a magnetic strip to the back of the hand and encourage them to place the hand on their refrigerators as reminders to hear and obey the Word of God.
- Key Verse Game**
Play a key verse game from the appendix.
- Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 19 Parent Page (for each student)

The Message of the Bible: I Am God

Main Ideas

- No one is like God; God is unique.
- God is greater than anyone or anything else.

Key Verse

There is none like you, O LORD; you are great, and your name is great in might. (Jeremiah 10:6)

Scripture

- Jeremiah 10:6
- Isaiah 46:9b
- Jeremiah 32:17
- Matthew 10:30
- Jeremiah 23:23-24
- Deuteronomy 32:4 (2011 NIV)
- Acts 17:24-25
- Malachi 3:6a
- Revelation 1:8
- Jeremiah 32:4

Curriculum Resources

- Bible Visuals Book
- Attributes Cards
 - God Is All-Powerful (20A)
 - God Is All-Knowing (20B)
 - God Is Omnipresent (20C)
 - God Is Sinless (20D)
 - God Does Not Need Anyone or Anything (20E)
 - God Never Changes (20F)
 - God Is Eternal (20G)
 - God Is Perfect in Love, Patience, Goodness, Faithfulness...(20H)
- Parent Page for Lesson 20 (for each student)

Other Supplies

- Bible (English Standard Version)
- Buttons (about a dozen, including 2-4 of each kind, plus one different, very special button)
- Tape
- Clean hairbrush
- Plastic bag
- Baby picture
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Pen/pencil

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. **God Is Greater Than All Bulletin Board**
 - Paper (for each student)
 - Markers/colored pencils/crayons (for each student)
 - Other supplies for a class bulletin board
- 2. **God’s Attributes Matching Game**
 - Attributes visuals from the lesson (for each small group)
 - **Word Cards** (OA-20, cut apart, for each small group)
- 3. **“What does this attribute tell you about God?” Game**
 - Attributes visuals from the lesson
- 4. **Key Verse Game**

See the appendix for ideas.
- 5. **Books of the Bible Game**

See the appendix for ideas.

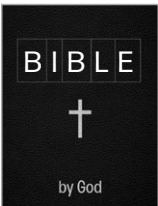
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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Note—This is a long lesson. Move through the illustrations quickly. You probably will not have time to read all these verses, so choose which ones you will read and shorten some sections if necessary. If you end up not being able to finish, just quickly go through the rest of the cards. You could also teach this lesson in two sittings.

Large Group Lessons



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Buttons, including special button

(Have a student come to the front and sort the **buttons**. Be sure to describe what is happening as some of the students may not be able to see the process well. Make special note of the **special button** and that there is no other button like the special button. See example below.)

These buttons are all the same—they are [small and blue]... Oh, now you are finding [yellow] buttons. We have [three yellow buttons.] But there is only one button like this one. This button is special. There is no other button like this one. It is better than all the rest.

.....

Just as there is one button that is different from all the rest and better than all the rest, so God is different and better than everyone else. God is greater than anyone or anything else. No one is like God.

In what ways is God different from and greater than us? (Answers will vary.)

This is what the Bible says about God.

(Read Jeremiah 10:6 and Isaiah 46:9b.)

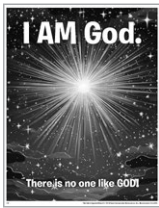
Jeremiah 10:6—There is none like you, O LORD; you are great, and your name is great in might.

Isaiah 46:9b—“... for I am God, and there is no other; I am God, and there is none like me,”

(Show page 24 of the **Bible Visuals Book**.)

There is no one like God!

Let’s look at some of the ways that God is different from anyone or anything else. Let’s see what else the Bible tells us about Him.



God Is All-Powerful

(Call a student to the front.)

Can you pick up your chair?

(Have the student demonstrate.)

Yes, you are strong enough for that. Could you pick up a [filing cabinet full of papers or something else very heavy in your classroom]? No you are not strong enough for that.

Are there any things that the strongest man in the world cannot do? Can he hold back the sea? Can he put the stars in the sky? Can he send a flood on the earth?

Only God can do these things. No one is as powerful as God is. God can do anything.

(Ask the student to show the **God Is All-Powerful** visual, and then **tape** it on the wall.)

God is all-powerful. God has the power to do all things.

(Read the following verse.)

Jeremiah 32:17—“Ah, Lord GOD! It is you who have made the heavens and the earth by your great power and by your outstretched arm! Nothing is too hard for you.”

God Is All-Knowing

(Call a student, preferably a girl, up to the front.)

How many hairs are on your head? Maybe we should count them.

(Start to count the number of hairs until it is obvious that it is almost impossible.)

Here is a brush for you to brush your hair that I messed up.

God Is All-Powerful visual, tape

Clean brush

(Hand the **clean brush** to the student to use. Then show the hairs in the brush.)

You lost some hairs in the brush. Now you have fewer hairs. We would have to start counting your hairs again.

Do you think anyone can know how many hairs are on his or her head at all times? Would that be really hard to know?

(Read the following verse.)

Matthew 10:30—“But even the hairs of your head are all numbered.”

Who has numbered those hairs? God knows how many hairs are on everyone’s head at all times!

God Is All-Knowing
visual, tape

(Ask the girl to hold up the **God Is All-Knowing** visual, and then **tape** it to the wall. If necessary, explain to the children that this is a picture of a brain.)

God is all-knowing. God knows all things.

God Is Omnipresent

(Ask a student to go to a specified place in the room. Then ask him to come to the front of the room.)

Could you be in both of these places at the same time—or in the house next door and at your house? Why not?

God is not limited in any way. Nothing can stop God from doing what He wants to do or being where He wants to be. God is in all places at all times.

Jeremiah 23:23-24—“Am I a God at hand [close by], declares the LORD, and not a God far away?²⁴ Can a man hide himself in secret places so that I cannot see him? declares the LORD. Do I not fill heaven and earth? declares the LORD.”

God Is
Omnipresent

(Ask the student to hold up the **God Is Omnipresent** visual, and then **tape** it on the wall.)

God is omnipresent. God is everywhere all the time.

God Is Sinless

Do you ever do wrong things? Does God ever do wrong things? God is greater than we are because He never sins. He is HOLY—perfect in every way and without sin.

(Read the following verse.)

Deuteronomy 32:4—He is the Rock, his works are perfect, and all his ways are just. A faithful God who does no wrong, upright and just is he. (2011 NIV)

God Is Sinless
visual

(Ask a student to hold up the **God Is Sinless** visual and **tape** it to the wall.)

God is sinless. God never sins.

God Does Not Need Anyone or Anything

Plastic bag

(Hold up a **plastic bag**.)

? *Has your mother or father ever told you not to put a plastic bag over your head? Why? [You would die.] We need air to breathe, or we will die. What else do we need? [food, water, clothing, sunshine to keep the world warm, etc.]*

What does God need? God does not need anything because He is God. Everything in this world came from God. God is the One who gives us everything we need. He does not need anything Himself. He is SELF-SUFFICIENT.

(If time permits, read Acts 17:24-25.)

Acts 17:24-25—The God who made the world and everything in it, being Lord of heaven and earth, does not live in temples made by man,²⁵ nor is he served by human hands, as though he needed anything, since he himself gives to all mankind life and breath and everything.

God Does Not
Need Anyone or
Anything visual,
tape

(Ask a student to hold up the **God Does Not Need Anyone or Anything** visual and **tape** it to the wall.)

God does not need anyone or anything.

God Never Changes

In what ways do we change? (Answers will vary.) Does God change in any way? God never changes. He is the same today as He was thousands of years ago, and He will be the same tomorrow. He will not run out of power in a week or a year or when you are an old person. He will not stop loving His people. He will not forget how to keep the sun in the sky. God never changes. He is UNCHANGING.

(Read the following verse.)

Malachi 3:6a—"For I the LORD do not change;"

God Never
Changes visual

(Ask a student to hold up the **God Never Changes** visual, and then **tape** it to the wall.)

God never changes!

God Is Eternal

Baby picture

(Hold up the **baby picture**. Talk about who the baby is and when the baby was born.)

Was this person living when George Washington was living...? When Peter and Paul were living...? When Moses was living...? This person had a beginning—there was a time when he was not alive. But God has always been. He is here now. He was living at the time of Peter and Paul. He was alive at the time of Moses. And He was alive before the creation of the world. God is not like us. We had a time when we were born, and we will have a time when we die. But God has no beginning and no end—He is eternal.

God Is Eternal
visual

(Ask a student to hold up the **God Is Eternal** visual. Ask another student to find the beginning and the end of the circle.)

Just as the circle has no beginning and no end, so God has no beginning and no end—He is ETERNAL.

(Have the student **tape** the visual to the wall.)

(If time permits, read Revelation 1:8.)

Revelation 1:8–“I am the Alpha and the Omega,” says the Lord God, “who is and who was and who is to come, the Almighty.”

Alpha is the first letter of the Greek alphabet, and omega is the last one. God is saying He was from the beginning, and He will always be.

God Is Perfect in Love, Patience, Goodness, Faithfulness...

God never stops loving. He is most patient and good. He is always faithful.

God Is Perfect...
visual, tape

(See 1 John 4:8; Psalm 103:8; Psalm 106:1; and Deuteronomy 32:4.)

(Ask a student to hold up the **God Is Perfect in Love, Patience, Goodness, Faithfulness...** visual, and then **tape** it to the wall.)

God is perfect in love, patience, kindness, goodness, faithfulness...

(Show page 25 of the **Bible Visuals Book**.)



We have talked about a few of the words that describe God. But God is so much more than what we talked about. He is SOVEREIGN—He rules over all. He is good, He is wise... The Bible tells us lots of other ways in which God is greater than we are. God is different from and greater than anyone or anything else. No one is greater than God is. Nothing is better than God is. God is the greatest.

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- How does the Bible show us that God is all-powerful?
- Do you know everything? What kinds of things don't you know? Do you know what will happen to you tomorrow? Does God know all these things? Does this make God greater in knowledge (greater in what He knows) than you?
- In what other ways is God greater than we are? In what ways are we limited? Will we ever be as great as God? Why?
- Why is it good for us that God is greater than all?
- **Student Workbook**—There are many words we could use to describe God. In the workbook, there are just a few words that tell us what God is like. Read each word. Then have the students decorate each word that tells us something about God. They should make the words very beautiful to show how special God is. Then on the line, they should write one word of their own to describe God, with help if needed. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

Optional Activities

1. **God Is Greater Than All Bulletin Board**

Have the students each draw a picture of something that shows God is greater than anyone or anything else (e.g., one of the miracles in the Bible). Then make a bulletin board from the pictures. You could label the bulletin board "God Is Greater Than All."

2. **God's Attributes Matching Game**

Play a matching game with the **Attributes visuals**. Pass out Attributes visuals to half the students, one to a student. Give each of the other students a **Word** card that matches one of the distributed Attribute visuals. See how quickly the students can pair their cards. (If the students are pre-readers, you will need to tell them what is written on the Word cards as you hand them out.)

3. **"What does this attribute tell you about God?" Game**

Ask the students to jump up and tell you the attribute of God as you hold up the corresponding Attribute visual. What does this tell you about God? Or have the students jump up and tell you an example or an evidence of the attribute when you hold up the visual. For example, for All-Powerful, they could talk about how He split the Red Sea.

4. **Key Verse Game**

Play a key verse game from the appendix.

5. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

Send Home

- Lesson 20 Parent Page (for each student)

The Message of the Bible: There Is No Other God

Main Ideas <ul style="list-style-type: none">▪ There is only one true God.▪ No one or nothing can ever take God’s place. God will always be God. God will never let anyone or anything take His place.	Key Verse <p><i>“...I am God, and there is no other; I am God, and there is none like me,” (Isaiah 46:9b)</i></p>	Scripture <ul style="list-style-type: none">▪ Isaiah 46:9b▪ Jeremiah 10:3-6▪ Isaiah 44:6▪ (1 Samuel 4:1-7:2)
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Curriculum Resources

- Bible Visuals Book
- **Cat (21A)**
- **Lion (21B)**
- For Application (for each student)
 - First-Place Ribbon (AR-21, cut out two for each student) or provide ribbon, paper strips, or even real first-place ribbons
- Parent Page for Lesson 21 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Block of wood
- Play money (could be from a game)
- Nametag
- Baseball cap (or something else connected with pleasure or leisure)
- Photo of people
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Pen/pencil
 - Glue

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **Missions Emphasis**
 - Supplies that you might want to provide as you talk about missions
2. **First-Place Winner/s**
 - First-Place Ribbon/s (OA-21) or real first-place ribbon/s to give to the winner/s of a relay or contest (one or more for the class)
 - Other supplies for a relay or contest (see Optional Activity section for ideas)
3. **Key Verse Game**

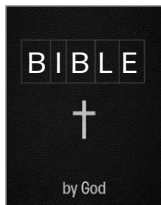
See the appendix for ideas.
4. **Books of the Bible Game**

See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction



(Display the **Cat** visual.)

Can someone tell me what this is? Can this cat decide to become a lion?

(Display the **Lion** visual.)

Can the cat say, "I'm tired of being a cat. I want to be the king of the beasts. I want to be a lion," and become a lion?

How about if the cat went up to the lion and said, "I want to be the king of the beasts! I'll fight you for the right to be the king of the beasts." What would happen? Why? Will the cat ever win over the lion? Why?

Something like this really happened. Do you want to hear about it?



God created many angels who were in heaven with Him. They were created to worship Him—to show His greatness—and to obey Him. One of the angels was more beautiful than all the other angels. He was not God. He was an angel. He was less than God. He was not as powerful, wise, good, loving, or great in any way as God is—just like the cat is not a lion. But this angel decided that he wanted to be like God. So this angel and some other angels fought against God.¹ But can a cat win against a lion? No! And this angel and his whole army of angels could not win against the strong God of the universe.

God threw this rebellious angel out of heaven along with the angels who followed him. We know him as the devil or Satan. He is the enemy of God. He hates God and wants everyone to hate God. Just as a cat cannot win against a lion, so Satan could not win against God and never will win against God. Satan could not be like God. There is only one God. Only God is in first place.



(Show page 26 of the **Bible Visuals Book**.)

(Read Isaiah 46:9b.)

Isaiah 46:9b—“...I am God, and there is no other; I am God, and there is none like me,”

Satan is not the only one who tried to take God’s place. People try to put other things in the place of God.

Illustration

Block of wood

(Show the **block of wood**.)

Do you think that, if I took a knife and carved something from this, it would be greater than God? How about if I put gold all over it and precious jewels on it? Then would it be greater than God? Could it take God’s place? Could it do powerful things, help me when I have a problem, or know everything?

This is just what some people do.

(Read the following verses, explaining what is necessary for your class. If you have readers in your class, have a student read each verse.)

Jeremiah 10:3—“for the customs of the peoples are vanity [worthless]. A tree from the forest is cut down and worked with an axe by the hands of a craftsman.”

Jeremiah 10:4—“They decorate it with silver and gold; they fasten it with hammer and nails so that it cannot move.”

Jeremiah 10:5—“Their idols are like scarecrows in a cucumber field, and they cannot speak; they have to be carried, for they cannot walk. Do not be afraid of them, for they cannot do evil, neither is it in them to do good.”

Jeremiah 10:6—There is none like you, O LORD; you are great, and your name is great in might.

Do you think that an idol—a pretend god that man makes—can take the place of God? Can something that cannot speak and cannot walk—cannot do anything—take the place of God?

¹ See 2 Peter 2:4 and Jude 6.

Our God speaks. He sends lightning and rain. He parts the sea. He wins battles for His people. He makes the sun come up every morning. He sends manna bread from heaven. No one is like our God. He is the only true God. He is greater than anyone, and no one can take His place.



(Show page 26 of the **Bible Visuals Book** again.)

Some people bow down to idols and tell idols that they are great. They pray to idols and expect idols to answer their prayers. Does this seem like a silly thing to do? Can something made of wood or stone or even gold be powerful and help you? Can it answer your prayers and make things happen in the world? This seems very silly to us doesn't it?

We may not bow down to idols, but people sometimes try to put other things in God's place. Anything a person makes more important than God is something they are putting in God's place. Only God should be in first place. Only God is the greatest and best.

What are some things that people put in God's place—things they love more and think are more important than God? (Answers may vary.)

(Discuss a few of these things, showing how silly it is to try to put anything in God's place. You may want to show objects for each item in order to keep the students' interest. See examples below.)

Money

Play money

(Show the **play money**.)

Some people love money. They are always thinking about how they can get more money. When they have a problem, they turn to their money to help them. Maybe their car breaks down, and they say, "Oh, that's no problem. I will just use my money and buy another car. My money will take care of my problem. My money will buy me a car that works."

Could they ever have a problem that money can't fix? (Answers may vary.)

If they were really sick or their child were very sick and the doctors had no medicine to make them better, could their money help them? Money is not all-powerful. Only God is all-powerful. Money cannot do all things. God is the greatest. Only God can do all things. Only God is worthy to be God.

Fame

Nametag

(Show a **nametag**.)

Some people love to feel important. They want everyone to think that they are wonderful. Can they ever be as wonderful as God? Only God is most important. Who will they call out to when they have a problem?

Having Fun

Baseball cap

(Show a **baseball cap**.)

Some people love having fun more than anything else. They are always looking for things that are fun. Can having fun last forever?

Other People

A photo of people

(Show a **photo of people**.)

Sometimes people make another person the most important person in their lives. They put that other person in God’s place. Can another person be with us everywhere at all times? Are other people all-knowing or perfect in love? No, sometimes they make mistakes. Sometimes they hurt us. They can never be as wonderful as God. Only God is God. No one else is like God. He is greater than everyone and everything. God will not let anyone take His place.



(Show page 26 of the **Bible Visuals Book** again.)

This is what God tells us in the Bible.

(Read Isaiah 44:6.)

Isaiah 44:6—*Thus says the LORD, the King of Israel and his Redeemer, the LORD of hosts: “I am the first and I am the last; besides me there is no god.”*

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- Read and discuss the following verse:
Isaiah 46:9b—“...I am God, and there is no other; I am God, and there is none like me,”
What is so different about God that no one can be like Him?
- You may want to briefly talk about the story of the idol Dagon and the ark of the covenant from 1 Samuel 4:1-7:2.
Why did the idol fall over and break?
What does this show you about God?
- *What are some other things people put in God’s place? (What is most important to them, filling their thoughts, time, and heart?)*
- *Why is it wrong to put something or someone else in God’s place? Why is it foolish or silly to put something or someone else in God’s place?*
- *How do people who love money show that they love money? How do people who love God show that they love God?*
- **Student Workbook**—Read the message on the page. Have the students color in the letters and then write “God” inside the circle. Cut out ribbons from the **First-Place Ribbon** page (or provide ribbons, paper strips, or real first-place ribbons) and glue them under the circle. Decorate the page to show that God is number one—God is the greatest! Then read the Bible Fact.
- You may want to end with a prayer time, asking that God would be most important in each person’s life.

Optional Activities

1. Missions Emphasis

You may want to have a missions emphasis, and end by praying for a people group that worships idols. You could include Habakkuk 2:18—“What profit is an idol when its maker has shaped it, a metal image, a teacher of lies? For its maker trusts in his own creation when he makes speechless idols!”

2. First-Place Winner/s

Play a series of relays or contests and award the winner/s a first-place ribbon from the **First-Place Ribbon** handout. Then ask the winner to do something that only God can do. When he is unable to do this, comment on the greatness of God and that God is truly in first place. For example: Have a race of students carrying heavy objects. After the winner is awarded the ribbon, ask if he can hold up the world. When he comments that he cannot do so, comment on the greatness of God and take away the ribbon, because only God can hold up the world. No one else is as great as God. God is in first place. We can win over other people sometimes, but we cannot win over God. We cannot do the mighty things that God does. God is the most important Person. He is in first place. Some other possible relays or contests:

- Stretch out a clothesline. Give each student a handkerchief, sock, or piece of fabric and a clothespin. Play the game as a relay with the students running to the line to hang up their item. Then ask the winning team if they can hang the stars in the sky.
- Place the students in a line. Each will need a ping pong ball. They must blow their ping pong ball over the finish line. The first to do so is the winner. Ask the winner if he can blow over a tree or make a tornado.
- Tell the students to run to the light switch, turn it off and on, and return to the starting line. Time each student with a stopwatch. The winner is the person who accomplishes the feat in the least amount of time. Then ask the winner if he can make the sun come up in the morning and go down at night.

3. Key Verse Game

Play a key verse game from the appendix.

4. Books of the Bible Game

Play a books of the Bible game from the appendix.

Send Home

- Lesson 21 Parent Page (for each student)

The Message of the Bible: Created to Show God’s Glory

Main Idea <ul style="list-style-type: none">▪ All things were created to show God’s greatness and worth.	Key Verse <p><i>The heavens declare the glory of God, and the sky above proclaims his handiwork. (Psalm 19:1)</i></p>	Scripture <ul style="list-style-type: none">▪ Psalm 19:1▪ Psalm 104:1, 10-11, 14, 19-20, 21-22, 24-25, 27-30, 31
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Curriculum Resources

- Bible Visuals Book
- Creation visuals
 - **Lightning (22A)**
 - **Flowers (22B)**
 - **Bugs (22C)**
 - **Universe (22D)**
- Parent Page for Lesson 22 (for each student)

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Other Supplies

- Bible (English Standard Version)
- You may want to add some of your own creation visuals.
- Two handcrafted items (see Preparation)
- Article of clothing (preferably handmade)
- Paper and pencil (for each student) or an adult volunteer using whiteboard and markers
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Creation stickers
 - Photos of creation to cut from magazines
 - Glue

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **Nature Collage** (for each student)
 - Photos of creation to cut from magazines, or nature items
 - Glue
 - Paper
 - Markers
2. **Spatter Paint Leaf Pictures** (for each student)
 - Different kinds of leaves
 - Toothbrush
 - Piece of screen
 - Paint
 - Markers
3. **Nature Books**
 - Nature books with photos of God's creation
4. **Nature Hike**

No supplies needed for this activity.
5. **Key Verse Game**

See the appendix for ideas.
6. **Books of the Bible Game**

See the appendix for ideas.

