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Introduction

Curriculum Overview

In Bible times, names did more than label or identify a person. They conveyed a message about the name-bearer—much like nicknames function in our culture. Often, the name was a reference to the destiny or the character of the person. The importance of names in Bible times is demonstrated through the re-naming of Abram to Abraham, “father of a multitude of nations,” and Simon to Peter, “rock,” revealing God’s destiny for Abram and Simon’s character and their role in redemptive history.

The names of God in the Bible are a reflection of His character, which is so glorious that He cannot be described by a single name. Rather, His character is communicated in hundreds of names progressively revealed in the Bible.

The focus of *How Majestic Is Your Name* is not the many names, nicknames, titles, and references to God. These are merely the structure to show the greatness of our God. So, in teaching these lessons, the focus is not on the name, but on the unchanging, multi-faceted character of our great and glorious God.

Each of the lessons in *How Majestic Is Your Name* presents glorious truths about God and calls for a response toward Him. More important, however, is the cumulative effect caused by interconnecting the lessons, which work together to build toward a response to the greatness of God. So, although the placement of some lessons in *How Majestic Is Your Name* is arbitrary, most of the lessons have been placed in an intentional order. First, the character and work of God is shown through His Hebrew names. Then, Jesus is shown as fully God and a further revelation of the character of God. The redemptive role of Jesus is presented through the names Lamb of God and High Priest. The

culmination of the age and the judgment of man are then discussed. These all build toward the truth that God is the only answer to the longings in man’s soul and the only answer to man’s sin problem. God’s awesome nature and majestic name require a response. The “eye-opening” and convicting work of the Holy Spirit is man’s only hope for responding to God and treasuring His great name. Such a response of faith enables us to suffer for the name of the God, who will work to protect His great name, giving us a solid foundation for our trust in Him.

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

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.

Always use your Bible to look up the passages (unless otherwise noted), and teach with an open Bible before you. 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 to youth that God, not the teacher, is the source of truth.

Since the Bible is an essential component of the lesson, every student should bring his own Bible to class. Students will need to look up the given Scriptures, participate in reading the texts out loud, and answer questions based on the texts. This curriculum was written using the English Standard Version (ESV) translation of the Bible, and this is the version we recommend for the students and teachers.

A Word about Lesson Order

The lessons in this study have been designed to have an intentional flow. The following is a summary of the general concepts and their progressive flow:

Lessons 1-2 are introductory lessons establishing the use of names in the Old Testament, and showing why God has so many names.

Lessons 3-21 show the character of God expressed in His Hebrew names and His interactions in the Old Testament.

Lessons 22-23 give a brief overview of 15 more names of God, hinting at the vast array of the names of God.

Lesson 24 is a pivotal lesson connecting the faithfulness of God to His chosen people, the Hebrews, in the Old Testament to the emphasis of His Father-like care of His children to His adopted children in Christ.

Lessons 25-36 reveal Jesus as fully God and the only means of salvation from eternal judgment, and the Holy Spirit as the Counselor and Helper who opens blind eyes and softens the hardened hearts of those who are bent on rejecting God to pursue other gods.

Lessons 37-40 encourage students to respond in faith to the name of God.

As much as possible, it is important that the lessons be taught in the order they appear in the curriculum. Some lessons are dependent

on truths taught in previous lessons, and some lessons expand the truth taught in a prior lesson. If lessons must be omitted because of time constraints, it is suggested that you remove those marked in the Table of Contents with an asterisk.

Your Classroom Schedule

The following chart provides a basic classroom schedule if you have approximately an hour of class time. Please see the Classroom Schedule feature in the Appendix section for details, as well as suggestions for adjusting this schedule if you have more or less than one hour of class time available.

Recommended Classroom Schedule	
Transition Time (Optional)	(part of flex time)
Lesson Time (Essential)	25-30 Minutes
Application Time (Essential)	20-25 Minutes
Flex Time (Optional)	5-15 Minutes

Component Overview

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

Classroom Kit

One Classroom Kit is needed for every classroom using this study. It includes a Teacher's Guide with the curriculum introduction, lessons, and appendix, and Curriculum Resources (on a DVD or downloads) with PDFs of all visuals, classroom handouts, and Growing in Faith Together: Parent and Child Resource Pages. It also comes with one copy of the Student Notebook and one copy of the Verse Cards. *It is very important for teaching purposes that each classroom have Curriculum Resources on a DVD or as downloads to use.*

Teacher's Guide

One Teacher's Guide is included in the Classroom Kit. Each teacher should take time to thoroughly look through 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 typical lesson works in the classroom, etc.
- Lessons: All the lessons included in the study, each containing an overview for teachers, the lesson presentation, application discussion questions for small groups, and optional activities (to use if time allows).
- Appendix: Articles for further study, helps and tips on how to teach or lead a small group discussion, a list of visuals that aren't provided, etc.