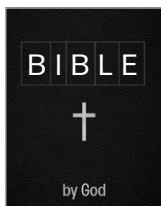
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Two handcrafted items—One item should be very nicely done and one very obviously poorly done. For example, you could show two colored coloring book pages, two carvings, two examples of needlework, two cookies or cakes, two pieces of pottery, two examples of woodworking, two pieces of handmade jewelry, etc.

Large Group Lesson

Review



(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Two handcrafted items

(Show the **two handcrafted items**.)

Compare these two [items]. How are they different? What kind of person do you think made each item? What does each one tell you about the person who made it? Which one says, "The person who made this is really great at making [item]"?

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Something handmade shows you something about the person who made the item. A great cook would make a very nice-looking and good-tasting cake.

Illustration

Article of clothing

(Show the **article of clothing**.)

What does this tell us about the person who made it? All the seams are sewn very neatly. The person who made this is very careful. All the pieces are in the right place. The sleeve is turned the right direction. The person who made this knows how to put a [item] together. The buttons are just the right color. This was not made by a sloppy person.



Everything in the world tells us about the Maker of the world, too. I will show you pictures of some of the things that God has made. Tell the class what they tell you about God.

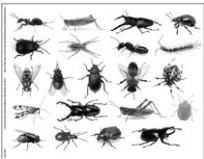
(Show the **Lightning** visual.)

- God is very powerful.



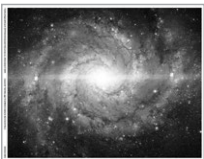
(Show the **Flowers** visual.)

- God is very creative; He makes pretty colors and many different kinds of flowers.



(Show the **Bugs** visual.)

- God has a good imagination. Every kind of bug is different. God does not run out of ideas. God does not wear out or get tired.



(Show the **Universe** visual.)

- God is big. He is greater than all things. He is powerful.

(Show page 27 of the **Bible Visuals Book**.)

All of creation was made to tell us about the greatness and worth of God; creation tells the glory of God.

(Read the following verse.)

Psalm 19:1—The heavens declare the glory of God, and the sky above proclaims his handiwork.

God's creation tells us that He is a great God.

(Read and talk about as many of the following verses as are appropriate for the age you are teaching. Ask them to restate the verse in their own words, or to explain what the verse tells them about God. Pass out **paper and a pencil** to each student. Tell the students to listen to the



Paper and pencil for each student

verses carefully and draw pictures of God's creation as you read about them. They don't have to draw everything, just some of the things. You may want to have another adult demonstrate this on the **whiteboard** as you read. Or, if you feel it will be less distracting, just have an adult demonstrate the drawing.)

Psalm 104:1—Bless the LORD, O my soul! O LORD my God, you are very great! You are clothed with splendor and majesty,

[We should praise God because He is glorious!]

Psalm 104:10-11—You make springs gush forth in the valleys; they flow between the hills;¹¹ they give drink to every beast of the field; the wild donkeys quench their thirst.

[God causes rivers and streams to flow to give the animals water to drink. God is kind and generous.]

Psalm 104:14—You cause the grass to grow for the livestock and plants for man to cultivate, that he may bring forth food from the earth

[God takes care of living things. He gives grass to horses and cows to eat. He makes plants to grow so that man has food. God is caring and good.]

Psalm 104:19-20—He made the moon to mark the seasons; the sun knows its time for setting.²⁰ You make darkness, and it is night, when all the beasts of the forest creep about.

[God controls all things in the world. He gives directions to the moon and sun to know when to rise and when to set. He makes some animals that like the darkness. God is wise in all that He does.]

Psalm 104:21-22—The young lions roar for their prey, seeking their food from God.²² When the sun rises, they steal away and lie down in their dens.

[Lions don't get food by themselves; God gives them food. All good things come from God.]

Psalm 104:24-25—O LORD, how manifold are your works! In wisdom have you made them all; the earth is full of your creatures.²⁵ Here is the sea, great and wide, which teems with creatures innumerable, living things both small and great.

[God is very wise. He made big creatures and small ones. He made them all in just the right way. He fills the earth with His creation. God has lots of ideas—He is very creative.]

Psalm 104:27-30—These all look to you, to give them their food in due season.²⁸ When you give it to them, they gather it up; when you open your hand, they are filled with good things.²⁹ When you hide your face, they are dismayed; when you take away their breath, they die and return to their dust.³⁰ When you send forth your Spirit, they are created, and you renew the face of the ground.

[God gives food and life to all living creatures. He decides how long they will live. He creates more living creatures to fill the earth. God gives life, and God takes it away. God is in control of all things. He keeps the world going—continually giving new growth to plants and new birth to animals.]

Psalm 104:31—May the glory of the LORD endure forever; may the LORD rejoice in his works,

[We want the whole world to see God's greatness and worth. God has great joy in all He has made.]



(Show page 27 of the **Bible Visuals Book** again.)

All creation was created to show God's greatness and worth. That means people were also created to show God's glory—to show His greatness and worth.

Illustration

(Have a few students with contrasting physical features come to the front.)

God was very creative when He made us. No two people look exactly alike. No two people have the same exact personality or good qualities.

(Note the differences and explain how this shows the creativity of God. Point out characteristics such as hair color, height, eye color, etc. Be sensitive to any characteristic that might be embarrassing. Don't just talk about physical characteristics but mention talents/gifts, personality, and character qualities. Speak of them all positively.)

He made all people different. He never runs out of ideas. He is full of ideas because He is all-knowing.

? *We were made to be like God in some ways. In what ways were we made to be like God? [showing kindness, patience, love, faithfulness, goodness, wisdom, etc.; being creative; having a mind and emotions]*

When a mom hugs a child, it is a reminder that God is loving and kind. When a man picks up something heavy, it is a reminder that God is strong. When someone creates a dessert, it is a reminder that God is creative. When someone solves a math problem, it is a reminder that God gives understanding because God is all-knowing. God created man, just like the rest of His creation, to show off God's greatness.

You were created to show the greatness and worth of God in all you think, say, do, and are.

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Can you think of some other things in God's creation and what they tell us about God?*
- *Is God bragging when He shows off His greatness? Why? Is it okay for God to show His greatness? Why is it a good thing for us that God shows us His greatness and worth?*
- *How can you show God's greatness in how you think? In what you say? In what you do? In who you are?*
- *How did you show God's greatness and worth this week?*

- **Student Workbook**—Have the students fill the page with God's creation. They could draw pictures, add stickers, or glue on pictures that they have cut out from magazines. *Remember that everything God has made shows His greatness and worth!* Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

Optional Activities

1. Nature Collage

Students can make a nature collage either from pictures or nature objects and label the collage: "God's Creation Shows Us His Greatness."

2. Spatter Paint Leaf Pictures

Make spatter paint pictures of leaves. Place different kinds of leaves on a piece of paper. Dip a toothbrush in paint and rub it across a piece of screen to spatter paint around the leaves. When the picture is dry, remove the leaves. Label the picture appropriately, such as "God's Creation Shows Us His Greatness" or "God Never Runs out of Ideas."

3. Nature Books

Look at some nature books and discuss the variety of God's creation. Explain how this shows God's greatness and worth.

4. Nature Hike

If possible, go on a nature hike. As you find different items, discuss how they show the greatness of God. (A walk around the church property might be sufficient.)

5. Key Verse Game

Play a key verse game from the appendix.

6. Books of the Bible Game

Play a books of the Bible game from the appendix.

Send Home

- Lesson 22 Parent Page (for each student)

The Message of the Bible: All Have Sinned

Main Ideas <ul style="list-style-type: none">▪ Everyone has sinned and failed to show the greatness and worth of God.▪ Sin is rebelling against God and valuing something else more than you value God—making something else more important than God.▪ Only God can change a sinner’s heart.	Key Verse <p><i>for all have sinned and fall short of the glory of God, (Romans 3:23)</i></p>	Scripture <ul style="list-style-type: none">▪ Genesis 3:1-24▪ Romans 3:23▪ Romans 3:10b-11
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Curriculum Resources

- Bible Visuals Book
- **Hen and Eggs (23A)**
- Stony Heart (23B)
- Parent Page for Lesson 23 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Two pieces of fruit (one beautiful and fresh and one rotten like a black banana after you put it in the freezer)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **“Adam and Eve Did Not Love the Best” Picture** (for each student)
 - Paper
 - Markers/colored pencils/crayons

2. **Best Choice Game**

- Food Cards (OA-23, cut apart, one set for the class)
- Container/s
- Equipment to play music

3. **Key Verse Game**

See the appendix for ideas.

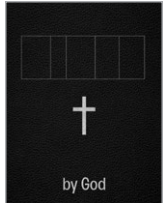
4. **Books of the Bible Game**

See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Two pieces of fruit

(Call a student to the front and show him the **two pieces of fruit**.)

Which piece of fruit would you rather eat? Why did you pick this one? The fresh fruit is the better piece of fruit to eat for sure!

Do you think a store could even sell this rotten piece of fruit? Would anyone buy it? What should we do with it?

What would you think of a person who would rather eat this rotten fruit piece than the nice piece of fruit? Wanting rotten fruit is not choosing what it is best.

I'm going to tell you a story about someone who did not love what is the best—like the person who wanted the rotten fruit instead of the best fruit.

(Tell the story of the fall from Genesis 3:1-24, emphasizing the following points. You may want to ask questions as you retell the story, having the students help you tell the story.)

- God gave Adam and Eve all kinds of fruit in the garden of Eden. But He told Adam not to eat fruit from the tree in the middle of the garden—the tree of the knowledge of good and evil. God made the rule, and He told Adam the rule. Both Adam and Eve knew God's rule or law (Genesis 3:3).
- Satan came to Eve disguised like a serpent, and he lied to her. He told Eve that she would not die if she ate the fruit from the tree. Satan said if Eve ate the fruit she would be like God.

- Sadly, Eve listened to Satan and ate the fruit.

(Read the following verses.)

Genesis 3:4-6a—*but the serpent said to the woman, “You will not surely die. ⁵For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil.” ⁶So when the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was to be desired to make one wise, she took of its fruit and ate,*

Do you remember that Satan wanted to be like God and rebelled against God? Just like Satan wanted to be like God, Eve wanted to be like God. She was not happy to show the greatness and worth of God, and worship God. She didn’t want God to be in first place. She wanted to be in the first place. She was not treasuring God. Eve was not choosing the best; she was not choosing God. She was like the foolish person choosing the rotten fruit instead of the beautiful, fresh fruit. Eve disobeyed God and chose to trust herself instead of trusting God.

(Read the following verse.)

Genesis 3:6b—*and she also gave some to her husband who was with her, and he ate.*

- Adam also disobeyed God. Just like Eve, he did not want God more than he wanted anything else.
- Adam and Eve were punished for their sin—for rebelling against God, for not wanting God to be first place, and disobeying God. Just as Satan did not win when he rebelled against God and tried to take God’s place, so Adam and Eve did not win against God.
- Because of their sin, Adam and Eve had to leave the beautiful garden.

Illustration



(Display the **Hen and Eggs** visual.)

What will hatch from the eggs? Will turtles hatch from the eggs? How about lizards? Will snakes come from the eggs? Why will chicks come from the eggs? What is born to the parents will be like the parents.

All people came from Adam and Eve. Adam and Eve had children, who had children, who had children, and on and on. Every single person who has ever lived came from Adam and Eve—except Jesus. Adam and Eve were sinners, and just as chicks come from hens, lizards come from lizards, snakes come from snakes, so sinners come from sinners (Romans 5:12). So everyone who has ever lived or ever will live is a sinner.

(Read and explain the following verse.)

Romans 3:23—*for all have sinned and fall short of the glory of God,*

(Show page 28 of the **Bible Visuals Book**.)



Everyone in the whole world in every country in all times has sinned (except Jesus). Everyone has failed to show God’s greatness and worth. Everyone has disobeyed God and rebelled against Him.

Illustration

(Call a student to the front. Give him a hug or a pat on the shoulder.)

When a person hugs or pats another person on the shoulder, it is a reminder that God is loving and kind. When we love others, we show that God is good.

(Then gently shove the student.)

What do we show when we push others? When we are unkind, we do not show the kindness of God—we do not show God’s goodness and worth. We do not give glory to God. Instead, we show the sin in our own hearts.

Stony Heart visual

(Hand the **Stony Heart** visual to a student.)

The problem is not just that we do bad things...

(Tell the student with the **Stony Heart** visual to show it to the class.)

but that we are born with sinful hearts that do not want to treasure God or what is right. We do not love the goodness and worth of God. We do not bring glory to God. Our sinful hearts do not want to give God first place (Jeremiah 17:9). We not only sin, but we are sinners. Sinners love other things more than they love God.

(Read the following verse.)

Romans 3:10b-11—...“None is righteous, no, not one;”no one understands; no one seeks for God.”

No one is without sin. No one seeks or looks for God.

(Take the **Stony Heart** visual from the student and hold it over your heart.)

Because we are sinners, on our own we do not want to love God. Our hearts turn away from God.

(Turn around as if rebelling.)

On our own, our hearts want to be selfish, argue with others and think only of ourselves. We don’t want to read the Bible or think about God. We are like a person wanting to eat the rotten fruit instead of the good fruit. We don’t love the best things.

There is only one way a sinner would want to look for God and love the things of God... and that is if God changes a person’s heart. All sinners need new hearts.

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Can you explain why all men are sinners? How can we be born sinners?*
- *Do you find yourself wanting the things of the world? (You may need to explain what the things of this world are.) What kind of heart attitudes do you need to fight in your life? Can you give some examples? Where do these problems come from? Can you work harder and make them go away? What do you need? Who can give you a heart change?*
- **Student Workbook**—Have the students fill the page with all kinds of people, lots and lots of people. They should make them all different and remind themselves that all have sinned—every single person. Then read the Bible Fact.
- You may want to end with a time of prayer. Ask God for a heart change—for pure hearts that desire to love and please Him. Pray for the desire to show the goodness and worth of God, and to honor Him in what you do. Confess sin and ask for forgiveness.

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Optional Activities

1. **“Adam and Eve Did Not Love the Best” Picture**
Students can draw a tree trunk with green leaves and fruit. They may also want to add Adam or Eve eating the fruit. Label the tree appropriately, such as “Adam and Eve Did Not Love the Best” or “In Adam All Have Sinned.”
2. **Best Choice Game**
Have the students form a large circle. Place the **Food Cards** in a container in the middle. When you play the music, the students should walk around the circle. When the music stops, they are to run to the middle, grab a card out of the container, and run back to their spots in the circle. (If you have a large group, you may want to have several containers of cards, each placed at a different spot.) Students who have chosen what is best receive a point. The activity can be repeated a number of times. The student with the most points wins. Be sure to reinforce the points of the lesson in your comments: Only with a changed heart that God gives are we drawn to Him and what is best.
3. **Key Verse Game**
Play a key verse game from the appendix.
4. **Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 23 Parent Page (for each student)

The Message of the Bible: The Wages of Sin Is Death

Main Ideas

- Our sin makes us unacceptable to a holy God.
- The punishment for our sin is death.
- Man cannot save himself.

Key Verse

For the wages of sin is death, but the free gift of God is eternal life in Christ Jesus our Lord. (Romans 6:23)

Scripture

- James 2:10
- Romans 6:23a

Curriculum Resources

- Bible Visuals Book
- Parent Page for Lesson 24 (for each student)

Other Supplies

- Bible (English Standard Version)
- Dirty Milk (see Preparation)
 - Pitcher of milk
 - A clear glass
 - Teaspoon of dirt and gravel
- For Application (for each student)
 - Student Workbook
 - Markers
 - Black crayon
 - Penny

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **Confession and Prayer**
No supplies needed for this activity.
2. **Missions Emphasis**
 - Supplies of your choosing for this activity

- 3. **Penalty Game**
 - Ball
- 4. **Key Verse Game**

See the appendix for ideas.
- 5. **Books of the Bible Game**

See the appendix for ideas.

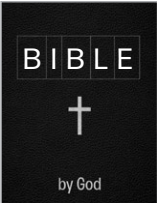
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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Dirty milk—You could save the dirty milk that you make during this lesson for use again during Lesson 25.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Pitcher of milk,
clear glass,
teaspoon of dirt
and gravel

Introduction

(Pour **milk** into the **glass**.)

This looks good! I love a cool glass of milk—especially with chocolate chip cookies. This glass of milk really looks good. Would you want to drink this glass of milk?

(Put a **teaspoon of dirt and gravel** into the **milk** and stir.)

? *Now would you like to drink this glass of milk? Why not? [because there is dirt in the milk]*

But most of the milk is okay. The dirt is more on the bottom of the glass. Just drink the top half. The milk at the top looks better. Couldn't you just drink part of the glass of milk?

? *Why wouldn't you drink the milk? [because the top part still has dirt in it; the milk is dirty] What should we do with this glass of milk? [throw it away]*

The milk is no good. It is not acceptable to drink. The only thing that can be done with the glass of milk is to throw it away. No one wants to drink a dirty glass of dirty milk.

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We are just like the glass of dirty milk. The milk is like our hearts or our souls—the part of us that desires good or evil. Our hearts are dirty. The dirt in our hearts is called our sin nature. Our sin nature is not just the sins we have done but our desire to sin. That makes our whole heart or our whole soul dirty. It is not pure and good and right before God.

? *What should God do with us? [throw us away] Why? [We are not good.]*

You might say, “but I am mostly good. I don’t fight with my brother or sister all the time—just sometimes. Sometimes I am selfish but not all the time. Sometimes I am very kind. I’m really not that bad.”

That is like saying, “I just have a little bit of dirt in my glass of milk.” You wouldn’t drink the milk. It is not good milk. And we are not acceptable to a holy God because of our sin.

(Read the following verse.)

James 2:10—For whoever keeps the whole law but fails in one point has become guilty of all of it.

We have all broken God’s good law. We are all lawbreakers. We have all disobeyed God and do wrong things—maybe not all the time, but even one sin makes us unacceptable to God. No one—not one single person—is good before God. Every person is guilty of breaking God’s good law. All of us have a sin nature. That sin nature makes us unacceptable to God.

Would a person who wants to be healthy drink this dirty glass of milk? If someone came to your house and you offered him this glass of milk, would he want it? God is the same way. God is sinless—there is no sin in Him. He is pure and good and right and full of love. Just like a healthy person would not accept a glass of dirty milk, so God cannot accept a sinful heart.

? What happened to Adam and Eve after they sinned in the garden? [They were punished.]

Just as Adam and Eve were punished for their sin, so we must be punished. God hates sin. Because He is perfect and without sin, He must punish sin (Habakkuk 1:13).

Illustration

(Call a student to the front of the room.)

Have you ever done anything wrong? What is one thing you have done wrong?

? Where did that desire to do the wrong thing come from? [from my heart] *We all have a sinful heart that leads us to do wrong.*

What happens when you do something wrong? Who decides what the punishment will be?

Do you decide? Why not? Why does your mom or dad decide?

Your parents are in charge. They make the rules, and they decide what the punishment will be. Can you change the punishment? Why not?

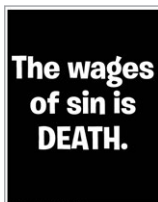
? Who gets to decide what the punishment for sin is? [God] Why? [God is in charge.]

? Can we change the punishment? Can we decide that we should not be punished? Why not? [We are not in charge; God is in charge and only He can determine the punishment.]

(Read the following verse.)

Romans 6:23a—For the wages of sin is death...

(Show page 29 in the **Bible Visuals Book**.)



God has decided the “wages” of sin—what is owed to us, what we deserve because of our sin. What we deserve is punishment. God has decided that the punishment for sin is death—not just death in our bodies but also death to our souls. This means that we will be forever in hell. Hell is a place where those who do not love God will be forever. It is a place of sadness and pain, and where we will be apart from God and all His goodness forever.

We cannot go to heaven to be with God because God cannot accept people whose hearts are sinful. We do not deserve to go to heaven. We deserve punishment instead.

Whiteboard and
markers

(Write the words “VERY BAD NEWS” on the **whiteboard** as you continue to teach.)

This is VERY BAD NEWS for sinners.

But I only read the first half of the verse.

(Write the words “VERY GOOD NEWS” on the **whiteboard** as you continue to teach.)

The second part of the verse is VERY GOOD NEWS for sinners. This is very important good news. This is news we will talk about in the next lesson. This is news you will not want to miss!

(End with prayer.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the students.)

- *Why is a sinful heart unacceptable to God? Can God make this decision? Why? Can you change the rules? Do people try to change the rules? How? Will they ever win against God?*
- *What is the punishment for sin? Would you like to live in hell forever? Why do you think hell will be so bad?*
- *What do you know about God that would make you think He would make a way for sinners to be saved from hell? Would you like to be saved from hell?*
- **Student Workbook**—Have the students color the words “For the wages of sin is death...” using markers. They should NOT make these words pretty or fancy. *This is very sad news.* Then they should color the word “BUT” in bright cheerful colors with markers or colored pencils. *There is good news coming! Remember the “BUT GOD” parts of the Bible? Well, the best “BUT GOD” is coming!* After they finish coloring the word “BUT,” have them take a black crayon and color over it. When it is covered, they should take a penny and scrape off some of the black to show some of the word “BUT.” *Remember that even though there is bad news for sinners, God has made a way for sinful people to come to Him.* Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. **Confession and Prayer**

Have a time of confession and prayer.

2. **Missions Emphasis**

This would also be a good time for a missions emphasis. Emphasize that those who are lost in their sins will not go to heaven.

3. **Penalty Game**

Have the students form a large circle. One student stands in the middle of the circle with a ball. He must throw the ball in the air and call out a student's name. If the student catches the ball before it bounces, there is no penalty. If the student does not catch the ball, he must pay a penalty. Make up any penalty that seems appropriate (e.g., do five push-ups, do 10 jumping jacks, pick up the trash in the room, etc.). Be sure to stress that they cannot change the penalty (punishment). If your students are too young to throw the ball high into the air, an adult may need to do the throwing. It will illustrate the point well if the task is difficult for the students, and they miss often.

4. **Key Verse Game**

Play a key verse game from the appendix.

5. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 24 Parent Page (for each student)

The Message of the Bible: Saved by Grace

Main Ideas <ul style="list-style-type: none">▪ Man cannot fix his sin problem.▪ Jesus took the punishment for sinners; He paid the price for our sin.▪ We are saved by grace through faith when God gives us a new heart.	Key Verses <p><i>For by grace you have been saved through faith. And this is not your own doing; it is the gift of God, ⁹not a result of works, so that no one may boast. (Ephesians 2:8-9)</i></p>	Scripture <ul style="list-style-type: none">▪ Ephesians 2:8-9▪ Ezekiel 36:26▪ (Romans 5:8)
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Curriculum Resources

- Bible Visuals Book
- Parent Page for Lesson 25 (for each student)

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Other Supplies

- Bible (English Standard Version)
- An item that can be easily fixed by a child (e.g., ballpoint pen—unscrew the two parts and take out the spring and show the pieces of the pen)
- An item that cannot be fixed (e.g., a garment with a large hole in it, a smashed jar, a phone with a cracked screen)
- Dirty milk (see Preparation)
- Teaspoon of sugar
- Gift (see Preparation)
- A stone that is about fist-sized or larger
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Optional: Wrapping paper, stickers, stamp markers, glitter glue, gel pens, ribbon, etc.

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

1. **Prayer**
No supplies needed for this activity.
2. **What Cannot Be Fixed**
 - Broken items that cannot be fixed
 - Tools
3. **God's Gift** (for each student)
 - Box
 - Wrapping paper, bow, stickers, etc.
 - Tape
 - Tag with the words "Fixing the Sin Problem Is a Gift of God"
4. **Key Verse Game**
See the appendix for ideas.
5. **Books of the Bible Game**
See the appendix for ideas.

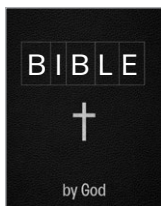
Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Dirty milk—You will need a half-full glass of milk with a teaspoon of dirt and gravel. You can assemble the milk with the dirt and gravel during the lesson as a review, or you could bring a glass of already dirty milk, perhaps even one you saved from Lesson 24.

Gift—Wrap something you are willing to give away that a child would like. This does not have to be anything special—a piece of candy or a nice pencil is sufficient.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Fixable item and
item that can't be
fixed

(Show the **fixable** item and ask for a volunteer to come to the front to fix it. After the student has fixed the fixable item, pull out the **item that cannot be fixed**.)

Can you fix this? Why not?

Some things cannot be fixed. They are so broken that there is no way to fix them.

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Everyone has a problem that they cannot fix. The problem is our sin problem. We are all born with a sin nature—a desire to sin, hearts that want to sin. Our hearts are so broken that we cannot fix them. Our sin problem cannot be fixed by us.

- ? What did God decide is the punishment for sin? [death; forever death and suffering in hell; being in hell separated from the living God]

(Show page 29 of the **Bible Visuals Book**.)

We cannot fix our sin problem, and we cannot change the punishment. There are some people who think they can fix their own sin problem, but they are wrong.

**The wages
of sin is
DEATH.**

Illustration

Let's see how they try to fix their sin problem.

Glass of dirty milk

(Show the **glass of dirty milk**. You may want to quickly repeat the demonstration from last lesson as a reminder.)

Our hearts or souls are sinful, and God cannot accept a sinful heart. But some people think they can do good things and then God can accept their sinful hearts.

Sugar and spoon

Pretend that the teaspoon of sugar is like the good things that a person has done.

(Add the **sugar** to the **dirty milk**.)

Some people think that, if they do good things, that they will be okay before God and they will be able to go to heaven.

(Stir the **milk** with the **teaspoon**.)

Does adding sugar take the dirt out of the milk? Adding good things does not change the sin nature of our hearts. The sin nature is still in our hearts. Good works do not take out our sin nature. A person can do lots and lots of good things, but they still will not be good enough to go to heaven, because they still have a sinful heart. They will still be a sinner and unacceptable to God.

No person can change their sinful heart. Sinful hearts are unfixable things to us. It takes a great, big, all-powerful, all-loving, all-knowing God to fix a sinful heart.

- ? Since the punishment for sin is death and that can't be changed, what could God do to fix our sin problem? [sent Jesus to die for sinners]

God's way of fixing our sin problem was to send His own Son to die on a cross to pay for man's sins. When Jesus died on the cross, He took the punishment sinners deserve. We are supposed to die because of our sin, but Jesus took our place and died for sinners (Isaiah 53:5-6). Jesus' death on the cross is a gift to sinners. He gives it to us freely. We cannot earn it.

(Show page 30 of the **Bible Visuals Book**. Then read and discuss the following verse.)



Ephesians 2:8-9—For by grace you have been saved through faith. And this is not your own doing; it is the gift of God,⁹ not a result of works, so that no one may boast.

? Does this verse say you can save yourself by doing good works? [no] How is a person saved? [by faith]

A person is saved by trusting in Jesus—by believing that His death on the cross is the right payment for your sin.

Why should this be the payment? We don't deserve it. It is because of God's grace—God's kindness to undeserving sinners. It is a gift from God that we don't deserve.

Illustration

Gift

(Call a student to the front tell him that you have a **gift** for him.)

Do I have to give you this present? Do I owe you this present? Did you earn this present? I am giving you this present out of the goodness of my heart, not because you deserve it.

What are the different ways [student's name] could respond to my gift? (Answers may vary. Try to bring out the following responses.)

- I don't really think you will give me a gift.
- I don't want your gift.
- I don't need your gift.
- I trust you. I know you will give me a good gift. Thank you for the gift.

(Give the student the **gift** and let him sit down.)

This is the way people respond to God's gift. God has saved sinners from the punishment for our sins by accepting Jesus' death on the cross as the payment for our sins.

- Some people don't really believe in God's gift or even believe in God.
- Some people do not want God's gift of salvation.
- Some people don't think they need God's gift. They think that they can be good enough and do enough good things to go to heaven without Jesus' payment.

All these people are wrong. But there are some people who respond like this:

- "I trust you, God. I believe everything in Your Bible. You are so good to me. I need to be forgiven for my sins. I cannot take care of my sin problem. I want to turn away from sin. Only You can save me from my sins. I do not deserve Your gift. Thank You for being a good God and for sending Jesus to take my punishment."

So how do we get the attitude of sorrow for sin and wanting God's forgiveness? How do we want to turn to Jesus and trust in Him? We can't...without God.

(Show the **stone**, and then say the following in a firm, hard tone and a frown so the students understand what you mean by a hard heart.)

Stone

Without God, our hearts are like the stone. We are hard. We do not love God. We are always thinking of ourselves and what is good for us. We hurt other people. We do not want to read the Bible or pray. We love sin and want to get our own way.

But God does something very special, something that only God can do.

(Read and discuss the following verse.)

Ezekiel 36:26—“And I will give you a new heart, and a new spirit I will put within you. And I will remove the heart of stone from your flesh and give you a heart of flesh.”

God can change people with rock-hard hearts. He takes out that hard heart and gives them a new heart—a soft heart, a heart that feels sorrow for sin, a heart that understands that we need God and cannot fix our sinful hearts. God gives soft hearts of faith—hearts that trust in Jesus to be our very own Savior and take away our sin. This is grace. This is God’s kindness to undeserving sinners.

(End with prayer.)

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Small Group Application

Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Do you have a sin problem? How do you know you have a sin problem? What does a sinful heart look like?*
- *Can you fix your sin problem? Who is the only one who can fix our sin problem? Why can God do this? Have you talked to God about your sin problem? Explain.*
- Read the following verse.
- **Romans 5:8—but God shows his love for us in that while we were still sinners, Christ died for us.**
- *What does this verse tell you about God?*
- *Everyone is either trusting in Jesus or trusting in himself. Trusting in Jesus is not just knowing that He is the Savior. What does it mean to “trust” in Jesus? What does trust look like?*
- *How can you have a soft heart—a heart that trusts in God? (Since you can’t change your heart, what can you do to be saved?)*
- *This is just a question for you to think about and pray about: How do you feel about your sin problem? Are you happy about it? Are you sad about it? Do you not care about it?*
- *How do you know if you are trusting Jesus to forgive your sins and be your Savior?*
- **Student Workbook**—Have the students decorate the gift, making it especially beautiful as a reminder that God gives the very best gift—the gift of salvation—through Jesus. The students can decorate the gift with wrapping paper, markers, stickers, stamp markers, glitter glue, gel pens, ribbon—whatever you, the teacher, freely give them to use. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

- 1. Prayer**
Spend some time praying for those who do not believe God’s message or trust in Jesus to forgive their sins.
- 2. What Cannot Be Fixed**
Bring in some broken items for the students to try to fix (e.g., broken clocks, flash lights, radios) and tools. Let them try to fix the items while you comment that there are some things we cannot fix. Remind them that we cannot fix the sin problem. Only God is big enough to fix our sin problem.

3. **God's Gift**

The students can wrap a box. Supply them with wrapping paper, bows, stickers, tags, etc. Give each student a tag to put on his package saying "Fixing the Sin Problem Is a Gift of God."

4. **Key Verse Game**

Play a key verse game from the appendix.

5. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 25 Parent Page (for each student)

The Message of the Bible: The Gift of God Is Eternal Life

Main Ideas <ul style="list-style-type: none">▪ Although we deserve death, Jesus died to take away our sins and give us the gift of eternal life.▪ Jesus is preparing a place in heaven for those who believe in Him.▪ Heaven is a wonderful place.	Key Verses <p><i>“In my Father’s house are many rooms. If it were not so, would I have told you that I go to prepare a place for you? ³And if I go and prepare a place for you, I will come again and will take you to myself, that where I am you may be also.” (John 14:2-3)</i></p>	Scripture <ul style="list-style-type: none">▪ Romans 6:23▪ John 14:2-3▪ Acts 7:54-60▪ (Luke 16:19-31)
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Curriculum Resources

- Bible Visuals Book
- **Darkness/Fire (26A)**
- **Shack (26B)**
- **Mansion (26C)**
- For Application (for each student)
 - Bible Message (AR-26)
- Parent Page for Lesson 26 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Gift (see Preparation)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

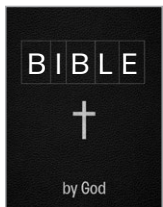
1. **My Father's House Pictures** (for each student)
 - Large piece of paper
 - Markers/colored pencils/crayons
2. **Heaven Picture** (for each student)
 - Heaven (OA-26)
 - Markers/colored pencils/crayons
 - Glitter glue
3. **Key Verse Game**
See the appendix for ideas.
4. **Books of the Bible Game**
See the appendix for ideas.

Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Gift—Wrap up a box to look like a nice gift. Write, “Do not open until your birthday” or “Do not open until Christmas” on the tag (whatever is appropriate for the season of the year). Write the name of a student in the class on the tag once the students have arrived to be sure that the gift can be presented to one who is present. Note: You may want to actually give the gift to the student to keep. If there is a student in the class with a birthday in a few weeks, you may want to pick this student. Otherwise, you could change the tag at the end of the Introduction and say, I am not going to make you wait till [your birthday or Christmas] to open the gift.” Then, cross out the word “[your birthday or Christmas]” and write “Saturday” and say, “Now the tag says, ‘Don’t open until Saturday.’”

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Gift

(Call the student to the front of the class whose name you have written on the gift tag and show him the **gift**.)

Do you like presents? Who gives you presents?

Do your parents or grandparents give presents to people they don't know or people they are not friends with?

Why do your parents and grandparents give you presents? When do you get presents? If it were [your birthday or Christmas] in a few weeks, and a present came in the mail for you today, what would happen to the present? Could you open it now, or will you open it on [your birthday or Christmas]?

There is an appropriate or right time to receive a present. Sometimes we must wait to open a present that has been promised to us. Look at the tag.

(Read the **tag** aloud.)

Tag on gift

This tag has your name on it. The gift is for you. But you must wait to open the gift.

God has also given us a gift that we must wait for. We receive this gift when we repent of our sins and trust in Jesus to be our Savior. The gift is eternal life. God said He will take His children to live with Him forever in heaven.

? *We learned part of a verse in Lesson 24 that tells us what the “wages” or punishment for sin is. What is that verse? [Romans 6:23–For the wages of sin is death,]*

We know the VERY BAD NEWS. Now let’s read about the VERY GOOD NEWS.

(Read Romans 6:23 in its entirety.)

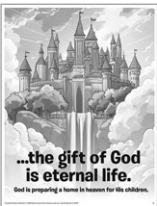
Romans 6:23–For the wages of sin is death, but the free gift of God is eternal life in Christ Jesus our Lord.

Our sin makes us unacceptable to a holy God, and the punishment for sin is death. But Jesus took the place of sinners and paid for our sin with His death on the cross. So for those who repent of sin and are trusting in Jesus as their Savior, God will not give us the punishment we deserve. Instead, He will give us a gift! Isn’t God good? Not only will He not give us a punishment, but He will do even more than that! He will give us something good! He not only gives us the wonderful gift of salvation, but He also gives us the gift of eternal life. We have not earned eternal life, and we do not deserve it. God gives it to those who are trusting in Jesus because He is good.

This is not a gift we will receive today, but we will receive it when we die. When we die, God will make us live again in heaven.

(Show page 31 of the **Bible Visuals Book**.)

Heaven is God’s home, and the gift He will give His children is the joy of living in His home with Him forever!



Illustration



(Show the **Darkness/Fire, Shack, and Mansion** visuals.)

In which of three places would you like to live?

(Display the **Darkness/Fire** visual.)

Hell is so awful that we cannot even draw a bad enough picture of it. So this doesn't even show how really awful hell is. Those who are not trusting in Jesus, who are not children of God, will go to hell when they die. Hell is a place of pain and suffering. The Bible says that there will be weeping (crying) and gnashing (grinding) of teeth there, it will be so awful. It is a place of darkness and evil, and people in hell will be there forever. There is no promise of heaven or eternal life for those who are not trusting in Jesus.



(Display the **Shack** visual.)

Life here on earth is both good and bad. There are many good things here because it is God's creation and everything that God made is good. What are some of the good things of God's creation here on earth? (You may want the students to list some of the good things of God's creation.)

- ❓ *But there is also bad here. What are some of the bad things here? [sickness, pain, lying, stealing, hatred, etc.] All of these bad things came because of the fall—because of sin. Compared to living in heaven, living here is like living in a rundown shack.*

But this is what God has promised to His children.



(Show the **Mansion** visual as you read the following verse.)

John 14:2-3—“In my Father’s house are many rooms. If it were not so, would I have told you that I go to prepare a place for you? ³And if I go and prepare a place for you, I will come again and will take you to myself, that where I am you may be also.”

God is waiting for us to come to heaven to live with Him. He is getting heaven ready for us! He is excited about sharing heaven with us! Heaven is a beautiful place. It is not just a big house. It is a whole other world. It is a world where there is no sickness or death. There will be no crying or pain in heaven. Heaven is a place of joy and peace. Heaven is a good place because God lives in heaven.

Illustration

(Ask a student to come to the front of the class.)

How would you feel if your parents said to you, “After class, I would like you to go to [name a place that would be hard for them to find, like the pastor’s house or a local restaurant]?” How would you feel about that?

- ❓ *Would you be a little nervous or scared about finding [place] on your own? What would make you feel better? [if they brought me to the place; if they went with me and stayed]*

This is what Jesus says that He will do for us. He does not leave us on our own, but He is with us all the time. He is making a place ready for us in heaven, and He will come back to bring us there Himself.

(If you have time and the students are old enough to sit through a longer lesson, you may want to end with the story of the stoning of Stephen from Acts 7:54-60, emphasizing that at the hardest time of Stephen's life, Jesus was right there with him and that Jesus showed Stephen the place He was preparing for him in heaven.)

(End with prayer, thanking God for preparing a home in heaven for His children and thanking Jesus for coming to earth to die for our sins.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Which of the three places would you like to live? Why? Do you deserve to live in heaven? Does anyone deserve to live in heaven?*
- *Why would God let us live in heaven with Him? Is God lonely? Why is heaven a gift?*
- *Can you describe hell? Can a person get out of hell?* (You may want to remind them of the story of the rich man and Lazarus from Luke 16:19-31.)
- *Can you describe heaven? What can you imagine about heaven?*
- *Would anyone want to leave heaven? Why?* (You might want to remind the students that Jesus left heaven to come to earth to die for our sins.)
- **Student Workbook**—Have the students color the pictures while you help them to remember the message of the Bible. Practice telling the message of the Bible using the pictures in the boxes as reminders of what you have learned. Practice the truths several times so the students can remember them. Read John 3:16—“For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.” Give each student the **Bible Message** page to take home so they can tell others the message of the Bible. Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. **My Father’s House Pictures**
Each student can draw a house with many rooms in it. Use a large piece of paper. You may want to write, “In My Father’s house are many rooms” or “I am going to prepare a place for you” on their papers.
2. **Heaven Picture**
Students can color and decorate the **Heaven** page. Provide glitter glue for the castle.
3. **Key Verse Game**
Play a key verse game from the appendix.
4. **Books of the Bible Game**
Play a books of the Bible game from the appendix.

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Send Home

- Lesson 26 Parent Page (for each student)
- Bible Message (for each student)

The Message of the Bible: That You May Believe

Main Ideas

- God gave us the Bible to lead us to faith.
- Faith comes from hearing the Word of God. If we want to know God, we must read His Word.

Key Verse

So faith comes from hearing, and hearing through the word of Christ. (Romans 10:17)

Scripture

- Luke 23:39-43
- John 20:30-31
- Romans 10:17

Curriculum Resources

- Bible Visuals Book
- Jesus (27A)
- Signs 1-8 Visuals (see Preparation)
 - Sinner 1-2 (27B-27C)
 - Insulted Jesus (27D)
 - Feared God (27E)
 - No Sin (27F)
 - King Jesus (27G)
 - Welcome (27H)
 - Heaven X (27I)
- Bible Reading Chart (for each student)
- For Application (for each student)
 - Bible (AR-27, one page for each student)
- Parent Page for Lesson 27 (for each student)

Other Supplies

- Bible (English Standard Version)
- String or ribbon (see Preparation)
- Raisins
- Note about something that happened to you (see lesson)
- Diary or journal
- Nice-looking, unused-looking Bible
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons
 - Glue

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- 1. **Tell About Jesus** (for each student)
 - Paper
 - Pencil/pen
 - Markers/colored pencils/crayons
- 2. **Bible Reading Chart** (for each student)
 - Bible Reading Chart (OA-27)
 - Markers/colored pencils/crayons
- 3. **Telephone Game**
No supplies needed for this activity.
- 4. **Key Verse Game**
See the appendix for ideas.
- 5. **Books of the Bible Game**
See the appendix for ideas.

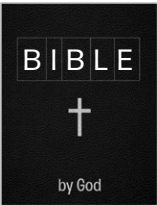
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Preparation

Study the Scripture passages carefully and prayerfully. Ask God to make them real in your own heart. Be open to what God may be teaching you in this lesson. Study the lesson well. Pray for the students in your class.

Signs—Cut apart the **Sign 1-8** visuals. Punch two holes in top of the signs about 1” from each edge. Tie string or ribbon to the holes so that the signs can be hung around the neck.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Raisins (Show the **raisins**.)

I want everyone who likes raisins to raise your hand. Now I want everyone who doesn't like raisins to raise your hand.

Are these raisins different from the raisins the others said that they liked? Are they the same raisins? Is there something wrong with the raisins? Then why don't you like the raisins? What is the thing that is different? (Answers may vary.)

The raisins are the same raisins—they haven't changed. What is different is that there are different attitudes about raisins. Some people like them. Others do not.

Just as there are people who do not like raisins and people who do like raisins, there are people who love and believe in Jesus and people who do not love and believe in Jesus. Jesus is still the same Jesus. What is different is how people receive Jesus.

The Bible gives us a record of all kinds of people. Some of them loved and believed in God, and some of them rejected God—they did not love or believe in him.

Jesus visual and
Signs 1-8 visuals

(To tell the story of the two criminals on the cross, have three students come to the front of the class and stand in a row. Give the middle student the **Jesus** visual to hold. As you go through the points, hang the appropriate **Signs 1-8 visuals** on each of the “criminals.” Tell the story of the two criminals on the cross from Luke 23:39-43, making the following points.)

- Two men were crucified with Jesus—one on each side of Him.

(Hang a **Sinner** sign on each “criminal.”)