The Teacher's Guide is also sold as a separate resource intended to be used by additional teachers or small group leaders in your classroom. When purchased separately (not as part of the Classroom Kit), it contains the curriculum introduction, lessons, and appendix, but it does not come with the Curriculum Resources (DVD or downloads).

Curriculum Resources

Curriculum Resources (packaged with the Classroom Kit on a DVD or as downloads) are needed for every classroom in order to use this study successfully. Included are the following teaching resources as printable PDFs:

- Classroom Handouts
- Growing in Faith Together Pages
- Print Visual Packet
- List of teaching visuals not provided on the DVD
- Verse Cards
- Electronic Student Notebook (for Teacher and Small Group Leader reference only)

- Electronic Lower-Elementary Student Workbook (for Teacher and Small Group Leader reference only)

In addition, you will find the following:

- PDFs of Visuals for Electronic Display
- PDF and EPS files of the Curriculum Logo

See the instructions on the "How to Use" document for further information on how to use the various formats of the media files.

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 www.adobe.com/products). You have permission to print and reproduce the PDF Curriculum Resources (DVD or downloads) files.

IMPORTANT NOTES ON VISUALS

All visuals should be saved for potential use throughout the study. See the Appendix for a list of visuals that the teacher must provide. Both the Appendix and the Curriculum Resources include further information on the use, organization, and storage of visuals.

VISUALS FOR ELECTRONIC DISPLAY

Visuals for electronic display (i.e., electronic visuals) have been provided as PDFs among the Curriculum Resources (DVD or downloads) with this curriculum to help teachers of large groups better display important visuals. Visuals that can be displayed electronically have been identified in **bold text** in the Lesson Overview section of each lesson, along with all of the resources provided for the lesson.

Users of electronic visuals will still need to display some printed visuals, including those that need to be physically manipulated during a lesson—such visuals are not provided in the electronic files.

Another option for large classrooms would be to print visuals from the Curriculum Resources (DVD or downloads) on legal- (8.5"x14") or tabloid-size (11" x 17") paper. See "How to Use" for help with doing this.

CURRICULUM LOGO FILES

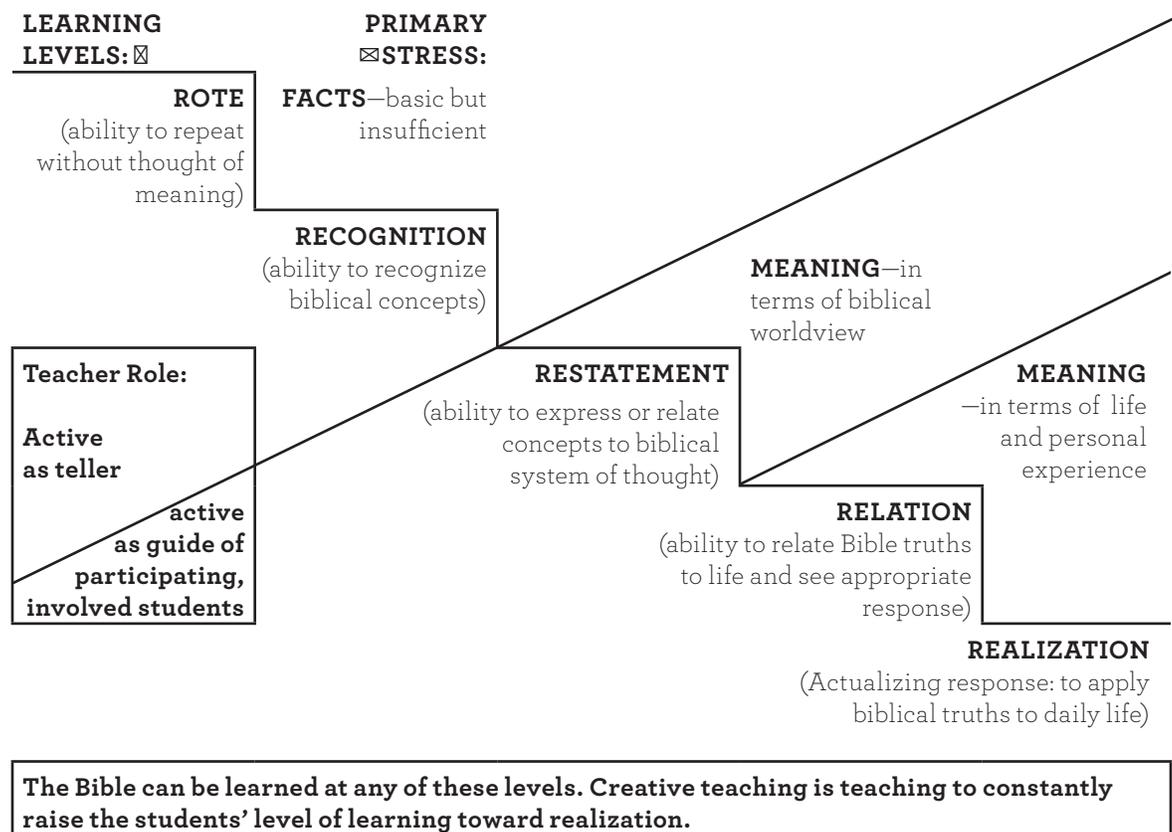
Printable PDF and EPS files (which a professional printer can help you to expand as needed without loss of quality) are included among the Curriculum Resources for churches that might wish to include the logo on promotional materials for the church’s Sunday school program.