- Both men were criminals. They had both done something very wrong and were being killed on a cross because of what they had done. They were both sinners.

(Hang the **Insulted Jesus** sign on one “criminal.”)

- One of the criminals made fun of Jesus. He did not respect Jesus. He insulted Jesus. He did not believe that Jesus is God. He was not repentant or sorry for what he had done.
- The other criminal said to him:

*...“Do you not fear God, since you are under the same sentence of condemnation?
⁴¹And we indeed justly, for we are receiving the due reward of our deeds; but this man
has done nothing wrong.” ⁴²And he said, “Jesus remember me when you come into
your kingdom.” (Luke 23:40-42)*

? What kind of person was this man? [bad man; sinner who had done something so bad that he was being killed]

? What did he think about his sin? [he knew it was wrong] How do you know that? [he said he was getting what he deserved]

(Hang the **Feared God** sign on the other “criminal.”)

- The other criminal feared God. He knew that what he had done was wrong, and he was afraid of the *wrath* of God (God’s punishment and displeasure at his sin). He knew that he deserved to be punished.

(Hang the **No Sin** visual on “Jesus.”)

- He also understood that Jesus had done nothing wrong. He showed Jesus respect.
- He understood that Jesus was the Son of God (verse 42). He knew that Jesus had the power to forgive and to show favor to unworthy people. He understood that Jesus would not just die and remain dead and powerless.

(Hang the **King Jesus** visual on “Jesus.”)

- He knew that Jesus would reign as king in heaven. He asked Jesus to remember him when Jesus returned to heaven.

? *How did Jesus treat this man? Did Jesus yell at him? Did He say, “I don’t want to talk to you”? Did Jesus pretend not to hear him? What did Jesus say to the criminal who asked Jesus to remember him? [“...today you will be with me in paradise.”]*

? *What does this story tell you about how Jesus treats sinners who are sorry for their sin—who want to turn away from their sin? [He forgives them.]*

Jesus visual and Signs 1-8 visuals

(Hang the **Welcome** sign on the “repentant criminal.”)

- Jesus welcomes all who come to Him in faith—even criminals. Jesus is happy when sinners repent—when they turn away from their sin. Jesus came to save sinners, and He honors those who believe in Him.

(Hang the **Heaven X** sign on the “mocking criminal.”)

- Jesus did not promise to remember the first criminal or receive him into heaven. Jesus does not welcome unrepentant or unbelieving people into heaven.
- Jesus was the same Jesus to both criminals. He did not change—He was and is God. He has the power to forgive sins and welcome sinners. Both men saw the same Jesus, but they responded to Him differently. One received Him and one did not.

Why do you think this story is told in the Bible? Why do we need to know about the two criminals? [Answers may vary.]

Why do we need this whole, big Bible? Why do we need to know about the flood, the opening of the Red Sea, and the walls of Jericho? Why do we need to know about the miracles of Jesus—turning water into wine, healing blind eyes and lame legs, calming the wind and waves, and raising Lazarus from the dead? What is the purpose of the Bible?

(Show page 32 in the **Bible Visuals Book** and read the following verses.)

John 20:30-31—Now Jesus did many other signs in the presence of the disciples, which are not written in this book;³¹ but these are written so that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in his name.

(Show page 3 in the **Bible Visuals Book**.)

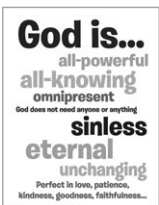
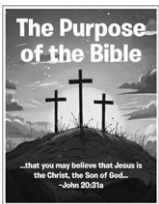
Remember that the Bible is A MESSAGE FROM GOD. God wants us to know Him.

(Show page 25 in the **Bible Visuals Book**.)

He wants us to know that He is the Almighty God, that He is all-powerful, loving, all-knowing, and unchanging.

(Show page 28 in the **Bible Visuals Book**.)

He wants us to know that believing in Jesus is the answer to our sin problem.



Illustration

Suppose I give you a message [today or tonight]. Suppose I tell you about something that happened to me [today or this week]. (Mention something that happened to you.) Will you remember that tomorrow? How about next week? Will you remember it a year from now? Will you remember every part of what I tell you? Will you forget some of it? What if you remember some parts wrong? Will your children know about it?

When something is just told to someone else, it is easily forgotten or changed. It doesn't last long and we can't be sure that the message is correct.

Would it be better if I wrote a note about what happened to me?

Note

(Show your **note**. You may even want to read the note.)



*If I gave you this **note** to take home, would you remember what happened to me a lot longer than if I had just told you? But what happens to notes? [they get lost; are put in a pants pocket and run through the wash; get thrown away with other papers; words can get rubbed off because it is handled so many times, etc.]*

What is a better way to make sure that my experience is remembered and known for a long time?

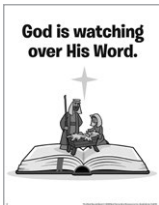
Journal or diary

(Show the **journal or diary**. You may need to explain what it is.)

What do you think happens to journals or diaries? [they get passed down to your children; they get published sometimes]

If I wrote in a book what happened to me, I would make sure that it is remembered much longer than if I just told someone or wrote a note. If you forgot about a part of my experience, you could just check the book. If you and a friend remember something different, all you need to do is check the book and see what is right.

God has written about Himself in a book because He wants all people in all times to know Him. Unlike other books that can be lost, God watches over His Word. Unlike spoken messages that can be changed, God wrote about Himself in a book that He will not allow to be changed.



(Show page 8 of the **Bible Visuals Book**—"God is watching over His Word.")

Bible

(Hold up the **Bible**.)

God has written the Bible because He wants us to know Him. He wants us to believe in Him. He wrote the whole Bible just so you could know who He is and believe in Him.

Nice-looking, unused-looking Bible

(Show the student a **nice-looking, unused-looking Bible**.)

Would it help you to know God if you say, "Oh, this Bible is so nice. I don't want it to get wrecked. So I will just put it on a table in my house and look at it"? Does it help you to know God if you put the Bible on a bookshelf and just leave it there? Is it a good idea to read the Bible just at Christmastime?

(Read the following verse.)

Romans 10:17—So faith comes from hearing, and hearing through the word of Christ.

If we want to have a strong faith, we must read the Bible often. Faith comes from hearing the Word of God. If we want to know God, we must read the Bible often and love the Bible.

(End with prayer.)

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Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- **Student Workbook**—Have the students color the picture of Jesus and the two criminals on the cross. Read what the criminals are saying. Fold the **Bible** handout on the dotted line so that it looks like a book. On the front, write “HOLY BIBLE.” Then glue the blank side of the “book” to their workbook. Then read the Bible fact.
- **Note:** Have the students work on their workbook pages while you discuss the questions below. This will hold their attention longer and will encourage them to open up without having to look you directly in the eye. Also, if you uncover a particular need of one student, you can focus on that one student, and the others will be occupied.

Can you think of some people in the Bible who were like the criminal who insulted Jesus? Can you think of some people in the Bible who were like the criminal who believed in Jesus?

What does it mean “to believe in Jesus”? Is there a difference between knowing about Jesus and knowing Jesus? Do you want to know Jesus and trust Him?

How can you show that you trust Jesus?

Do you read the Bible (or have your mom or dad read it to you?) What plan do you have to help you read the Bible regularly? (Talk about time, place, and what to read.)

- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. **Tell About Jesus**
Children can draw a picture or write a note telling someone about Jesus.
2. **Bible Reading Chart**
Students can color the **Bible Reading Chart**. Encourage them to mark off each day that they read the Bible or have someone read the Bible to them. Send a chart home with each student.
3. **Telephone Game**
Have the students sit in a circle. Tell them that you are going to whisper a message to one of them, and that student will then whisper the message to the student next to him. Tell the students to pass the message around the circle until it ends up at the person before the first person. Ask that student to tell the message to the group. Compare this message with the message you gave. Use this as a means to show how unreliable verbal communication can be. Then remind the students that God gave us His message in a book. You may want to repeat the activity several times. (If the message is passed on reliably, simply congratulate the students, and proceed with another, more complicated message.)
4. **Key Verse Game**
Play a key verse game from the appendix.

5. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

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Send Home

- Lesson 27 Parent Page (for each student)
- Bible Reading Chart (for each student)

The Bible, My Treasure

Main Ideas <ul style="list-style-type: none">▪ The Bible is a priceless treasure.▪ If we love God, we will love His Word.	Key Verse <p><i>Your words were found, and I ate them, and your words became to me a joy and the delight of my heart, for I am called by your name, O LORD, God of hosts. (Jeremiah 15:16)</i></p>	Scripture <ul style="list-style-type: none">▪ Various passages special to the teacher▪ Jeremiah 15:16▪ Psalm 119:103
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Curriculum Resources

- Bible Visuals Book
- Parent Page for Lesson 28 (for each student)

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Other Supplies

- Bible (English Standard Version)
- Optional: Other favorite Bibles
- Photo album
- Optional: Bibles for students (see Preparation)
- For Application (for each student)
 - Student Workbook
 - Markers/colored pencils/crayons

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Materials for Optional Activities

Choose the activities you will use. Some activities may need slight adaptation to fit your situation. Make the appropriate preparations.

- Treasure Hunt**
 - Bible wrapped in a box
 - Optional: Clues for the treasure hunt
- Key Verse Game**

See the appendix for ideas.
- Books of the Bible Game**

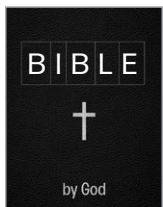
See the appendix for ideas.

Preparation

Special preparation is necessary for this lesson—This lesson is very different from the other lessons in this study. In this lesson, you are asked to share from your heart what the Bible means to you. You are asked to share your favorite Scripture passages and how they became special to you. You will need to look at the lesson and make the personal statements true to your own life. You may need to modify them somewhat while still communicating the same truth. Ask God to help you share your spiritual journey with the students and to open up your heart to them.

Note: If there are students in your class who do not own a Bible, you might want to encourage their parents to get them a Bible. If there are students in your class from non-Christian homes, you may want to give them a Bible.

Large Group Lesson



Review

(Using the **Bible Visuals Book**, review the concepts taught. Be sure to involve the students in the review by letting them turn the pages of the book and explaining the meaning of the pages. This review should be brief—it may be necessary to skip some pages of the book.)

Introduction

Photo album

(Show your **photo album**. Briefly show some of your favorite pictures and comment on them. Let them see why these pictures are precious to you.)

If my house were on fire and I had time to grab a few precious things, one of the things I would grab is this photo album. It is full of precious memories, and all the money in the world could not replace this book of pictures.

Another item I would save in the fire if I had the chance is my Bible. Just like the photo album is full of special memories, the Bible is full of special memories. It is full of favorite verses—verses I have underlined and written special notes by. (You may want to explain why you underline verses and write special notes in the margins. Tell them how important it is to make your Bible “your own.”)

(Tell a little about your Bible—when you got it and on what occasion, if you have other favorite Bibles, etc. If you have other favorite Bibles you might want to show them and tell why they are favorite Bibles and at what time in your life you used that particular Bible. You may want to share about getting your first Bible.

(Then talk about some of your favorite Bible memories. Show them some of your favorite verses and explain how they became favorite verses. Perhaps you might show them things you have written in the flyleaf and why you have written them. Help them to see your own spiritual journey and why the Bible is precious to you.)

Illustration

(Ask the students if they have a special stuffed animal or piece of clothing and ask why they are special. Do not spend a lot of time on this.)

Just as these articles are special to you, so the Bible can become special to you. If you love God, you will love His Word. As you grow older, the Bible will become more precious to you—like a priceless treasure.



(Show page 33 in the **Bible Visuals Book**.)

This is what the prophet Jeremiah wrote in the Bible:

Jeremiah 15:16—Your words were found, and I ate them, and your words became to me a joy and the delight of my heart, for I am called by your name, O LORD, God of hosts.

Did Jeremiah really eat the words in the Bible? What is he saying? Why were God's words so good to him? (Answers may vary.)

? *Why were God's words so precious to Jeremiah? [Jeremiah loved God; Jeremiah was a child of God]*

Jeremiah loved God, and so he loved God's Word—it was sweet to him. It was like the psalmist said:

Psalms 119:103—How sweet are your words to my taste, sweeter than honey to my mouth!

Do you read or have someone read the Bible to you every day? What time or when can you do this each day? (Encourage the students to have a regular time to read the Bible or have someone else read the Bible to him every day.)

Jeremiah had to "eat" the words for them to become a joy and delight to him. We also must read the Bible in order to learn to love it.

(End with prayer that the students would read the Bible and that the words of God would be sweet to them. Thank God for His precious Word.)

Small Group Application

(Application can most effectively be done in a small group setting. The questions are just suggestions of possible directions to take the discussion. Pray for wisdom and ask the Holy Spirit to guide you. Be sensitive to the answers and the needs of the children.)

- *Do you have your own Bible? Where did you get your Bible? How can you make this Bible "your own" Bible?*
- *Do you have any favorite Bible verses? What are they? Why are they your favorite verses?*
- **Student Workbook**—Help the students write one of their favorite Bible verses in the frame from a Bible or from memory. Then they can color the frame to remind them how precious the Bible is! Then read the Bible Fact.
- Be sure to pray for the students and encourage them to pray for each other.

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Optional Activities

1. **Treasure Hunt**

Have a treasure hunt. Make the Bible the treasure. Tell the students that the Bible is a precious treasure. Your treasure hunt can have clues, or you may merely say that you have hidden a treasure in the room in a gift box.

2. **Key Verse Game**

Play a key verse game from the appendix.

3. **Books of the Bible Game**

Play a books of the Bible game from the appendix.

.....

Send Home

- Lesson 28 Parent Page (for each student)

Note: If there are students in your class who do not own a Bible, you might want to encourage their parents to get them a Bible. If there are students in your class from non-Christian homes, you may want to give them a Bible.

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Classroom Schedule

The lesson time and the application time are the two pillars of any study. They should be the focus of the program when it comes to scheduling.

- We recommend dedicating 20 minutes to the lesson presentation.
- After the lesson has been taught, allow 15 minutes for small group leaders to work through the small group application discussion within their small group. They should also conclude this discussion time with prayer.

Thus, between the lesson and the small group application time there is material provided to fill, at minimum, **35 minutes** of class time. There are optional activities included for each lesson that could easily fill another 15 minutes. Therefore, a minimum of **50 minutes** class time would be ideal.

In light of differing amounts of time that individual programs have available, we recommend the following schedule.

Transition Time—This is the time when students arrive at the classroom. The goal during this portion of class is to involve students in meaningful, God-centered activities as soon as they enter the classroom. This is an extremely important time as it often sets the tone for the rest of the class session. It is a time to help students focus on God. Because students may arrive at varying times, the transition time must also be welcoming and flexible.

There are a number of ways this time can be used. This could be a large group time, a small group time, or you could set up a variety of learning centers each week. The format should be carefully chosen and varied occasionally to maintain interest. If small groups are used, it is probably easiest to use the same small groups used during small group application time (see corresponding section). Students should be in the same small group with the same leader each week.

Key verse games or books of the Bible games work well as transition time activities. See this section in the appendix.

You could also have transition time after the small group application discussion when students are waiting to leave. At this time, it would be appropriate to complete any of the additional activities listed at the end of the lesson.

Note: Avoid using transition time to play silly games, as they do not help prepare the students for a serious study of the Word.

Worship Time—If time allows, you could include worship through song and prayer in your classroom schedule. You could purposefully structure the worship to reinforce the lesson themes being taught. See the “Guiding Children to Worship in Song” article in the appendix for more on this topic.

Lesson Time—After worship has concluded, attention should be directed to the lesson. During this time, the teacher should present the material provided, carefully following the lesson and limiting personal or student tangents. Teachers should watch the clock carefully to leave ample time for small group application.

Application Time—After the lesson presentation, students should focus on their small groups. Small group leaders should answer and clarify student questions about the lesson content, but they should seek to spend the majority of the time on the application questions and topics (using the Small Group Application material at the end of the lesson). Spend the last minutes of this time sharing prayer requests and praying together as a group.

Building Your Classroom Team: Teachers, Small Group Leaders, and Worship Leaders

Teaching and Small Group Leading

The primary responsibility of a teacher is to rightly handle and communicate the Word. This includes presenting biblical truth in a knowledgeable manner from a sincere, grace-dependent heart. Therefore, teaching a lesson requires not only a serious time commitment to master the lesson content and presentation but, more importantly, spiritual preparation that strives to understand, submit to, and embrace God's redeeming work in a teacher's own heart and life.

In order for students to receive the greatest benefit from the lesson material, a teacher should seek to clearly communicate the biblical content in a manner that is interesting, age-appropriate, compelling, and comprehensible. The teacher should be able to clearly explain the concepts being taught and involve the students by helping them focus their attention, interact with the material, and consider a right response to the biblical truths presented. Teaching should aim beyond merely providing information. Instead, teaching should aim to actively engage the students' minds and hearts—challenging them to ponder, analyze, summarize, question, draw conclusions, and make personal application. This type of teaching is more likely to capture their interest and encourage genuine faith and spiritual growth.

For Teachers: Before You Teach

Ideally, lesson preparation should begin several days to a week before you are scheduled to teach. When preparing to teach, you should study the lesson material thoroughly, reading each Scripture and practicing each illustration. Understand each illustration and how it is meant to demonstrate and explain key biblical concepts. Change an illustration only if necessary, making sure that the new illustration makes the same point as the one it replaces. Organize the visuals in the order in which they are to be used so the lesson can flow smoothly. Secure any necessary props for illustrations.

Be careful not to interject unrelated themes into the lesson. Bible passages/stories often have multiple layers of truths and applications. As important and interesting as each of these may be, keep your focus on the main themes that flow through each lesson and through the curriculum as a whole.

The most important preparation, however, is spiritual preparation. It is difficult for teachers who are acquainted merely with the information in a lesson to inspire life-changing transformation in the students. Although heart change is the work of the Holy Spirit, students will be more likely to respond to the gospel when they see and hear genuine faith being expressed as you present the lesson. To that end, it is of supreme importance to pray for God to make the lesson real in your own life, to touch your heart with His character, and then enable you to teach from a heart overflowing with love for Jesus and His redeeming work in your life.

In the Classroom

Here are a few suggestions for making your teaching more effective:

- Know your students. Make it your goal to be able to call on each one by name. Take an interest in them and discern where they are spiritually. Introduce yourself to them and let them get to know you. Students are more likely to respond to people they know and trust, people who have demonstrated genuine love for them. Meaningful and spiritual interaction is easier to foster when your students feel they know you and know that you care about them.
- Start and end the lesson with authentic, worshipful prayer. Set the tone for your teaching time by opening with prayer, asking for God's help, and acknowledging your dependence on Him as you all seek to learn from His Word. End the lesson by praying for His help to change your hearts and transform your lives. Heartfelt prayers can serve to encourage the students to focus their hearts and minds on biblical truth.
- Teach from the Bible. It is crucial that we teach students to continually look to the Bible for the truth. When presenting a Scripture text, read it directly from your Bible rather than reading it from the lesson page. Most lessons will have the students look up one or more texts in their Bibles. Even though younger children may not be familiar enough with the Bible to be able to look up texts, help them develop this skill. At first, you may need to bookmark a text in the children's Bibles when they enter the classroom. If needed, use the transition time at the beginning or end of class to help the students become more proficient in learning the order of the books of the Bible and finding Bible references. This will help the lesson time move along more efficiently. Be prepared to define difficult words from the text to help the students understand the meaning.
- Use a variety of teaching methods. Follow the different teaching styles offered in the lessons. The lessons have been written to incorporate a number of learning styles. However, depending on the themes and stories presented, not every lesson emphasizes all learning styles. For example, some lessons will present many visual elements and others less. Some will have active participation by the students and others will have them remain seated.
- Encourage students to discover answers. Students may be reluctant to participate if they are unsure of the answers to your questions, so promote a positive atmosphere of learning together. As the teacher, you will need to put them at ease and communicate that they are valued members of the class. Encourage discussion and questions from the students that promote the lesson themes, and limit tangents. Be careful in crafting your questions to limit unrelated discussion.
- Follow your prepared lesson and stay focused. If a visual or illustration is presenting difficulties, simply explain how it is meant to work and move on. If necessary, defer unrelated or difficult questions. Tell the student that you will talk to him after the lesson about his particular comment or question. Watch for signs of attentiveness in the students. If necessary, stop and redirect their focus. Handle distractions quickly and calmly.
- Encourage personal application of truth. When teaching the lesson, it is often helpful to give the students a brief and age-appropriate example of a personal application of a certain lesson concept. This may serve to help the students think of their own personal examples of how to apply an important truth. If you use these examples, be sure they are brief (no more than two minutes) and do not distract from the flow of the lesson.

Partnering in Teaching: Team Teaching

The lessons can be taught by one person, or by two people alternating different sections. An advantage of alternating between two teachers is that the responsibility of mastering and preparing the material is shared. Also, by working as a team and sitting with the students to hear part of the lesson presentation, the teachers may be more in tune with how the students are responding. This is a great way to train teachers in a mentoring relationship, or to allow two experienced teachers to share the teaching responsibility.

Another way to team teach is for two teachers to teach the material on alternating weeks, giving each teacher two weeks of preparation time for a lesson. One benefit of this method is that it provides a built-in substitute teacher who is familiar with the curriculum and lesson format.

Team-teaching partners should be chosen very carefully as it is important to have partners who work together well. Team teachers should be able to welcome each other's comments and suggestions, have similar teaching philosophies, and have schedules that allow them to meet or discuss the lesson together during the week.

Small Group Leaders

Here are a few suggestions for making your small group time more effective:

Before You Lead

Application discussion is vital after presentation of the truth because it is in this time that the students are most personally challenged to embrace the truth with their hearts and respond to it in their lives. Biblical truth is not meant to merely remain head knowledge, but it is meant to transform the heart. Because application discussion seeks personal response, we believe it is best done in a small group setting—one adult leader (a spiritually mature adult) with about four to six students. As a small group leader, it is preferable that you stay with the same group throughout the course of the study and seek to build trusting relationships with your group. Encourage them in and with the Word, pray for them regularly, and send notes of encouragement to them. If possible, connect with their parents and give them updates about their child's classroom experience.

Preparing for the Classroom

A week to several days before the lesson, carefully and prayerfully read through the entire lesson. Pray for God to make the lesson real in your own life, to touch your heart with His character, and then enable you to lead your students from a heart that is overflowing with love for Jesus and His redeeming work in your life. Next, read the Small Group Application section. It will give you a number of discussion options, each based on a main idea introduced in the lesson. The goal is not to complete all the discussion options. Rather, pray that the Holy Spirit will give you discernment to select and prepare the appropriate questions for your group. The aim of this discussion is not merely to see whether or not they remember the main ideas after the lesson, but more importantly, to help students focus on the heart issues addressed in each option. How do the truths presented in the lesson personally apply to their own lives? Note any additional questions you would like to pursue. Think through and be willing to share appropriate experiences from your own life that may be helpful. Also, look at the Student Workbook page for the lesson. Make note of any activity the students will be asked to complete and be prepared to guide and help them.

In the Classroom

As you come into the classroom prepared, there are several things you can do as a small group leader to help your students learn more effectively:

- **Know your students.** Make it your goal to know not just their names, but also their personalities, and to discern where they are spiritually. If possible, introduce yourself to their parents and ask for their feedback and prayer requests for their children. Students are more likely to respond to people they know and trust, people who have demonstrated genuine love for them. Spiritual interaction is easier to foster when your students feel that they know you and know that you care about them.

- **Participate in the class.** Help your students to focus and follow the lesson by your own example. Always direct their attention to what the teachers and leaders are doing or asking them to do. Avoid distracting behavior (talking with other leaders, going in and out of the classroom, etc.), and help your students remember to love other students by not distracting them. If there is a time of worship, be authentic in your singing and prayer. Direct their attention to the lesson being taught. Deal with any disruptive behavior quickly and calmly.
- **Start and end the application discussion time with prayer.** Set the tone for your discussion time by opening with prayer, asking for God's help and acknowledging your dependence on Him as you all seek to learn from His Word. Leave time at the end of your discussion to share prayer requests and to pray for one another. As students feel comfortable and led, give them the opportunity to pray aloud for one another.
- **Point to the Bible.** It is critical that we teach students to continually look to the Word in all things. When looking up a Bible passage, read it from your Bible rather than from the text of the lesson pages.
- **Guide the discussion.** Do not let the students wander to unrelated themes during the application discussion. If possible, schedule some fellowship time with them before the lesson or after the completion of your application time. In doing this, you can remind students that now is our "Bible time," and you will be happy to talk to them about other things once you are finished. Learn to be a patient listener and pray for wisdom to be able to discern each student's heart response.
- **Encourage students to discover answers.** Students may be reluctant to participate if they are unsure of the answers to your questions, so promote a positive atmosphere of learning together. Personal questions may also take more time for them to think through. Do not rush the application discussion. Make sure they have understood the truths that were taught in the lesson and encourage them to ask you questions. Try to limit tangents in order to discuss how they can respond to the lesson.
- **Wait for answers.** Allow the students time to think and to muster the courage to answer questions and resist the temptation to fill the silence with your answer. Give the Spirit time and space to work in their hearts. Do not avoid hard questions even if it means that you will need to think about their question further and respond in the following week.
- **Share yourself with them.** Perhaps one of the most powerful tools for teaching is your own life. As you work through this study, pray that God will use these gospel truths to convict, encourage, and transform your own mind and heart. As appropriate, share what God is doing in your life through Jesus' redeeming work and share parts of your testimony with them.

Creating a Helpful Environment for Discussion

- **It is important to have a strategy in place to cultivate spiritual discussion.** You will want to minimize opportunity for distraction and maximize opportunity for the students to interact with you.
- **Create a helpful seating arrangement.** Seat yourself in the middle of the table, where you will be best able to interact with all your students.
- **Prepare for workbook interaction.** Look carefully at the application questions that incorporate the completion of the workbook page. Have all the necessary materials and supplies at your table. Know what the students will be asked to do and have a plan regarding when you want them to complete activities.
- **Know your students' learning styles and, when possible, include interaction tailored to their needs.** If you have visual learners, you may want to bring in pictures that will help application discussion.

Worship Leaders

If your program allows for class time beyond what is needed for the lesson and the application discussion, you may consider using some of the extra time for class worship in song and prayer. However, please prioritize the lesson and application time. These require approximately 50 minutes to complete as written.

The goal of worship time is to lead others to recognize and rightly respond to the greatness and worth of God, out of which expressions of song, praise, and prayer flow naturally. This time should be led by a mature adult who is able to lead students to make much of God through song.

Preparing for Worship

Each week, the worship leader should prayerfully read the lesson. As you read, ask the Spirit to give you wisdom and discernment to know how to lead the students in a worship session that will prepare their hearts for the truth of the lesson. Purposefully develop a flow of worship that will encourage students to truly see and embrace the wonderful majesty of God—His matchless character and amazing deeds. Consider the following suggestions as you prepare, and also check out the “Guiding Children to Worship in Song” article in this appendix.

- **Develop a repertoire.** Develop a core repertoire of meaningful hymns and songs. Whenever possible, include God-focused songs that are a regular part of corporate worship so students can become active participants in the wider church body.
- **Focus on God.** Select worship songs and hymns that accurately reflect God’s character in both word and tone. Songs should provide students with both deep theological truths and channels to express their worship of our great God. Music should foster true praise and reverence, not silliness.
- **Introduce Scripture and prayer.** Worship time is meant to be more than just singing songs. It is meant to be a time to embrace and exalt our glorious God. To remind the students of this, consider adding in a short Scripture reading and prayer (either leader-led or through corporate participation). You could lead them in expressions of praise such as, “Thank You, Jesus for...” or, “We praise You for...” As you introduce these elements into your worship time, make sure you explain to the students why you are doing this.
- **Have a plan.** Have an intentional flow to your worship time. You may want to begin with more rousing songs and praises and move to more quiet and reflective songs and prayers as the worship time draws to an end. Or you may want to start with reflective songs and build toward energetic worship.
- **Be ready to explain.** As you select songs and Scripture texts, be mindful of any words or concepts that may need to be explained or defined. Think through how you can explain these things in a concise, clear manner, and offer the explanations when appropriate. Take time to explain what the words you are singing mean. Introduce new songs and hymns by increments. For example, spend two to three weeks focused on learning the first verse of a hymn. Introduce the second verse at week three or four.
- **Check time.** As you prepare, be mindful of the time, and stay within what has been allotted for worship to avoid cutting into the lesson or application time.

Leading Worship

- **Come to class early.** Arrive at your classroom early, with time to set up as needed. Take a few minutes to pray and to quiet your heart as you prepare to lead students in worship.
- **Begin and end with prayer.** As you begin to lead in worship, set the tone by praying. This helps to quiet the students and remind them of the purpose of this time. It also helps to set the tone for the lesson to begin.

- **Be aware of your students.** As you lead, be mindful of what kind of response is coming from your students. If there is confusion, stop and clarify. If there is a wrong overall attitude, you may want to stop and pray with them about it. Encourage them to approach worship with a right attitude.
- **Be aware of unbelief.** It is very likely that not all the students you are leading in worship have come to saving faith in Jesus Christ. Understanding this is important as you observe their attitudes and participation during the worship time. Continually encourage both believers and unbelievers to look to Christ. Pray that, through observing genuine worship, unbelieving students will be attracted to the greatness and worth of Jesus.

Fostering a Community of Worship

- **Encourage teachers and small group leaders to model worship.** Encourage the other leaders in your classroom to intentionally and genuinely participate during worship time. Ask them to set an example for their students of authentic worship.
- **Encourage students to actively participate.** To help draw the students into worship, you may want to find ways to actively involve them in worship.

Guiding Children to Worship in Song

By Jill Nelson

For many children, one of their favorite activities of the Sunday school hour is singing—loud, happy, energetic singing, maybe even accompanied by musical instruments, clapping, jumping, and other visibly active expressions. However, as much as I delight in watching a roomful of six- and seven-year-olds jubilantly sing songs of praise to God in the classroom, I am reminded of these important words from worship leader and song writer Bob Kauflin:

“Worshipping God” means different things at different ages. Younger children, who may not know God yet, may still participate enthusiastically in various external forms of worshipping God. However, we want their worship to be from the heart, and not simply a matter of conforming. They need a clear knowledge of who God is and what He has done. That includes His nature, His attributes, and His works, especially our redemption through Christ. As the Holy Spirit enables them, they will become increasingly aware of their sinfulness before God, accept His gracious gift of forgiveness through the Gospel, and be included among those who will forever be growing in their love for and worship of God. In the mean time, our job is to help them be “dazzled” by the glory of Jesus Christ (quoting Paul Tripp). For one thing that means using more songs that tell us about God than how we feel about Him.¹

His wise words should serve to undergird our understanding of true worship and direct our preparation and leading of worship in the classroom. Here are at least five implications:

- We must explain to our students the “why” of worship—God is worthy of our greatest love, devotion, trust, affections, honor, and praise.
- We must carefully choose songs that reflect biblical expressions of worship—loud, joyful (not silly or trite), and energetic, but also serious, awe-filled, and reverent. There should be an appropriate balance during the worship time.
- We must always choose songs that reflect biblical truths about the triune God, ourselves, and His work of salvation.
- We must continuously remind our students that true worship of God involves recognizing true things about Him and then having a right, heartfelt response.
- True worship that is pleasing to God can only come from a heart that is trusting in Jesus.

This last point is extremely important to keep in mind when leading children in the worship time. It is fairly simple to encourage children to participate in singing and other outward expressions of praise, and doing so is an important part of their biblical education. They are learning the habits and rhythms of the Christian life. But the worship leader should also be imploring, guiding, and encouraging the children toward genuine faith in Christ—making clear that true worship that is acceptable to God can only come about through belief in Christ. We should be aiming and praying that they will, by God’s sovereign grace, be part of the myriads and myriads who will join in everlasting worship of the Lamb (Revelation 5:11)!

We have created a training resource for those leading worship time in the classroom. Not only does it give an underlying philosophy of leading children in worship but also provides many practical tips for planning and leading this time. Find it here: [Truth78.org/blogs/training/leading-children-in-god-centered-worship](https://truth78.org/blogs/training/leading-children-in-god-centered-worship)

—This article is from a blog post written by Jill Nelson, published August 19, 2021, on Truth78.org

¹ Bob Kauflin, “One More Thought on Training Children to Worship God.” March 31, 2006. worshipmatters.com/2006/03/31/one-more-thought/

Guide for Substitute Teachers and Small Group Leaders

The Most Special Book is a midweek study for children on the Bible. It aims to show children that the Bible is the most special book in the world. It is authored by God, and He is the main character of the Bible. The curriculum teaches some of the characteristics of the Bible and how we should respond to God's Word. It also presents through a series of lessons the main message of the Bible (redemption). The curriculum culminates with a lesson on the purpose of the Bible (that we might believe) and a lesson of testimony on the treasure that the Bible is for us. The hope for this curriculum is that it will not only acquaint young children with the Bible but also create an affection for the Bible and the God of the Bible.

Notes for Teachers

The teacher is responsible for presenting the designated lesson portion of the material.

- Carefully review the entire lesson. Prayerfully focus on the main ideas and Scripture.
- If possible, review the lesson that was taught the previous week. Usually, there is an intentional flow in which the current lesson builds on the previous one.
- Gather all the materials listed in the visuals section on the first page of the lesson and print or plan to electronically display those provided in the Curriculum Resources (as electronic downloads). **Note:** Visuals that can be displayed electronically are identified by **bold** font. See more on e-visuals under Component Overview in the Introduction section.
- Ideally, the lesson should be presented within a 25- to 30-minute time frame.
- Formatting cues are used to help guide the teacher through the lesson material.
 - **Visual Thumbnails**—Visual thumbnails and short text descriptions in the left margin give teachers a quick reference to what should be displayed at certain points during the lesson.
 - **Font Style**—Sentences in *italics* recommend a specific wording of the concept or illustration being taught. This is used to make certain theological points very clear, to convey a specific tone, or to touch the heart in a special way.
 - Lesson material not in italics should be conveyed in your own words.
 - Scripture portions are in ***bold italics***.
- **Scripture**—While the portions are usually included in the lesson, you are strongly encouraged to read from your Bible while teaching the lesson to emphasize the authority of the Bible.
- **Parenthetical Teacher Instructions**—Each lesson contains teaching instructions and other helpful information in parentheses for the teacher. Read these carefully when preparing to teach the lesson. In addition to reading these parenthetical instructions, it is important to think through the lesson yourself and decide how you can most effectively teach the concepts presented.
 - For more in-depth help on how to teach a lesson, please refer to the Introduction section of the Teacher's Guide.

Notes for Small Group Leaders

The small group leader is responsible for the application discussion that follows the lesson.

- In preparation, carefully review the entire lesson, focusing on the main themes and Scripture that will be presented.
- After reading the lesson, prayerfully consider the suggested application discussion questions. You are not expected to cover every possible application point with the students; these are suggestions about how you might direct a conversation. Realistically, you may only have time to cover one or two of these in a 15- to 20-minute session.
- Keep in mind that the goal of this time should be encouraging a right heart response to what has been taught, not providing additional teaching.
- If Student Workbooks are provided for your classroom, be prepared with any additional instructions or supplies that may be required.
- For more in-depth help on how to lead a small group application discussion, please refer to the Introduction section of the Teacher's Guide.

Additional Classroom Information Specific to My Church

(Provided by class team leader, regular teacher, or small group leader.)

Using Truth78 at Home

Parents have the incredible privilege and responsibility of instructing their children's minds, engaging their hearts, and nurturing their faith. Using Truth78 materials at home can be an effective tool in teaching and applying the most important truths that our children and youth need to know and embrace—the truths communicated in the Bible.

But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus.—2 Timothy 3:14-15

Although our materials are specifically designed for use in the church, we believe there are many advantages of presenting this material in your home:

- Children and youth have more time to listen, absorb, and interact with what they've been taught.
- Parents are best suited to make the most meaningful application of these biblical truths when, as a family, they "walk by the way" (Deuteronomy 6:7).
- The whole family can learn together, providing opportunities to encourage and minister to one another.
- Fathers and mothers can work together in their God-given roles as they train up their children and youth in the instruction of the Lord.

Curriculum Features

- The curriculum is Bible-saturated—every lesson is designed so that your children and youth come to know the Bible and the God of the Bible.
- Lessons include many concrete illustrations that help children and youth understand deep biblical truths.
- Children and youth are directed to look up Bible passages and answer questions from the Bible, which develops Bible study skills and critical thinking.
- The lessons are teacher-friendly and incorporate an interactive teaching approach.
- The question/answer format is very easy to navigate and to adapt to various ages.
- The Student Workbook complements the teaching by giving hands-on opportunities that reinforce the main ideas from the lesson.
- Visual teaching aides are provided in PDF format that can be printed or displayed on a computer.
- The Teacher Guides and Student Workbooks are available in print or PDF formats.

Adapting Illustrations and Demonstrations

Though designed for classroom use, the Truth78 material is easily adaptable to a homeschool setting. Some minor adjustments can be accomplished with very little effort. Here are a few suggestions:

- **Look ahead** at the lesson to see where you can use real-life situations for the illustrations given.
- **Use suggested objects or talk through** an illustration—making the same points without using the objects.
- **If desired, omit an illustration.** Some illustrations are especially suited for the classroom to keep the attention of a group of students. These can be omitted in the home.
- **Make space adjustments.** For example, if a visual is designed to be printed and displayed on a classroom wall and you don't have space for this, you can simply put the printed visuals in a notebook.
- **Make number adjustments.** If an illustration calls for nine students to each take a visual, simply divide up the visuals among the number of children you have.

Adaptation for Multi-Age Groups

Most of the curriculum titles can be used with multi-age groups. However, you will have to take into account differing vocabulary levels and adjust when needed. Cater to the different age groups you are teaching by assigning tasks appropriate to their age. For example, ask older children to read the Bible texts; younger children can take part in demonstrations. If the workbook is too difficult for the younger children, adapt the assignment by asking them to draw a picture of something in the lesson, allowing them to decorate a visual, or adapting the workbook page to fit their age. Older children can help younger children and can present parts of the lesson; younger children can perform role plays.

Scheduling Recommendations

A significant advantage of using the material in a homeschool setting is that it can be presented in smaller increments for maximum comprehension and spiritual impact. Therefore, we suggest presenting the material over the course of several days. Below are a few plans to consider:

Two-Day Option

- **Day 1:** Present the lesson and assign the memory work.
- **Day 2:** Review the lesson, discuss the application questions, and complete the workbook.

Three-Day Option

- **Day 1:** Present the lesson and assign the memory work.
- **Day 2:** Review the lesson, discuss the application questions, and complete the workbook.
- **Day 3:** Choose an additional activity from the lesson or from the Parent Page.

Five-Day Option

- **Day 1:** Present the lesson and assign the memory work.
- **Day 2:** Review the lesson and discuss the application questions.
- **Day 3:** Complete the workbook.
- **Day 4:** Choose an additional activity from the lesson or the Parent Page.
- **Day 5:** Create a simple test or quiz, have a sharing and prayer time, or think of a way to apply the lesson by ministering to someone else.

Different Ways Dad Could Be Involved

- Dad could be the Bible teacher for your homeschool.
- Dad and Mom could share the Bible teaching responsibility.
- Dad could teach a portion of the lesson before leaving for work or follow up with review at suppertime.
- Dad could be responsible for any portion of the curriculum (lesson, application, workbook, or the Parent Page).
- Dad could be responsible for the memory work teaching and review.
- Dad could make practical application of the lesson in real life.

Using Truth78 in a Christian School

This curriculum was designed and written for a church setting, but the material is adaptable to a Christian school setting. In fact, Christian schools are in a unique position to use a study of this kind since teachers are with their students more often. Here are some suggestions for using this curriculum in a daily school structure:

- **Monday**—Do the lesson presentation only. If you have students of varying ages, give the older ones responsibilities such as reading key Bible passages or roles to act out in the lesson. Younger children could help gather and decorate visuals and props.
- **Tuesday**—Discuss the application questions. Introduce the memory work.
- **Wednesday**—Give the students their workbooks. While they are completing the workbook page activity, follow up on the previous day's application questions. Review the memory verse. If you have older children who will not be doing the workbook, give them a journal to write in and assign them to write about a topic related to the lesson or how they plan to implement the truths learned in their own lives. They could also include prayer requests with thoughts God reveals to them throughout the course of the study.
- **Thursday**—Have a sharing and prayer time. Ask the students, "What has God shown you in this lesson? What new things did you learn about Jesus' church? About yourself? Are there heart attitudes that you need to pray about? Do you have something that you would like to praise God for?"
- **Friday**—Choose an additional activity to do or choose one of the Bible activities (found in the Appendix) to do. Have a memory verse quiz and include previous memory work also. Choose to minister to a friend, family member, or unsaved neighbor in a special way.

In a school setting, tests on the content would also be appropriate.

Curriculum Resources

Curriculum Resources are packaged with the Classroom Kit as electronic downloads. To use this study successfully, every classroom needs the following printable PDFs:

- Visuals Packet
- Parent Pages (along with a jpeg so you can customize the Note to Parents with teacher name/s)
- Optional Activity Pages
- Additional Resources
- Student Workbook (for leader reference only)
- How to Use These Resources
- Additional Materials You Will Need
- Lessons for Substitute Teachers
- Guide for Substitute Teachers
- Scope and Sequence

To use the PDFs, you will need Adobe Reader® (a free download from adobe.com). The How to Use document provides further information on the various files.

The curriculum logo is also included for churches to use in promotional materials.

Important Notes on Visuals

- All visuals should be saved for potential use throughout the study.
- See Additional Materials You Will Need in the Appendix for a list of visuals the teacher must provide.
- For large classrooms, we suggest using electronic display and/or printing the visuals on larger cardstock.

Parent Pages

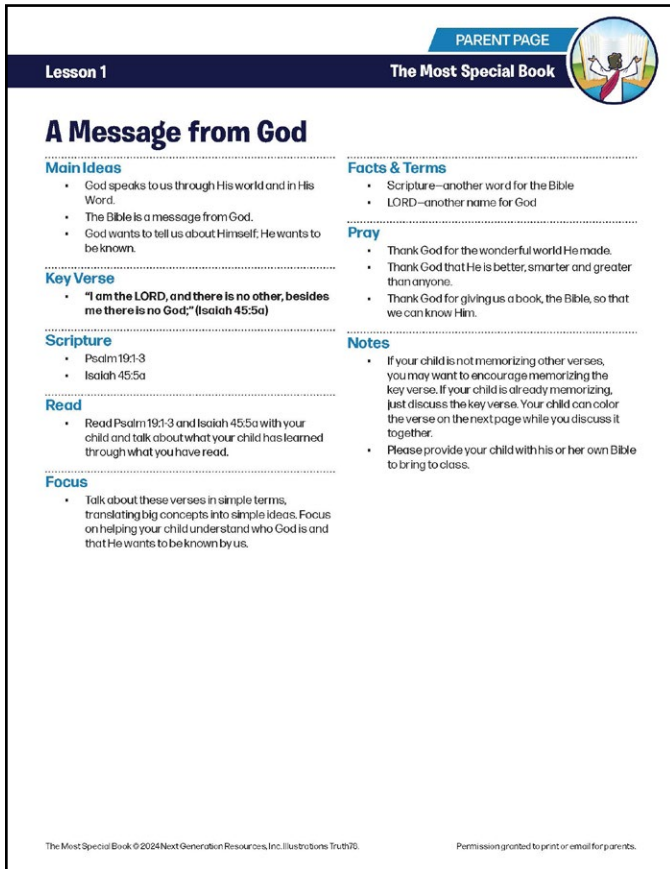
A curriculum overview letter and Parent Pages for each lesson are included as PDF Curriculum Resources to print and/or email. The following page shows the Lesson 1 Parent Page for your reference. Please see the Curriculum Resources downloads for full-sized Parent Pages for all 28 lessons, plus many other helpful resources included with your Classroom Kit.