Student Notebook

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 Notebook will help students take ownership for 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. Without the Notebook, the student may hear the lesson but never become personally involved with the material. Therefore, each student is encouraged to use a Student Notebook in class throughout this study.

The Notebook contains material for each lesson, providing space and helps for students to take basic notes during the lesson presentation. Fill-in-the-blanks, true or false statements, descriptive responses, and how and why questions help with the rote, recognition, and restatement levels of thinking (see levels of learning chart shown below, adapted from Larry Richards’ book, *Creative Bible Teaching*).

Age-appropriate activities and questions are included for use during the small group application time to help students cross over into the relation and realization levels of thinking. These require thoughtful reflection, truthful evaluation, and a godly worldview in analyzing issues, values, beliefs, and choices. Included as well are activities that necessitate thoughtful responses, one-on-one and small group discussion, and sometimes creative expression. The format of the activities is designed to facilitate the sharing and respecting of the ideas and experiences of others in a safe and caring setting.



1. Richards, Larry. *Creative Bible Teaching*. (Moody Bible Institute: Chicago, 1970), 75.

Why a Notebook and not activity sheets? Loose sheets handed out each week are easily lost or disposed of, while a book in which the students have invested time, thought, and creative energy is more likely to become a valued resource. It is also a reminder of the truths studied and of the student's thoughts and evaluations. In addition, the Notebook helps the parents to see what their child learned and can be used by the parents to encourage further spiritual growth

Because there are components of small group interaction in the Notebook, each small group leader should have a Notebook to use throughout the study. An electronic copy is provided among the Curriculum Resources (DVD or downloads) for this purpose.

Lower-Elementary Student Workbook

If you are teaching this curriculum to students in first through fourth grades, you will want to provide them with the Lower-Elementary Student Workbook, which has been prepared to help children in these age groups better learn, apply, and remember truths taught during the lesson with age-appropriate activities.

Each small group leader should have a copy of this workbook to use as an example and as a reference throughout the study. An electronic copy of the workbook is provided as a Curriculum Resource (on the DVD or in the downloads) for this purpose.

Note: Application Resource pages to complete some of the workbook activities are included at the back of the workbook and also available with the Curriculum Resources in the Classroom Kit.

Optional: Printed Visuals Packet

Churches may wish to order a professionally printed Visuals Packet. This contains the same printable full-color visual resources provided as PDFs among the Curriculum Resources, printed on high-quality cardstock.

Optional: Printed Verse Cards

Scripture memorization is encouraged throughout the curriculum. Verse Card packs (sold separately) provide a tool for children to take home while memorizing verses relevant to their class study. The cards are printed in black and white on sturdy cardstock, 3" x 4" in size, and bound with a metal ring. You can also print your own cards in either black and white or color from the PDFs.

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 or teacher can also lead worship), or one person may need to function in all the roles.

- *Team Leader*—the person responsible for organizing and administering the class, communicating with parents, and encouraging the team of volunteer leaders.
- *Teacher*—one or two people who 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, a leader or team should lead the class in a prepared worship set.
- *Small Group Leader*—an adult or spiritually mature youth is needed for every four 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.

Note: We suggest that, beginning in fourth grade, students should be divided into same gender small groups, with a small group leader of the same gender. These groups should be consistent throughout the study.

See 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. Thus, 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 communication, a teacher may want to briefly incorporate that as an example in the lesson.

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 summary information about the lesson topic, as well as what Scriptures, visuals, and materials the teachers and small group leaders will need to prepare.