The images below show both parts of the Parent Page for Lesson 1. Full-sized Parent Pages for all 28 lessons are available as part of the Classroom Kit. Each lesson's Parent Page includes the Main Ideas, Key Verse, Scripture references, and suggestions for student-parent interaction for the week.

Please send the Parent Pages home for parents to use every week and encourage them to interact with their children on the truths being taught. Encourage both parents and students to pursue these at-home interaction opportunities.

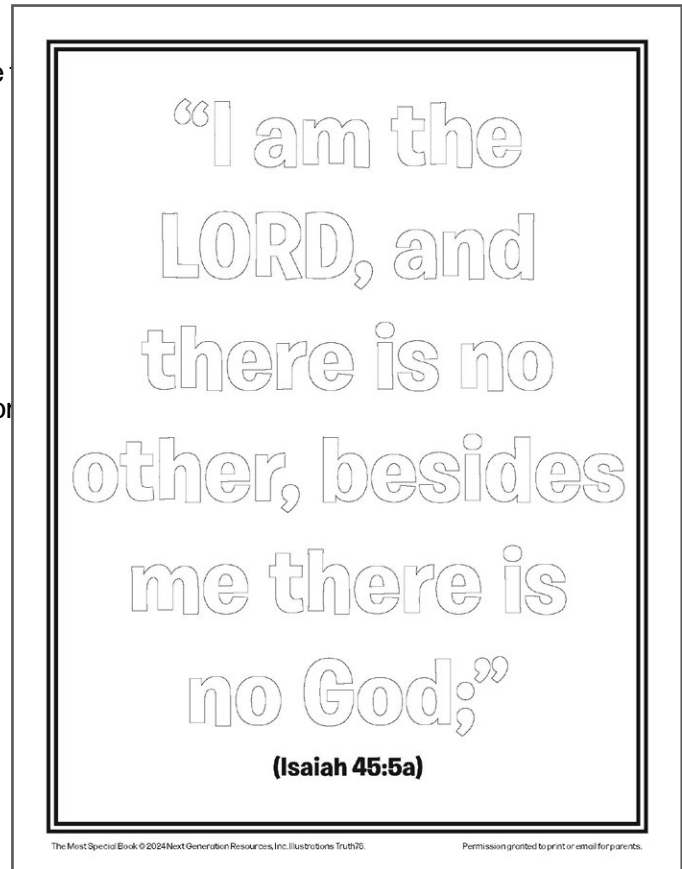
Additional Materials You Will Need

The following resources are not provided as Curriculum Resources as electronic downloads. Most are common household items, but a few might require planning and preparation. We recommend that you review this list before starting this curriculum to make sure you have everything you will need.



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Lesson 2

- Tape and a piece of paper (see Preparation)
- Stack of favorite children's books (4-5 books, with some variety—easy-to-read, pretty pictures, nice cover, funny, etc.)
- Pile of coins
- For Application (for each student): Glitter glue, optional shiny gold and silver paper for the students to cut out coins. And, if you have an embosser, you might even be able to emboss the paper coins.
- For Optional Activity 1: Supplies to create a class bulletin board
- For Optional Activity 2: Optional costumes or props

- A few books (no duplicates) and a stack of Bibles (many different kinds)
- A simple pencil sketch on paper with light lines for a child to trace and add to (see Illustration)
- A thick marker
- A red marker
- For Optional Activity 1: Choose a favorite Bible story to read to the class.
- For Optional Activity 2: Be ready to teach and sing this song with the class. Then discuss what it means to "stand alone on the Word of God."
- For Optional Activity 3: Paper to write a class story

Lesson 4

- An unfinished project (e.g., sewing project, woodworking project, cake batter, partially colored coloring book page, or partially finished math assignment)
- Something with a mistake in it (e.g., a piece of fabric with a flaw in it, a math paper full of mistakes, a cake that didn't rise or a picture of one, a picture of a car that has been in an accident, etc.)
- Something made of silver (see Preparation)
- Optional: Clay or playdough ball of more than one color mixed together so that it looks marbled
- For Application (for each student): Silver glitter glue, silver glitter pens; or silver paper
- For Optional Activity 1: Several different colors of clay or playdough that students can mix together
- For Optional Activity 2: Several wads of paper and a wastebasket

Lesson 5

- A familiar fictional children's book (any book that portrays animals acting in a way contrary to their nature and ability, or any that is obviously fictional such as *Little Red Riding Hood*)
- Optional: Bible storybook (see Preparation)
- Banana
- Candy
- Tote bag
- For Application (for each student): Optional stickers, stamp markers, glitter pens, etc.
- For Optional Activity 1 (for each student): Paper
- For Optional Activity 2: Letters to spell "The Bible Is True" for students to cut out and decorate; bulletin board and other supplies for this project you may choose to use
- For Optional Activity 3: Chalk or paper squares with labels or simple pictures to identify them with a true or pretend story

Lesson 6

- See Preparation
 - Student helper
 - Bag of candy (or substitute)
- Heavy tote bag full of books
- For Optional Activity 1 (for each student): Adding tape or another big piece of long, narrow paper

- For Optional Activity 2: Small circle of paper (See Optional Activity section for details); marbles, small balls, or wadded paper balls (one for each student)

Lesson 7

- See Preparation
 - Small Bible
 - Plastic bag (large enough to hold the small Bible)
 - Bag of flour (original bag with label "Flour" visible)
 - Towel (to wipe flour off hands)
- For Application (for each student): Optional colorful sequins and glue, glitter glue, etc.
- For Optional Activity 1: Supplies to make a bulletin board or collage of unreached people groups to use as a prayer reminder
- For Optional Activity 2: Come prepared to share about a Bible translator or missionary you know.
- Optional Activity 4: If you are participating in a special Bible project through Wycliffe Bible Translators or another organization, be prepared to explain the project with clear instructions on what the project is and how they can participate.
- For Optional Activity 5: Costumes and/or hats from other countries for the students to wear, or pictures of people from other countries to pin on their shirts. Or, if your students can read, you could write the names of countries on nametags for them to wear. (Each student should represent a different country.); a large room (ideally a gym); chalk or tape to mark a circle on the floor large enough to encompass all of the students
- For Optional Activity 6: Pretzel sticks (enough for each child to make tally marks as you talk about the people who don't have a Bible in their own language yet)

Lesson 8

- Extra Bibles (for students who don't remember to bring one from home)
- Clear glass jar with a lid containing un-popped popcorn
- Permanent marker
- A world map
- A U.S. map (or map of your country)
- For Application: Bibles (for students who forget to bring one)
- For Optional Activity 1 (for each student): Fabric tote bag, fabric paint, other painting supplies

- For Optional Activity 2: Come prepared to teach the students a song that lists the books of the Bible.
- For Optional Activity 3: Pieces of paper that are different colors or, if the students can read, they can all have different street names written on them (the number will vary based on the size of your class; see the Optional Activities section for details)

Lesson 9

- See Preparation:
 - Bible storybook
 - Baby album
- For Application (for each student): Letter-sized envelope

Lesson 10

- See Preparation:
 - Adult volunteer
 - 2 Student volunteers
 - Optional: Crown and robe for King David role play
- For Optional Activity 1: Props, visuals, and role play cards from the lesson, or puppets to do this as a puppet show

Lesson 11

- Coupon (an expired one would be best)
- A fresh flower or fresh grass
- A wilted flower or dried grass (pull the grass up a few days before the lesson)
- Faded construction paper (flower and grass colors)
- For Application (for each student): Faded construction paper in colors for flowers, leaves, stems, and grass
- For Optional Activity 1: Flowers for the students to take home and watch as they begin to dry up (These need not be expensive—violets, lilacs, even weeds like dandelions will do.)
- For Optional Activity 2: Supplies for the students to plant seeds (e.g., seeds, dirt, cups, watering can, etc.)
- For Optional Activity 3: Balloon with pin prick (You may want to experiment with this activity before class to determine how big a pin prick you must make to be sure the balloon deflates in a reasonable amount of time.)

Lesson 12

- Matches
- A metal cake pan

- Knife for cutting scroll (placed in a safe place before and after using it to avoid any potential accident)
- Rubber stamps and stamp pad (or stamp markers—alphabet stamps or markers would be best)
- Paper
- For Optional Activity 1: Paper and “printing” supplies (e.g., rubber stamps and stamp pads, stamp markers, sponge objects and paint, etc.) for each student or for the whole class using a mural-sized piece of paper
- For Optional Activity 2: Chalk or tape to mark squares on the floor

Lesson 13

- “Scroll” (a strip of paper rolled at both ends is adequate)
- Two colors of ribbon (one 11 inches long and one 12 inches long, see Preparation)
- Optional: 3” x 5” index cards (see Preparation)
- 12-inch ruler
- Optional: Red pen or marker
- For Application (for each student): Ruler
- For Optional Activity 1: Container (not clear or transparent) of different colored buttons

Lesson 14

- Two containers of candy (see Preparation)
- A feather
- A big, heavy rope
- For Optional Activity 1: Paper (maybe a large piece you could hang in the room when you’re done)
- For Optional Activity 2: Paper for each student; and a five-hole paper punch and a hand-held vacuum cleaner for the group or class

Lesson 15

- Adult volunteer (see Preparation)
- For Optional Activity 2: Tables and chairs; rope for tug-of-war

Lesson 16

- See Preparation:
 - Three paper cups
 - A button (or another object to hide in one of the cups)
- Raincoat
- Squirt bottle filled with water

- Optional: Broken drinking glass or broken vase obviously glued back together
- For Application (for each student or for the group): Stapler
- For Optional Activity 1: Glitter glue; other supplies for a class bulletin board, including verses of the teacher's choice written on slips of paper (one or more for each student)
- For Optional Activity 2: Sheets of scrap paper; pillows, cookie sheets, or other items to use as a shield
- For Optional Activity 3: Large bag of M&M's® (or other candy); container smaller than the candy bag (a heart-shaped container would be great)

Lesson 17

- Optional: Blind person with a guide dog
- Blindfold
- For Optional Activity 1: Blindfolds for each student; optional simple obstacle course
- For Optional Activity 2 (for each student): Stapler

Lesson 18

- Honey snack (see Preparation)
- For Application (for each student): Optional gold glitter glue
- For Optional Activity 2 (for each student): Honey on crackers or bread—Be certain that none of the students are allergic to honey, gluten, etc.

Lesson 19

- Role Play (see Preparation)
 - Adult volunteer
 - Prize
 - Blindfold
 - Chair or other obstacle
 - Jar with a lid
 - Pile of papers
 - Wastebasket
- Mirror
- For Optional Activity 1: No supplies needed for this activity, unless you want to provide the same props used during the lesson role play.
- For Optional Activity 2: Prize for the class to share
- For Optional Activity 3 (for each student): Cardstock; strips of paper with the words "Be a doer of the Word, not just a hearer"; magnetic strips

Lesson 20

- Buttons (about a dozen, including 2-4 of each kind, plus one different, very special button)
- Clean hairbrush
- Plastic bag
- Baby picture
- For Optional Activity 1: Supplies for a class bulletin board

Lesson 21

- Play money (could be from a game)
- Nametag
- Baseball cap (or something else connected with pleasure or leisure)
- Photo of people
- For Application (for each student): Optional ribbon, paper strips, or even real first-place ribbons
- For Optional Activity 1: Supplies that you might want to provide as you talk about missions
- For Optional Activity 2: Optional real first-place ribbon/s to give to the winner/s of a relay or contest; other supplies for a relay or contest (see Optional Activity section for ideas)

Lesson 22

- You may want to add some of your own creation visuals.
- 2 Handcrafted items (see Preparation)
- Article of clothing (preferably handmade)
- Paper (for each student) or an adult volunteer
- For Application (for each student): Creation stickers, photos of creation cut from magazines
- For Optional Activity 1 (for each student): Photos of creation to cut from magazines or nature items; paper
- For Optional Activity 2 (for each student): Different kinds of leaves; toothbrush; piece of screen, paint
- For Optional Activity 3: Nature books with photos of God's creation

Lesson 23

- Two pieces of fruit (one beautiful and fresh and one rotten like a black banana after you put it in the freezer)
- For Optional Activity 1: Paper (for each student)
- For Optional Activity 2: Container/s; equipment to play music

Lesson 24

- Pitcher of milk
- A clear glass
- Teaspoon of dirt and gravel
- For Application (for each student): Penny, black crayon
- For Optional Activity 2: Supplies of your choosing for this activity (see Optional Activity section)
- For Optional Activity 3: Ball

- Optional: Bibles for students (see Preparation)
- For Optional Activity 1: Bible wrapped in a box; optional clues for the treasure hunt

Lesson 25

- An item that can be easily fixed by a child (e.g., ballpoint pen—unscrew the two parts and take out the spring and show the pieces of the pen)
- An item that cannot be fixed (e.g., a garment with a large hole in it, a smashed jar, a phone with a cracked screen)
- Dirty milk (see Preparation)
- Teaspoon of sugar
- Gift (see Preparation)
- A stone that is about fist-sized or larger
- For Application (for each student): Optional wrapping paper, stickers, stamp markers, glitter glue, gel pens, ribbon, etc.
- For Optional Activity 2: Broken items that cannot be fixed; tools
- For Optional Activity 3 (for each student): Box; wrapping paper, bow, stickers, etc.; tag with the words “Fixing the Sin Problem Is a Gift of God”

Lesson 26

- Gift (see Preparation)
- For Optional Activity 1 (for each student): Large piece of paper
- For Optional Activity 2 (for each student): Glitter glue

Lesson 27

- String or ribbon (see Preparation)
- Raisins
- Note about something that happened to you (see lesson)
- Diary or journal
- Nice-looking, unused-looking Bible
- For Optional Activity 1 (for each student): Paper

Lesson 28

- Optional: Other favorite Bibles
- Photo album

Bible and Memory Verse Activities (including Sword Drills)

Instructions for Sword Drills

Memory verses or verses used in previous lessons can be used as practice for Sword Drills. You may make up your own rules for Sword Drills, or you may use the following suggestions:

- Start with the command, “Draw swords.” (You may want to explain that the term “sword” comes from the reference to the Word of God as a sword in Ephesians 6:17.) At the command to draw swords, students should hold up their Bibles by the binding.
- State the reference clearly and slowly.
- Students repeat the reference.
- Give the command, “Charge!” Students are free to start looking for the verse as soon as the command to charge is given.
- When a student has found the verse, he may stand up. A student should not find the chapter and then stand up while looking for the verse. A student should have his finger on the verse before standing.
- When all the students are standing, the teacher should call on one student to read the verse. Note: This should not always be the one who was standing first. If the first student standing is always the reader, students who are not as quick tend to grow discouraged and give up on participating.

To make Sword Drills more interesting, you may want to split the class into teams, and give points to each team accordingly. If the same students consistently win the Sword Drills, you may want to vary the stipulations in order for

other students to have a chance to find the verses first. For example, you may stipulate that a reference is for girls or boys only, for anyone wearing green, etc.

It is important to remember that Sword Drills are not merely a fun activity. They are a way to help students become more familiar with the Word of God.

Books of the Bible Games

There are a number of games that can be played to help students learn the books of the Bible. Here are a few suggestions:

- Write the name of each of the books of the Bible on a folded sheet of paper. String a clothesline across the front of the room. Hand the students these sheets as they enter the room. Have the students try to arrange the books of the Bible in order on the clothesline. Adults should be on hand to help the students look in the table of contents in their Bibles, if necessary.
- Split the class into two teams. At the signal, someone from each team can run up to the board and write “Genesis” on the whiteboard. He must then run back to his team and hand the marker to someone who is raising his hand. That person can then write “Exodus” under Genesis. The game continues until all the books are listed. If a team gets stuck, someone may look at the table of contents, but the team receives a one-person penalty (they must wait while one person from the opposing team writes a book of the Bible on their list and hands the marker to another team member). The team that finishes first wins the game.
- For each student, make a set of slips of paper with a name of a different book of the Bible on each slip. These can easily be made by photocopying a list of the names and cutting them apart with a paper cutter. Students must then place the slips in order. When each student finishes, he can help a friend. Encourage the students to use the table of contents in their Bibles to help them until they memorize the books and their order. The slips may be kept in an envelope and used periodically.
- Collect small cereal or food boxes. Each box will become a book of the Bible. Wrap each box in solid-colored craft paper. On the “spine” of each covered box, write the name of a book of the Bible. Stand the boxes up like books in a bookcase on a shelf in the classroom, or on the floor against a wall. Use two heavy objects for book-ends. Before class, mix up the order of the books and have students come and put them in order. Also, you may scatter or hide the books in the room and present the students with a corresponding index card. Have the students find the books and place them in order. Consider color-coding the boxes with the craft paper to represent different sections of the Bible: Old and New Testaments, or the Pentateuch, Prophets, Wisdom books, etc.
- Other activities for your books of the Bible boxes:
 - **Order the Stack Game**—Divide your class into teams of two or three and have the teams take turns stacking the boxes in order. Give them a certain amount of time to stack. Mix up the boxes after each team takes a turn. The team that stacks the most boxes in the correct order wins.
 - **Books of the Bible Relay Race**—Divide your class into teams. Place the mixed up boxes and one team at one end of the room. Have the teams take turns picking up boxes, racing to the other end of the room, and placing them in order. Time how long it takes each team to complete the task. The team that completes it the fastest wins. Or you can play using the whole class as one team. Time them to see how long it takes. Have them repeat the game to see if they can beat their time.
 - **Which Book Is Missing?**—Pick five to 10 consecutive books of the Bible and display them in front of the class. Pick one student to remove one of the books (boxes) while the other students close their eyes or

turn around. Have the students all turn around at the same time and see who can discover which book is missing first. The student who answers correctly first gets to take a turn and remove a book.

- Print the name of each book of the Bible on a sheet of paper (you may want to laminate them) to play one of the following games.
 - Put all of the pages on the floor and have the students put them in order.
 - Hand out the pages to individual students and have them line up in order.
 - Put the pages in order in a line on the floor (or have the students do it), and then have them walk beside the sheets reading the names aloud as they go down the line.
 - Put the pages all over the floor in order. Call out a book of the Bible and have the students find that page and go stand by it.
 - Similar activities can be invented to help them to learn other biblical information (e.g., the Ten Commandments).

Key Verse Games

Choose games that are appropriate for the age group you are teaching.

- **Erase a Word**—Write the key verse on the board. Erase the verse a word at a time, each time asking the students to say the verse.
- Write each word of the key verse on a separate slip of paper. Students must place the slips in the correct order.
- Students line up. Each says a word or phrase of the verse, going from student to student.
- Write the first letter of each word of the key verse on the board. Students then try to write the verse.
- **Ping Pong**—Students call out the first phrase of a verse, another student calls back the second phrase, and so forth. This can be played in pairs or in teams with the students facing each other in a line.
- Students sit around a table. Someone writes the first word or phrase of a verse (or the reference) on a sheet of paper and passes it to the next person, who writes the next word or phrase, and so on until the verse is completed. The next person starts another verse, and so forth. By timing the students to see if they can “beat” their previous time, you can liven up the activity. Timing the activity may help you determine which and how many verses to include (e.g., see how many verses they can write in 10 minutes).
- Have a “spelling bee” to review verses.
- Make a word search using all the words in the verse.
- **Hot Potato**—Have students sit on the floor in a circle. The first student says the first word of the verse and rolls a ball to anyone in the circle. The student receiving the ball says the second word of the verse and so on.
- **Line Up**—Write each word of the verse on a separate slip of paper. Tape a slip of paper onto the front of each student and have them line up in verse order. (Variations: Play this as a team game or tape the slips onto the back of each student and have them ask questions to find out which word is on their back and then line up in verse order.)
- **Picture It**—Have the students write the verse, drawing as many pictures for the words as possible.
- **Verse Relay**—Divide the students into two teams. Place a whiteboard or large sheet of paper at a distance from the starting line. Hand the first student of each team a writing implement, and on the shout of “Go” have him run to the writing surface and write the first word of the verse. Then have him return to his team and hand the writing implement to the second person. The first team that finishes writing the verse correctly wins.

- **Team Scramble**—Before class, write each word of the verse on separate index cards. Say the verse together as a group several times. Divide the class into two teams. Have a race to see which team can put the cards in order so the verse reads correctly in the shortest amount of time.