MAIN IDEAS

The main ideas are the major truths taught in the lesson and should be the concepts the students remember about the lesson.

MEMORY VERSE/S

This verse (or verses) for students to memorize captures the essence of the lesson.

SCRIPTURE

The Scripture texts are listed in the order they appear in the lesson presentation. Those used only during the Small Group Application Time are set apart with parentheses.

TEACHER INTRODUCTION

This includes a brief lesson summary/devotional and suggestions for prayer.

PRONUNCIATION

For lessons using a Hebrew name of God, there is pronunciation help for the name. The pronunciation has been written to be understood by someone without a background in phonics. For more help with this, see the complete list of the Hebrew names of God that are covered in this curriculum, along with pronunciation help in the Preface section of this Teacher’s guide.

CURRICULUM RESOURCES

These are classroom visuals to print or display electronically, and handouts for students and their parents to either print or email from the Curriculum Resources (DVD or downloads), included with the Classroom Kit.

OTHER VISUALS

These are essential teaching visuals that aren’t provided. The list always includes a Bible (English Standard Version), and sometimes includes simple objects the teacher will need to provide for the lesson. Though the preparation and obtaining of materials and props can be time-consuming, they are extremely important to use in presenting the lesson, as they help to clarify abstract concepts and keep the students engaged. Please try to use the suggested visuals for each lesson. (A list of visuals that aren’t provided is also included in the Appendix of this Teacher’s Guide.)

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.

TRANSITION ACTIVITY

Each lesson provides questions to follow up the teaching from the previous lesson. The first question is generic to all the lessons: “What action step did you take this week?” This is meant as an encouragement to the students to put into practice the truths they have been taught. Additional questions provide follow up from the Growing in Faith Together Page, Student Notebook, or Lower-Elementary Student Workbook specific to the previous lesson.

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. **Note:** It is recommended that you begin your lesson with prayer.

Understanding the Lesson Presentation Format

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

MAIN IDEA LABELS

In this curriculum, the main ideas are used as subtitles throughout the lessons. These are not intended to be read aloud but to help the teacher stay focused on the key truths being taught.

VISUAL THUMBNAILS

The left margin provides a quick reference for visuals or supplies that will be needed during the lesson. Visual thumbnails indicate what should be displayed from the Curriculum Resources (DVD or downloads). Visuals and illustrations should be used to emphasize key biblical themes.

ACTION PROMPTS

The right-hand margin of each page has space

for brief mention of visuals that aren’t included, as well as classroom handouts, and other special instructions for teachers.

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.
- 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. Note: Sometimes lessons may reference Bible stories that may or may not be familiar to your students. Be aware of the Bible literacy of your classroom, and be prepared to provide additional background information when needed.

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.

UNDERLINED WORDS

The Student Notebook includes a note-taking section for each lesson, including fill-in-the-blank statements and questions. As you prepare the lesson, note when students should be writing in the notebook. The words they are to fill in underlined for your reference.

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.

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 is lost. Remember to keep these illustrations brief and to the point.

LESSON TIME NOTES

Each student should have his notebook with him during the lesson presentation and be encouraged to complete the notes section during this time. As a teacher, look ahead at the notes section of the notebook that the student will be asked to complete and, at appropriate points in the lesson, direct the students to complete the notes. While students will need a pause in the lesson to write, do not let this activity stop the lesson too often. If students miss blanks during the lesson, direct them to seek help from their small group leader after the lesson.

Suggestion: Direct the students to fold back the notebook so only the note-taking portion is visible. This will minimize distraction with the right-hand notebook activity during the lesson presentation.

PERSONAL EXPERIENCES

Occasionally, a reference is made to sharing a personal experience or testimony that illustrates the point being made in the lesson. These experiences should clearly illustrate the truth you are teaching. When a teacher shares a real

life experience, students see that God is alive and at work in our lives. However, it is important to do this quickly so that you may return to the lesson content.

Understanding 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 is 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 children in your class who have not yet made a profession of faith in Jesus as Savior and Lord, but as a result of God's call on their heart would like to make a commitment of faith in response to God's call, it seems appropriate to recommend that they discuss this with their parents. If 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 with children and how to minister to children from unbelieving families.) Rather than using confusing 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 of Jesus on your behalf."

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 fight the fight of faith.
- **But:** God will help Christians fight 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: It is recommended that you end 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

This curriculum contains discussion options that are linked to specific lesson truth statements. The goal is not to complete all the discussions. Rather, Small Group Leaders should read this section and select which discussions are most appropriate for the students in their groups. These are recommended questions, but you should adapt them as necessary to meet the needs of your particular group. Ask the Holy Spirit to guide you as you steer the discussion. The responses your students give may determine succeeding questions. There are different directions to pursue in each lesson, so small group leaders need to depend on God's guidance and a discerning ear and heart to determine which direction to pursue.