Additional Activity Ideas

- **Review**—Make up your own activities to review the material covered in class.
- **Timeline**—Write biblical events and people (or pictures of them) on cards. Students can place the cards in order. Each student could have a set to work on, or they could work on them as a group. When students are first learning Bible chronology, use only five to 10 cards at a time. Eventually, they will be able to place all the cards in order.
- **Maps**—Give each student a map of Israel. Identify the major water bodies, mountains and towns and have the students label them on their maps (or they can check a Bible atlas). Continue reviewing this until the student can label the maps without help. You may want to start just with the water bodies, and expand the number of items you are asking students to label. You may want to invent a variety of games (e.g., split the class into teams, write each place to be identified on a slip of paper and have students choose slips and label a large wall map).
- **Follow-Up**—Before class, small group leaders can follow up on the previous lessons by reviewing the Parent Page from the previous lesson or talking about the workbook page from the previous lesson.

Ministering to Children from Non-Christian Homes

by Jill Nelson

Having students in your classroom from unbelieving homes provides both opportunities and challenges. For example, your words, demeanor, and actions can serve as a beautiful demonstration of the gospel. At the same time, you may need to deal with issues that arise from students who are not being spiritually nurtured in the home, requiring a greater investment of our time and attention. Below are some suggestions for ways to maximize the potential for spiritual impact on these children:

Understand that students from both Christian and non-Christian homes have the same basic spiritual need: They are sinners in need of a Savior. Do not assume that a student from a difficult home situation has a heart that is any more desperate than a pastor's child who has not yet come to saving faith. Both students need to hear and respond to the same biblical truths. Furthermore, ultimately, their salvation is not dependent on their parents' belief or unbelief, but on the sovereign mercy of God.

- Whenever possible, introduce yourself to the parents in person or via phone, letter, or e-mail. Try to connect with the parents on a regular basis, even if it is by simply writing a short note on the student's weekly Parent Page.
- As a leadership team, commit yourselves to weekly prayer for this student and his parents.
- Provide the student with any necessary resources that he may need, especially his own Bible.
- A younger student may be greatly helped by your providing him with a good storybook Bible to make him familiar with the main biblical themes, people, and events. (See Truth78.org/story for the *More Than a Story Bible* resources.)
- If possible, seek out a mentor family from your church to provide the student with spiritual nurture beyond the classroom. Make sure that this is done with sensitivity and with permission from the student's own parents.
- Create a welcoming atmosphere in your classroom and small groups. Be careful not to make the student feel odd or excluded because his parents are not Christians. For example, try to avoid statements that assume parental belief such as, "Your parents read the Bible to you and pray with you and bring you to church. Your parents want you to know and follow Jesus." Rather, try to use language that takes into account that, although the above comments are God's desire for all parents, this is not necessarily the experience of every child.
- If you encounter any problems in communicating with the parents or with interacting with a student, seek counsel from your children's ministry leadership and/or a pastor or elder.

Sharing the Gospel with Children

Overview

Our vision at Truth78 is that the next generations know, honor, and treasure God, setting their hope in Christ alone, so that they will live as faithful disciples for the glory of God.

Our mission is to inspire and equip the church and the home for the comprehensive discipleship of the next generation.

As teachers, our foremost desire for our students should be that they come to know, understand, embrace, and live out the gospel as they trust and cherish Jesus Christ. Each Truth78 curriculum is designed with this aim in mind. However, the great majority of lessons in each study do not present the entire gospel message. Rather, we have chosen at times to repeatedly (as the whole of Scripture does) present key gospel truths to lay a solid foundation on which the saving work of Christ is clearly seen, explained, and demonstrated. For example, we present the perfect holiness of God as seen at the giving of the Old Testament law so students might recognize the desperate plight of sinners who cannot be accepted through their imperfect attempts at law-keeping. This foundational truth points to the need for Christ, God's holy and righteous Son, and His atoning work on the cross.

*In our minds, while every lesson must present **gospel truth**, not every lesson must explicitly present the **entire gospel**.*

This philosophy—a slower, incremental, and systematic approach to presenting the gospel—may frustrate some who, understandably, want children to come to saving faith as soon as possible. But, while it is true that God can bring about true saving belief even in a toddler, it is very important to note that saving faith does require a basic level of cognitive recognition of key biblical truths. What are these key truths? In *Helping Children to Understand the Gospel*, we present these 10 essential truths for a foundational understanding of the gospel:

- **God is the sovereign Creator of all things** (Psalm 19:1; 22:28; 24:1; Isaiah 44:24).
- **God created people for His glory** (Psalm 29:1-2; Isaiah 43:6-7; 1 Corinthians 10:31).
- **God is holy and righteous** (Leviticus 19:2, 37; Deuteronomy 32:4; Romans 7:12).
- **Man is sinful** (Romans 3:10-18, 20, 23).
- **God is just and is right to punish sin** (Isaiah 59:2; Romans 1:18; Romans 6:23a).
- **God is merciful. He is kind to undeserving sinners** (Psalm 145:8; Ephesians 2:8-9).
- **Jesus is God's holy and righteous Son** (John 1:1, 14; 1 Timothy 1:15).
- **God put the punishment of sinners on Jesus** (Isaiah 53:5; Romans 5:8; 2 Corinthians 5:21; 1 Peter 2:24).
- **God offers the free gift of salvation to those who repent and believe in Jesus** (Mark 1:15; John 3:16-17; Acts 4:12; Ephesians 2:8-9).
- **Those who trust in Jesus will live to please Him and will receive the promise of eternal life—enjoying God forever in heaven** (Luke 9:23; John 11:25; 1 John 2:15; Psalm 16:11).

Practical Implications for the Classroom

1. As you interact with your students, it is important to ask yourself, “Have the children in my classroom or small group been exposed to these key gospel truths in a manner that is biblically accurate and age-appropriate?”

Often, a child will demonstrate spiritual curiosity or even a desire to “trust in Jesus” devoid of an adequate understanding of the gospel. For example, many are drawn to the loving nature of Jesus without recognizing their own sin and need for repentance. It is good to be drawn to Jesus’ loving nature, but His love also serves to expose our sin and need for a Savior. Jesus is not merely a loving figure; He is the righteous Son of God who alone has the power to forgive our sin and rescue us from God’s just condemnation. Therefore, we need to be discerning when a student asks questions concerning salvation or expresses interest in faith in Jesus. If he seems to show a sincere and tender heart toward trusting in Jesus, it may be helpful to briefly review the essential truths of the gospel to better discern whether he understands its basic facts and implications.

Furthermore, we should be careful to use biblical language when presenting the gospel. For example, asking, “Would you like to invite Jesus into your heart?” may distort the gospel’s clear language that you must believe in (trust or have faith in) Jesus in order to be saved.

2. We must also recognize our role as teachers and mentors: We are to support and assist believing parents as they assume the primary responsibility for nurturing their child’s faith.²

God has given parents the primary role of biblical instruction and gospel proclamation in their child’s life (Deuteronomy 6:7; 2 Timothy 3:14-15). For Christian parents, there is no greater joy than seeing your children come to faith. As teachers, we should always seek a secondary role, especially as it relates to a child responding to the gospel in faith. This does not mean we should ignore a student who seems to be demonstrating a sincere desire to repent and believe the gospel. However, we can use these God-appointed opportunities to encourage the child and involve his parents. For example, suppose the Holy Spirit has been at work in a student’s heart in your small group. During an application discussion, he expresses an informed and sincere desire to repent of his sin and put his trust in Jesus as his Lord and Savior. You could both encourage him and also play a secondary role to his parents by praying with him in the following manner:

Dear Heavenly Father, thank You for giving Joey a heart that wants to trust in Jesus for the forgiveness of his sins. I praise You that you are at work in his life. Please help Joey to truly know and understand who Jesus is and what Jesus has done. May Joey seek to love, trust, and obey Jesus with all his heart. When Joey goes home today, I pray that he will talk with his dad and mom about how You are working in his heart.

Then contact his parents and talk to them about your conversation with their son.

3. Be in fervent prayer and trust in God’s sovereign grace.

As teachers, we do have a responsibility to articulate the gospel and challenge students to respond to it in faith. But ultimately, their salvation depends on God. He alone is able to bring about regeneration and saving faith. Therefore, in our desire for saving faith, we must not be manipulative and try to bring about something devoid of the work of the Holy Spirit. Children tend to want to please adults, especially those they particularly admire. Pressuring a student to say a prayer or make a premature confession of faith does not serve to advance the gospel or nurture the soul of the child. We must pray for God to act in their hearts and trust His good and sovereign grace. We must rest in this great truth from Romans 8:30:

And those whom he predestined he also called, and those whom he called he also justified, and those whom he justified he also glorified.

² See “Ministering to Children from Non-Christian Homes” in this appendix.

Welcoming Children with Special Needs

by Brenda Fischer

As we prepare our hearts to teach truth from God's Word to children, it is wise to consider that there may be one or more students with disabilities in our classrooms. Our response to this should be reinforced by these truths from the Bible:

- **God is sovereign and creates children with special needs.** Exodus 4:11—"Who has made man's mouth? Who makes him mute or deaf or seeing or blind? Is it not I the Lord?"
- **God has a special plan for their lives.** Jeremiah 29:11—"For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope."
- **God has designed them the way He wants them to be.** Psalm 139:13-14—"You formed my inward parts; you knitted me together in my mother's womb. I praise you, for I am fearfully and wonderfully made."
- **God has gifted them with abilities and talents, and they are indispensable to the body of Christ.** 1 Corinthians 12:21-22—"The eye cannot say to the hand, 'I have no need of you,' nor again the head to the feet, 'I have no need of you.' On the contrary the parts of the body that seem to be weaker are indispensable."
- **God looks at their hearts.** 1 Samuel 16:7b—"Man looks at the outward appearance, but the Lord looks at the heart."
- **God's glory shines through them.** 2 Corinthians 4:7—"We have this treasure in jars of clay, to show that the surpassing power belongs to God and not to us."
- **God can call them to Himself.** Mark 10:49—"Jesus stopped and said 'Call him,' and they called the blind man, saying to him, 'Take heart. Get up; he is calling you.'"
- **God uses disability as a powerful visual reminder that we are all sinful and weak.** 2 Corinthians 12:9—"My grace is sufficient for you, for my power is made perfect in weakness."

Including students with disabilities in our church body and in our classrooms is a reflection of our love for God and His Word. It is a living lesson of doing what God calls us to do. We are trusting that God has brought these special students into the body. If our focus is on God as the marvelous Designer and on His greatness, out of this will come a love for students with special and, perhaps, challenging needs. The blessings that come from loving and including students with disabilities are far-reaching:

- Parents who have a child with disabilities are blessed to have a community of believers who accept and encourage them. They are strengthened and equipped to seek out God and grow in their faith through difficult life circumstances.
- Students with disabilities are blessed when they are a part of the body and have the opportunity to share their unique gifts with the rest of the classroom.
- Teachers and other classroom volunteers are blessed when they depend on and trust in God for provision and wisdom to help them include students with disabilities in a loving and accepting way. They are able to see firsthand how God has given gifts to all of us.

- Typical students are blessed when they see and imitate adults in the classroom who are responding to disability with a loving trust in God's good design. They are also blessed by friendships with students with disabilities. They are given the joy of God-honoring friendship as well as a true-life lesson on weakness.

Thoughtful classroom provision is a loving way to model Christ's love to students with special needs. Some will do best with a helper or aide. Others will do fine with just a bit of extra attention from the team. Most are helped by some adaptation and visual examples of the truths being taught. Volunteers do not need to be experts on disability. Just taking the time to get to know the student and asking the parents about their child is an important first step.

About Truth78

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Our Vision, Mission, and Values

Truth78 is a *vision-oriented* ministry for the next generations. We use the term “vision-oriented” to describe our ministry because we are aiming our children and youth toward an end goal and target.

Our vision has been shaped by Psalm 78:1-7.

Give ear, O my people, to my teaching; incline your ears to the words of my mouth!²I will open my mouth in a parable; I will utter dark sayings from of old,³things that we have heard and known, that our fathers have told us. ⁴We will not hide them from their children, but tell to the coming generation the glorious deeds of the LORD, and his might, and the wonders that he has done. ⁵He established a testimony in Jacob and appointed a law in Israel, which he commanded our fathers to teach to their children, ⁶that the next generation might know them, the children yet unborn, and arise and tell them to their children, ⁷so that they should set their hope in God and not forget the works of God, but keep his commandments.

These verses serve as a foundation for our vision for the next generations. They also guide our ministry’s specific mission and the values that undergird and define our resources and training materials.

Our vision is that the next generations know, honor, and treasure God, setting their hope in Christ alone, so that they will live as faithful disciples for the glory of God.

Our vision is that the next generations will, by God’s sovereign grace:

- Come to genuinely **know** the truth of the triune God—Father, Son, and Holy Spirit—by becoming acquainted with His divine character, glorious deeds, redemptive work, and steadfast promises as revealed in His inerrant Word, the Bible.
- **Honor** and revere God in a way befitting His incomparable greatness and worth.
- **Treasure** God with undivided love and devotion, experiencing Him as their all-satisfying joy.
- Set their full confidence and **hope in Christ alone**, who through His perfect life, sacrificial death, and victorious resurrection, reconciles sinners to God so that they might live as His covenant people.
- **Live as faithful disciples** of Jesus through grace-dependent, Spirit-empowered obedience to His holy and righteous ways, which day by day progressively conforms them into His image and likeness so that they will bear fruit and stand mature in Christ.
- Do everything **for the glory of God** by proclaiming His excellencies in all they think, say, and do—so that His great name might receive all honor, thanksgiving, and praise!

Our mission is to inspire and equip the church and the home for the comprehensive discipleship of the next generation.

■ Inspire and Equip

While many churches have been growing in their understanding and eagerness to pursue a more comprehensive approach to Christian discipleship at an adult level, not all churches and parents have fully embraced or implemented the means necessary to incorporate this within children's ministries and parenting. We are eager both to inspire the church and parents to embrace the privilege and the responsibility for the intentional discipleship of the next generation, and to equip them with the tools and resources that will support their efforts, enabling them to fulfill this high and holy calling.

■ Church and Home

We believe that God has called both the church and home to raise up the next generations to know, honor, and treasure God through Jesus Christ. This is accomplished through a strategic, loving partnership between the church and home. This partnership affirms the role and responsibility of church leadership to provide encouragement and training for parents, and also to provide formal instruction for children and youth. This partnership affirms that parents, by proximity, opportunity, and God's design, bear a unique responsibility for nurturing their children's faith. Our resources are designed to foster this partnership.

■ Comprehensive

By "comprehensive" we mean discipleship that is deeply rooted in the breadth and depth of Scripture and that touches upon the mind, heart, and will. With the Apostle Paul, we dare not shrink from declaring to the next generation "the whole counsel of God" (Acts 20:27). As we faithfully impart the full testimony of God's revealed truth to the children in our homes and churches, our earnest hope and prayer is that they would, by God's sovereign grace, become faithful and joyful followers of Jesus who are actively invested in the mission of the Church—for the praise of His glorious name!

■ Instruct the mind.

God has revealed Himself to us in the Bible, which communicates through words and concepts that first must be understood by the mind. Therefore, we are committed to developing resources and training that teach the next generations to rightly read, study, interpret, and apply Scripture. We believe that this is best done by an incremental, age-appropriate approach that provides the tools and skills needed for studying Scripture. Additionally, we aim to teach in a manner that fosters critical thinking and reasoning so that children and youth have an unwavering confidence in, and defense of, the Christian faith.

■ Engage the heart.

We believe that true saving faith in Jesus involves a radical heart transformation, which produces new desires, attitudes, and actions. While we fully acknowledge that only God can bring about this Spirit-wrought, grace-dependent transformation, we believe that it is our responsibility to guide, inspire, and implore the next generations toward a personal and sincere response to God's truth. What is learned in the mind needs to transform the heart and will. Therefore, our teaching and training incorporates a format and methodology that challenges children and youth to embrace the truth of God by graciously entreating them to love, trust, obey, and delight in God through Christ.

■ **Influence the will.**

We believe that true saving faith will be evidenced by a growing desire to walk in obedience to God. While this is dependent on the transforming work of the Holy Spirit, God also expects His children to exert real effort. Our wills must put to death sinful, selfish ways and choose instead to daily trust Christ, submit to Him, and be doers of His Word. Therefore, our teaching and training is designed to influence the will of the next generations by guiding, challenging, and encouraging them to be Christ-like in all of their thoughts, words, and actions. We want them to see and experience the surpassing worth and lasting joy of living life fully surrendered to the perfect will of Jesus.

■ **Proclaim the whole counsel of God.**

God calls us to make known to the next generations His greatness and worth through the testimony of His Word. This entails proclaiming the majestic breadth and depth of Scripture—both the whole, grand narrative and the individual, glorious parts.¹ We believe this is best accomplished with an intentional, strategic plan that acquaints children and youth with the following:

1. A chronological overview of the Bible's key stories and themes.
2. A study of the Bible's historical, redemptive narrative (biblical theology).
3. An examination of the essential doctrines of the Bible (systematic theology).
4. God's moral and ethical instruction: His law and commandments, the wisdom literature, and the teachings of Jesus and the apostles.
5. An explicit and careful study of the essential truths of the gospel.

To that end, we have developed resources and training that are undergirded and defined by the following values: God-centered, Bible-saturated, gospel-focused, Christ-exalting, Spirit-dependent, doctrinally grounded, and discipleship-oriented.

God-Centered—We heartily affirm that everything exists and has its being through the one eternal, sovereign, triune God, who alone is worthy of all honor, thanksgiving, devotion, love, obedience, and praise. Therefore, we must impress upon the next generations the necessity of a Godward orientation in all of life. “For from him and through him and to him are all things. To him be glory forever. Amen” (Romans 11:36). To that end, our resources and materials aim to communicate, first and foremost, the incomparable majestic holiness of God. It is from this Godward perspective that we can then properly understand and embrace man's duty and delight in glorifying God in all we think, say, and do.

Bible-Saturated—We are committed to boldly upholding and communicating the authority, sufficiency, clarity, and necessity of Scripture. We want the next generations to have the Scriptures permeate their hearts, minds, and souls. Therefore, every resource we develop is rooted in Scripture, encourages interaction with Scripture, and draws conclusions from Scripture. By doing so, our hope and prayer is that the coming generations will be equipped to rightly interpret the Bible, memorize and recall it, personally apply it, proclaim it, and confidently defend it. Furthermore, we aim to treat the Scriptures in a manner and tone that appropriately conveys the weight, gravity, and joy of God's holy Word.

Gospel-Focused—We believe that the central message of the Bible conveys God's work of salvation for His chosen people accomplished through the Person and work of Jesus, and the sanctifying power of the Holy Spirit, all for the glory of God. The gospel is simple, yet amazingly profound, freely offered, yet extremely costly, and should be communicated as such. We believe the gospel must be firmly grounded within the whole counsel of God, consistently

¹ Piper, John. “The Great Story and the Single Verse.” October 24, 2012, desiringGod.org/articles/the-great-story-and-the-single-verse (accessed 3/4/21).

and carefully explaining essential doctrines that are necessary for a proper and thorough understanding of the gospel. Therefore, the scope, sequence, and content of our resources reflect this incremental and comprehensive approach. Finally, we are committed to declaring to the next generations the gospel's serious and urgent command to repent and believe in Jesus. Consequently, our resources are designed to encourage thoughtful, meaningful, sincere, biblical reflection in responding to gospel truth, rather than simply affirming gospel facts.

Christ-Exalting—We must emphasize the preeminence of Christ, who is God the Father's holy and righteous Son and is "the way, and the truth, and the life" (John 14:6). Jesus Christ is the anointed Savior, who alone reconciles sinners to God so that we might glorify God forever. We aim to provide the next generations with a rich and profound understanding of the Person and work of Christ, emphasizing His full deity and His full humanity; His role as prophet, priest, and returning King; and the necessity of His perfect obedience, atoning death, and resurrection. Therefore, our resources lay a sure foundation, building precept upon precept, regarding the character of God, the nature of man, the essence of sin, and God's righteous condemnation. It is through these foundational realities that the Person and work of Jesus is fully magnified, bestowing on Him a name that is highly exalted above all others. We want our resources to inspire genuine praise and worship of Jesus for all that He is, all He has done, and all He has promised to do.

Spirit-Dependent—We humbly acknowledge that true regeneration and saving faith is by God's sovereign grace, through the work of the Holy Spirit who makes us alive to Christ. We acknowledge every believer's daily dependence on the Spirit as He gives understanding in spiritual matters, guiding and empowering us to become more like Jesus. Our resources and training are designed to encourage parents, teachers, children, and youth to rely on the Holy Spirit. For this reason we emphasize prayer as an essential component for instruction.

Doctrinally Grounded—We believe that there are biblical doctrines essential for being firmly established and mature in the Christian faith. These doctrines reinforce right thinking about God, ourselves, and the world, guiding us in godliness and guarding us from deceit. Therefore, our resources are grounded in solid doctrinal truths that are clearly taught, explained, and repeatedly communicated with increasing depth as our children and youth grow and mature. We also believe that difficult doctrines, such as God's absolute sovereignty, His wrath, human suffering, and the existence of evil must be addressed and explained so that the next generations will remain steadfast in their faith through the storms of life. Our resources are carefully reviewed for their theological integrity to ensure they adhere to sound doctrine.

Discipleship-Oriented—We want the next generations to be serious, passionate, joyful disciples of Christ, who are fully equipped and prepared to deny themselves, take up their cross, and daily follow Jesus. Furthermore, we want them to eagerly embrace the work of the Great Commission and live as Christ's witnesses, shining the light of the gospel so that the lost might be saved. Therefore, our resources emphasize a discipleship orientation that fosters lifelong instruction in and practice of the Christian life. We aim to accomplish this through the following:

- Developing a carefully designed scope and sequence of teaching content that progressively moves children and youth toward greater spiritual growth.
- Using a relational, interactive teaching style in which the evidences of Christian discipleship are clearly communicated, visibly demonstrated, and faithfully encouraged.
- Intentionally providing resources and training for the home that encourage and equip parents for their responsibility in discipling their children.