The discussions in this section are carefully designed to cover three main areas: head knowledge, heart response, and practical action. The percentage of time spent in each area is dependent on your students' ability to process and articulate concrete/abstract concepts.

It is important for small group leaders to first verify if 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 the intellectual conversation and ask them to think through their emotional (heart and attitude) response to the truth. What is their response to God?

The last, but crucial, step in the application discussion is to challenge students to tangible application of 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.

Action Step from Last Week's Lesson

Each week, the small group leaders will challenge the students in their group to select one action step that they can take during the week ahead, based on what they learned in that week's class. This is meant to encourage the students to follow through on applying the truths taught in the lesson. By holding students accountable the following week, you are encouraging them to take action, being doers of the Word and not hearers only.

You can follow up on this action step in at least three different ways, depending on the length of your class time and the structure of your church and classroom schedule.

- You could ask each student about his action step as he arrives before the start of the class. (This works best if the arrival time of students is staggered.)

- You could follow up with each student during an additional small group time before starting the lesson. (This works best if you have a longer class time and have opportunity for an additional small group time.)
- You could follow up with the whole class by asking a few students to participate each week at the start of the teaching time.

During this follow-up time, students should be encouraged to share how they acted on the lesson from the previous week, reporting any action step taken or any follow-up to the notebook activity. Encourage them to focus on God's enabling and His involvement with them during the week rather than just giving a report of what they did.

Optional Activities

Ideas for meaningful, optional, lesson-specific activities are included after the Small Group Application section. Classroom time should be focused on the lesson and application discussion, but these activity ideas are available for use if time allows. Also, the Appendix has a feature providing ideas for activities related to memorizing Scripture and the books of the Bible, including information about Sword Drills.

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.

Understanding the Student Notebook

The Student Notebook is meant to provide an individual, personal response to the lesson for your students. Give the students time to interact alone with God over the workbook activity before engaging in the small group sharing of the responses of the students. Be sure to study the notebook and application questions carefully before class so that you are prepared to make the most of the opportunity God has given you to lead the students.

Note: When necessary, answers for activities in the student notebook are included at the end of the application section in the Teacher's Guide.

At-Home Parent-Student Interaction

The primary responsibility and privilege of nurturing the faith of youth rests on parents (Deuteronomy 6:5-9). Parents will also 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.

Use of the Growing in Faith Together (GIFT) Pages

For each lesson, there is a Growing in Faith Together (GIFT) page to help connect parents to the classroom. These pages are available in a number of formats, including PDFs among the Curriculum Resources DVD or downloads to print and/or email, spiral-bound GIFT Pages, and the GIFT Page App for use on smart phones and tablet devices. (See Truth78.org.)

Each GIFT Page provides parents with main idea/s, memory verse/s, Scripture references, and a lesson summary. For student-parent interaction, there are discussion questions, a weekly follow up to the lesson (the Action Step), and a journaling suggestion.

Please send these resources 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 important at-home interaction opportunities.

The document titled “An Overview for 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. (Note: If you are using the spiral-bound Gift Pages or the GIFT Page App, the “Overview for Parents” is included.)

Additional Note: If you choose to send home printed copies of the Overview for Parents and the Growing in Faith Together Pages, you can print them in color or in black and white. If you do opt to print them in black and white, we suggest using a light colored paper to make them more interesting and attractive. Also, if your church sends home these pages for students in each grade level, it might be helpful to the parents if you were to use a distinct color for each grade level for the entire year’s worth of Growing in Faith Together Pages.

Further Study

An article titled “The Goal of God in Redemptive History,” which is an excerpt from the book titled *Desiring God: Meditations of a Christian Hedonist, 10th Anniversary Expanded Edition*, by John Piper, is reproduced in the Appendix. This article is helpful in understanding that “God’s ultimate goal in all that He does is to preserve and display His glory.”

Additional Features in the Appendix

Please see the Appendix section for worship song suggestions, help with adapting the curriculum for use in other settings, how to present the gospel to children, welcoming children with disabilities, an index and samples of features included in the Curriculum Resources (DVD or downloads), and much more.

Of particular note in this curriculum is the suggestions and instructions for a long-term activity project—a names of God banner/quilt. In addition, a sample end-of-the-year program script is provided for those who wish to end the year with a special presentation for the parents on the names of God.

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 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.