The Theological and Philosophical Foundations of Our Teaching Resources

We believe that if our children are to become mature disciples of Jesus, they must be given a theological education that is grounded in both the breadth and depth of Scripture—teaching them the whole counsel of God (Acts 20:27). Additionally, it must be done in an age-appropriate manner that instructs the mind, engages the heart, and implores children and youth to trust in Christ and walk in His ways. Paul's words to Timothy can serve as a model for us:

But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it ¹⁵and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus. ¹⁶All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, ¹⁷that the man of God may be complete, equipped for every good work.—2 Timothy 3:14-17

Acquainting children and youth with the Scriptures in this manner will involve exposing them to the actual content of Scripture, while also emphasizing a core set of *essential truths* (doctrines) regarding the Christian faith. In conjunction with this, there must be a focus on a call to personally respond to those truths (relational). Both are important. John Piper states:

Sometimes it is necessary to stress that Christianity is primarily a relationship with Jesus rather than a set of ideas about Jesus. The reason we do this is because no one is saved by believing a set of ideas. The devil believes most of the truths of Christianity. We need to stress that unless a person has a living trust in Jesus as Savior and Lord, all the orthodoxy in the world will not get him into heaven.

But if our stress on the personal relationship with Jesus leads us to deny that there is a set of truths essential to Christianity, we make a grave mistake. There are truths about God and Christ and man and the church and the world which are essential to the life of Christianity. If they are lost or distorted, the result will not be merely wrong ideas but misplaced trust. The inner life of faith is not independent from the doctrinal statement of faith. When doctrine goes bad, so do hearts. There is a body of doctrine which must be preserved.²

Therefore, we must stress both the doctrinal and relational aspects of the Christian life. Our teaching resources are designed to emphasize and carefully balance these two.

Teaching the Whole Counsel of God

In Acts 20:27 Paul writes:

for I did not shrink from declaring to you the whole counsel of God.

D. A Carson makes the following observation from this text:

What he must mean is that he taught the burden of the whole of God's revelation, the balance of things, leaving nothing out that was of primary importance, never ducking the hard bits, helping believers to grasp the whole counsel of God that they themselves would become better equipped to read their Bibles intelligently, comprehensively. It embraced:

- *God's purposes in the history of redemption (truths to be believed and a God to be worshiped),*

2. Piper, John. "Contend for the Faith," a sermon delivered at Bethlehem Baptist Church of Minneapolis on November 25, 1984, copyright © 2015 Desiring God Foundation. Used by Permission.

- *an unpacking of human origin, fall, redemption, and destiny (a worldview that shapes all human understanding and a Savior without whom there is no hope),*
- *the conduct expected of God's people (commandments to be obeyed and wisdom to be pursued, both in our individual existence and in the community of the people of God), and*
- *the pledges of transforming power both in this life and in the life to come (promises to be trusted and hope to be anticipated).³*

One way to evaluate whether or not we are teaching our children and youth the whole counsel of God is see if they can answer these crucial questions, with increasing biblical depth, as they grow and mature:

- What's in the Bible? Who is the Bible about?
- What's the main message of the Bible?
- What are the essential doctrines of the Christian faith?
- Why do we need to be saved? How are we saved?
- How are we to live?

At Truth78, we have identified and incorporated the following five elements (or theological disciplines) into our scope and sequence. We believe that these five elements, interspersed at different ages and emphasized to varying degrees throughout these ages, comprise an appropriate breadth and depth of Scripture needed for teaching the whole counsel of God. Each element addresses specific and essential questions.

Bible Survey and Book Studies—a chronological overview of the Bible from Genesis to Revelation. In the preschool years, this is accomplished by story-based presentation that introduces children to the key people, places, events, and themes of the Bible. Most importantly, it emphasizes God as the Author and main character of the Bible. This provides children with a fundamental Bible foundation upon which the other elements will be built. In the older grades, books of the Bible are studied with more depth.

Addresses: What's in the Bible? Who is the Bible about?

Biblical Theology—introduces students to the main storyline of Scripture, whereby God progressively reveals His redemptive purposes, which come to their complete fulfillment in the Person and work of Christ, for the glory of God. Students are taught to see that the Bible's many diverse stories, written over time, all serve to communicate one main unified message.

Addresses: What's the main message of the Bible?

Systematic Theology—a topical approach in teaching the foundational doctrines of the Christian faith. Systematic theology presents the Bible's teaching on various subjects, one at a time, and summarizes each topic based on the entirety of Scripture.

Addresses: What are the essential doctrines of the Christian faith?

Gospel Proclamation—an explicit presentation of the essential truths of the gospel, leading to a clear understanding of the Person and work of Christ and what it means to respond in true repentance and belief.

Addresses: What do we need to be saved? How are we saved?

3. *Preach The Word: Essays on Expository Preaching: In Honor of R. Kent Hughes*, edited by Todd A. Wilson (Wheaton, Ill.: Crossway, 2007), 177-178.

Moral and Ethical Instruction—acquainting students with the nature, role, and importance of God’s laws and commands, the wisdom literature, and the moral and ethical teachings of Jesus and the apostles. This instruction is necessary for understanding God’s character and standards and our need for the gospel, and for guiding believers in righteous and godly conduct.

Addresses: How are we to live?

Teaching Philosophy and Methodology of Our Teaching Resources

Though each curriculum has a distinct targeted age range, study focus, and suggested program use (e.g., Sunday School, Midweek Bible, Intergenerational, etc.), all are meant to serve this one main goal:

That the next generations know, honor, and treasure God, setting their hope in Christ alone, so that they will live as faithful disciples for the glory of God.

Toward this common goal, each curriculum incorporates a teaching philosophy and methodology that, in age-appropriate ways, is characterized by the following:

- **Nurtures Faith**—Our aim is to see that children and youth experience true conversion and grow in Christian maturity. Therefore, the curricula are designed to stress an appropriate balance between clearly articulating the essential truths of the gospel and the essence of gospel-living (Christian discipleship). Keeping these two goals in balance will challenge both believing and unbelieving students. Furthermore, it is important to note that, while not every lesson explicitly presents the entire gospel, every lesson presents essential gospel truths. Also, each curriculum as a whole clearly communicates the gospel.
- **Builds Precept upon Precept**—Just as children are taught the alphabet before they are taught to write words and then sentences, biblical instruction is best grasped when taught incrementally with an intentional, step-by-step, age-appropriate approach.⁴ Therefore, much care has been taken in the development of our curricula so that each lesson and each curriculum as a whole builds upon and expands upon the previously learned truths and concepts. This precept-upon-precept approach lays a strong foundation for helping children and youth know and grasp deep truths, and also encourages them to increasingly respond to God’s Word in faith.
- **Instructs the Mind**—If children are to know, honor, and treasure God through Christ, they must become well acquainted with His Word. Toward that end, they must be given the proper tools and skills needed for rightly studying, interpreting, and applying Scripture. Beginning in earnest in first grade, our curricula use an interactive teaching model that guides students to personally engage with the Bible. This model fosters critical thinking and reasoning skills that are important for confidence in and a defense of the Christian faith.
- **Engages the Heart**—While we fully acknowledge that only God can bring Spirit-wrought, grace-dependent faith in Jesus, and lead us to walk as His faithful disciples, we believe that it is our responsibility to guide, inspire, and implore students toward a personal and sincere response to God’s truth. What is learned in the mind needs to transform the heart and will. Therefore, the curricula include elements meant to challenge and graciously entreat students to love, trust, obey, and delight in God.
- **Influences the Will**—We believe that true saving faith will be evidenced by a growing desire to walk in obedience to God. While this is dependent on the work of the Holy Spirit, God does expect His children to exert effort, choosing daily to trust Christ, submit to Him, and follow in obedience. Therefore, each lesson includes Scripture and discussion prompts that guide, challenge and encourage students to specific Christ-

4. We understand that it is sometimes necessary to combine age groups. Therefore, our materials give a targeted age range that includes multiple age levels.

like thoughts, words, actions, and attitudes. Additionally, these discussions are set in a context of showing the surpassing worth and lasting joy of living life fully surrendered to the perfect will of Jesus.

Explore Further

The following are some free seminars available at Truth78.org, as well as some books and booklets that you can purchase through Truth78.org that provide further explanation and practical application of topics covered in this article:

Seminars

- “Teaching Difficult Doctrines in Children’s Ministry”
- “The Importance of Biblical Literacy for the Next Generation”
- “Involving Students in the Learning Process”
- “Reaching the Heart: The Importance of Application”
- “Teaching the Whole Counsel of God”

Books & Booklets

- *Zealous: 7 Commitments for the Discipleship of the Next Generations*
- *Glorious God, Glorious Gospel: An Interactive Family Devotional* (also see the related student notebook and children's coloring book)
- *Discipleship Through Doctrinal Teaching and Catechism*
- *Helping Children to Understand the Gospel*
- *More Than a Story* (full-color illustrated books that will help you to take children on a chronological journey through the Bible)

Curricula Scope and Sequence

The following scope and sequence charts are designed to help you understand the basics of each curriculum (age, subject, number of lessons) and also the primary theological discipline that provides the main framework for the subject of the study. It is important to note that there is overlap when using these theological labels. For example, no one curriculum is strictly “systematic theology” or “biblical theology.” Also, keep in mind that as the curricula progress from younger to older, each incorporates age-appropriate, interactive Bible study skills into the lesson format. Finally, each chart has a “Gospel Proclamation” banner over it since every curriculum, in its entirety, has been written to emphasize and proclaim the gospel.

Sunday Morning Foundational Curricula

Curriculum	Target Grade	Subject	Lessons	Bible Survey & Book Study	Biblical Theology	Systematic Theology	Moral Instruction
				✚ Gospel Proclamation (All Studies)			
A Sure Foundation	Birth–36+ Months	Foundational Bible Stories	29	✓			
He Established a Testimony	PK K 1 2 3 4 5 6 7	Old Testament Bible Stories	64	✓			
He Has Spoken by His Son	PK K 1 2 3 4 5 6 7	New Testament Bible Stories	52	✓			
Jesus, What a Savior!	PK K 1 2 3 4 5 6 7	The Story of Redemption	40		✓		
The ABCs of God	PK K 1 2 3 4 5 6 7	The Attributes of God	40			✓	
Faithful to All His Promises*	PK K 1 2 3 4 5 6 7	The Promises of God	40			✓	
In the Beginning... Jesus	PK K 1 2 3 4 5 6 7	Redemptive History	40		✓		
To Be Like Jesus	PK K 1 2 3 4 5 6 7	What it Means to Follow Jesus	40				✓
How Majestic Is Your Name*	PK K 1 2 3 4 5 6 7	The Names & Character of God	40			✓	
My Purpose Will Stand	PK K 1 2 3 4 5 6 7	The Providence of God	40			✓	
Teach Me Your Way	6 7 8 9 10 11 12	Surrender & Submission to Christ	40				✓
Your Word is Truth	6 7 8 9 10 11 12	Biblical Worldview	40				✓
Open My Eyes	6 7 8 9 10 11 12	Studying & Applying God's Word	40	✓			

* The expanded age range for these curricula are based on the use of both the lower- and upper-level versions of the student workbooks/notebooks and may require the teacher to make some adjustment to the lesson material.

Midweek Curricula

(For midweek, children's church, and a shorter Sunday school year)

Curriculum	Target Grade	Subject	Lessons	Bible Survey & Book Study	Biblical Theology	Systematic Theology	Moral Instruction
				✚ Gospel Proclamation (All Studies)			
He Has Been Clearly Seen	PK K 1 2 3 4 5 6 7	God's Creation	26			✓	
The Most Special Book	PK K 1 2 3 4 5 6 7	God's Word, the Bible	28			✓	
The Way of the Wise	PK K 1 2 3 4 5 6 7	Walking in God's Wisdom	28				✓
I Will Build My Church	PK K 1 2 3 4 5 6 7	The Family of God	28			✓	
Fight the Good Fight	PK K 1 2 3 4 5 6 7	Perseverance in Faith	28			✓	
Pour Out Your Heart Before Him	6 7 8 9 10 11 12	A Study of the Psalms	28	✓			
Abiding in Jesus	6 7 8 9 10 11 12	Daily Trusting in Jesus	28			✓	
Rejoicing in God's Good Design	6 7 8 9 10 11 12	Biblical Manhood & Womanhood	28			✓	

Multi-Age Curricula

(For summer, multi-age classrooms, and short studies)

Curriculum	Target Grade	Subject	Lessons	Bible Survey & Book Study	Biblical Theology	Systematic Theology	Moral Instruction
				✚ Gospel Proclamation (All Studies)			
The Righteous Shall Live By Faith	1st Grade-Adult	The Ten Commandments	13				✓
Lord, Teach Us To Pray	1st Grade-Adult	The Lord's Prayer	13			✓	
Words to Live By	PK K 1 2 3 4 5 6 7	Foundation Verses	13			✓	✓
The Best Good News of All!	K-Grade 6	The Gospel	13		✓	✓	

Backyard Bible Club/Vacation Bible School Curricula

(For evangelistic outreach, camps, and Vacation Bible School/Backyard Bible Club)

Curriculum	Target Grade	Subject	Lessons	✚ Evangelistic Gospel Proclamation (All Studies)			
Things Hidden	PK K 1 2 3 4 5 6 7	The Kingdom Parables	5			✓	
The Call of God	PK K 1 2 3 4 5 6 7	The Gospel Call	5			✓	
God Always Wins	PK K 1 2 3 4 5 6 7	Seeing God's Greatness in Salvation	5			✓	
Wisdom Quest	PK K 1 2 3 4 5 6 7	Wisdom and the Fear of the Lord	5			✓	

Distinctions of Truth78 Curricula

Though each curriculum in our scope and sequence will differ somewhat based on age and particular focus, all of our Sunday School, Midweek Bible, Intergenerational, Youth, and Backyard Bible Club curricula share the following distinctions.

A Big Vision of God

Our curricula aim to acquaint children with the incomparable majesty of the triune God by digging deep into His divine character as revealed throughout Scripture. We believe that children should be taught the beauty and grandeur of His manifold perfections. In completing our scope and sequence, children will have learned and explored, with increasing depth, more than 20 distinct attributes of God.

The Centrality of God in All Things

Every lesson in every curriculum aims to magnify the triune God above all—His name, fame, honor, and glory. We believe that children will find their greatest joy when they esteem God most. Therefore, the lessons use language, illustrations, and applications that point children toward God-adoration. Furthermore, the curricula challenge children to see that every aspect of life is to fall under the centrality of God and His sovereign rule.

Doctrinal Depth, Accuracy, and Clarity

We believe deep, biblical truths and doctrines can and should be taught to children. Doing so requires teaching truths in an accurate, clear, yet child-friendly manner. To that end, every lesson in our curricula is carefully reviewed by a highly qualified and experienced theological editor.

Faithfulness to the Gospel

The central message of the Bible culminates in the Person and work of Jesus—the gospel—in which He brings sinners near to God. The gospel is simple yet amazingly profound, freely offered yet extremely costly, and should be communicated as such. We believe this is best done by repeatedly drawing attention to essential gospel truths found throughout Scripture: God is the sovereign Creator and Ruler; God is holy; man is sinful; God is just; God is merciful; Jesus is holy and righteous; Jesus died to save sinners; etc. Every lesson presents one or more of these essential truths, and every curriculum, as a whole, clearly and explicitly presents the gospel to children.

A Serious and Sober View of Sin

In order to fully embrace the gospel, children must first come to an appropriate understanding of the true nature of sin and the offense that it is to God's holiness. Sin is no trifling matter. It is not simply a matter of "mistakes" or disobeying rules. Its consequences go far beyond a broken friendship with God. Our curriculum takes our total depravity very seriously, as well as God's righteous wrath and condemnation. Therefore, lessons dealing with sin and God's judgment use texts, illustrations, and explanations that convey these truths in an appropriate tone and manner. Children are challenged to think deep and hard about their standing before God and Jesus' call to repent and believe.

Interactive Engagement with Scripture

Using an age-appropriate, step-by-step approach, the lesson format trains students to interact with the text using proper Bible study methods. This process begins in earnest in first grade, and increases in depth and rigor as children age and mature. Furthermore, we incorporate an interactive teaching style, carefully laid out for teachers, which serves to develop critical thinking and reasoning skills aimed at a deeper understanding of the things of God and the ability to rightly apply the Word of God.

Age-Appropriate Visuals and Illustrations that Enhance the Learning Experience

Key truths are often more easily grasped and better understood when explained in conjunction with concrete visuals and illustrations. Our curricula offer numerous color visuals and suggested illustrations to enhance the learning process. This provides children with opportunities to be actively involved in the lesson. These visuals and illustrations are age-appropriate, yet also treat the subject matter in an honoring manner.

Personal Application that Encourages a Proper Response in the Mind, Heart, and Will

Each lesson in our curricula ends by encouraging children to personally embrace and apply the truths learned. Through carefully constructed questions, we offer adult leaders practical, specific suggestions to challenge the children in their faith and spiritual walk. Our goal is to encourage genuine faith that is increasingly evidenced by love for God, spiritual fruit, and good works. We also offer questions that specifically challenge unbelievers to consider the truths of Scripture.

Excitement for God's Global Purposes

We desire that our children and students come to know, love, and actively participate in God's mission among the unsaved and unreached. Every curriculum includes specific, age-appropriate components that focus on evangelism and world missions.

Maximizing Time with Biblical Teaching and Spiritual Discussion

We believe that time should be structured to emphasize biblical teaching and application. However, depending on the age group and time availability, additional hands-on activities may be warranted. Therefore, each lesson suggests further optional activities. They have been developed to either reinforce lesson themes or introduce some other valuable faith-building endeavor: missions, Bible skills, Bible memory, etc.

Assistance for Parents in Discipling Their Children

We provide parent resource pages to accompany curriculum lessons. Not only do these pages outline the Scripture and main themes presented in the lesson, but they also give suggestions for further spiritual discussion in the home, as well as simple activities to reinforce the lesson.

Stewardship of Resources

We believe it is incumbent on churches to be responsible stewards of the resources God has given to them. To that end, we strive to offer resources that have been specifically designed for durability and reuse. Though in the first year an average church will spend approximately the same amount of money, or slightly more than it would have spent purchasing a curriculum package from another publisher, subsequent years are much less expensive since only our student materials are consumable. Teacher's materials, including visual aids, are printed and packaged for years of reuse.

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Resources and Training Materials

Our vision is that the next generations may know, honor, and treasure God, setting their hope in Christ alone, so that they will live as faithful disciples for the glory of God. It is our mission to inspire and equip the church and home for the comprehensive discipleship of the next generation. To that end, we develop resources that put God at the center, focus on the gospel, and exalt Christ. They are grounded in sound doctrine for faithful discipleship.

We equip churches and parents by producing curriculum for Sunday School, Midweek Bible, Multi-Age, Youth, and Backyard Bible Club settings; vision-casting and training resources (many available free on our website) for both the church and the home; materials and training to help parents in their role in discipling children; and the Fighter Verses™ Bible memory program to encourage the lifelong practice and love of Bible memory.

Curriculum

We publish materials for formal Bible instruction in the classroom including Sunday School, Midweek programs, Backyard Bible Clubs/VBS, and multi-age studies. The scope and sequence reflect our commitment to teach children and youth the whole counsel of God over the course of their education. Most materials can easily be adapted for use in Christian schools and homeschools.

Vision-Casting and Training

We offer a wide variety of booklets, video and audio seminars, articles, and other practical training resources designed to assist ministry leaders, volunteers, and parents to implement Truth78's vision and mission in their churches and homes. Many are available for free at Truth78.org.

Parenting and Family Discipleship

Truth78 equips parents to disciple their children with booklets, video presentations, family devotionals, children's books, articles, apps, and more. Curricula include take-home pages to help parents nurture faith at home by applying classroom lessons to their child's daily experience.

Bible Memory

Truth78 publishes Fighter Verses, the collection of 260 passages uniquely suited to arm individuals, families, and whole churches for the fight of faith. Companion resources include study guides, journals, coloring books, and songs to encourage Scripture memory, as well as Foundation Verses to help toddlers and preschoolers lay a firm biblical foundation.

For more information about resources and services,

Truth78.org

info@Truth78.org

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Bookshelves, libraries, and bookstores are filled with millions and millions of books! But one book is different from all the rest. One book is the most special. That book is the Bible. It is the only book written by God Himself. It is His written message to all people. Although the Bible is full of stories about all kinds of people, there is only one main character: God!

God gave us the Bible so we might read it, treasure it, obey it, and discover His unchanging, all-knowing, all-powerful, faithful, merciful, and just character. The message God wants us to hear in the Bible is that He is God and there is no other (Isaiah 46:9b). The Bible was written so that we might see who God is and worship Him.

The Most Special Book teaches characteristics of the Bible; the main message of the Bible—the message of redemption; and the purpose of the Bible—that you may believe.

Our hope is that *The Most Special Book* will not only acquaint young children with the Bible but also create in them an affection for the Bible and, more importantly, help them come to know and love the God of the Bible.

**Your words were found, and I ate them, and
your words became to me a joy and
the delight of my heart, for I am called
by your name, O LORD, God of hosts.
—Jeremiah 15:16**

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