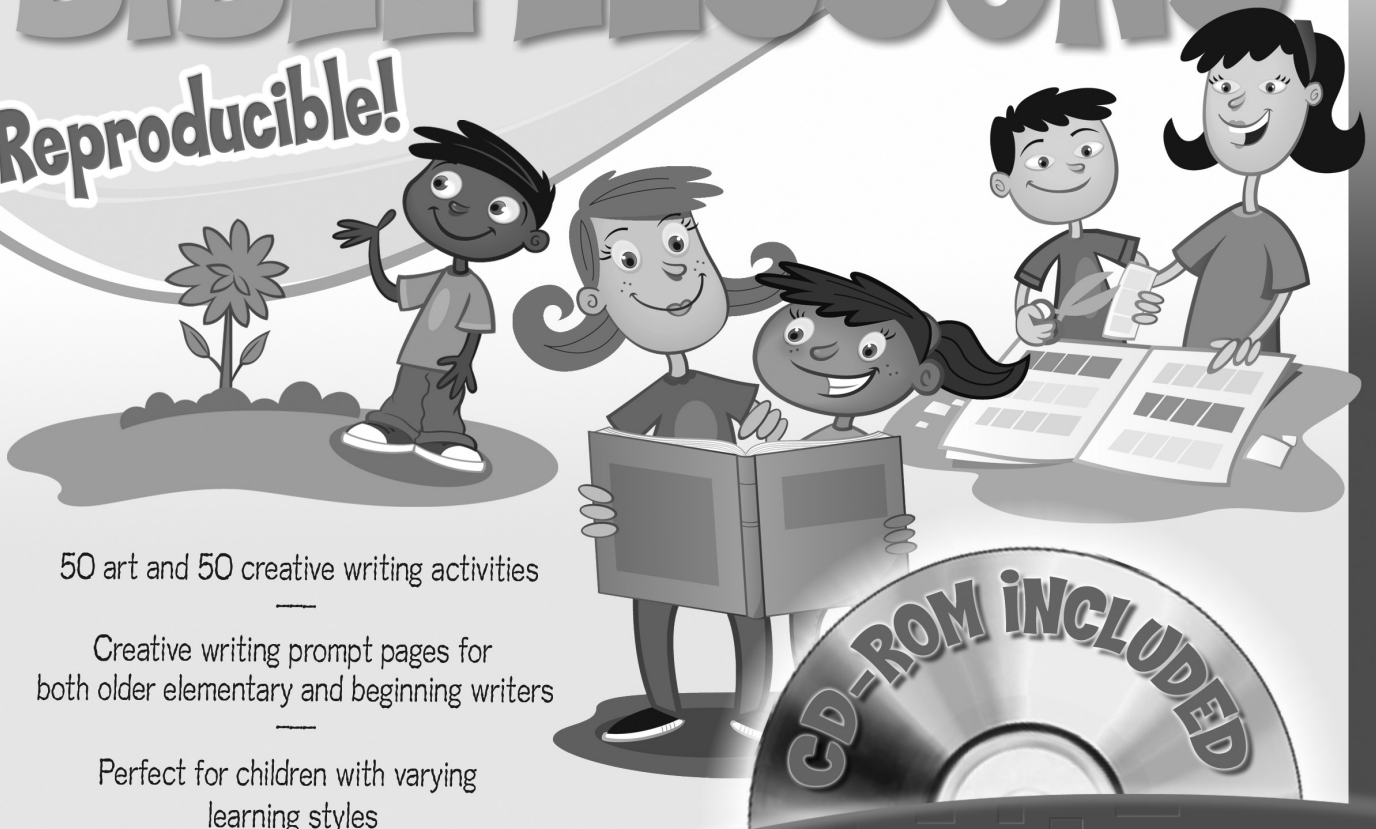


Gospel Light's

GRADES 1-6

BIG BOOK OF CREATE-YOUR-OWN BIBLE LESSONS

Reproducible!



50 art and 50 creative writing activities

Creative writing prompt pages for
both older elementary and beginning writers

Perfect for children with varying
learning styles



Gospel Light

Sharon Warkentin Short

GUIDELINES FOR PHOTOCOPYING PAGES

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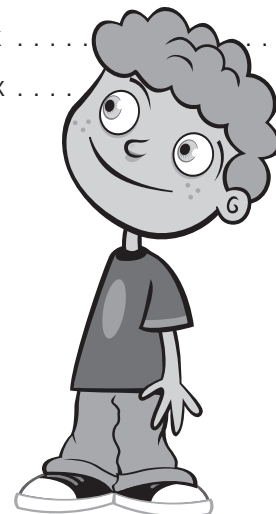
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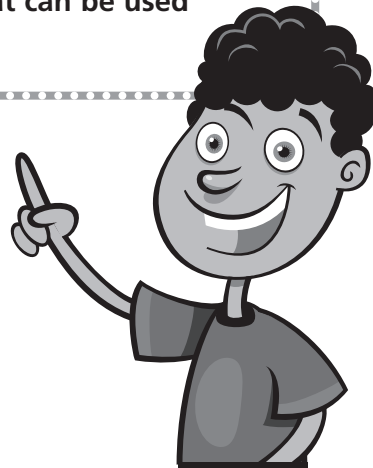


HOW TO USE THIS BOOK

The purpose of this book is to provide teachers and leaders with creative Bible learning activities that can be used to customize or create curriculum.

IF YOU ARE THE CHILDREN'S PASTOR,

1. Skim the Contents page to get an overview of the topics included in *The Big Book of Create-Your-Own Bible Lessons*.
2. Choose any topic and read the material provided. Note the Bible story options, the two levels of creative writing pages and the art activity.
3. If teachers will use these lessons to supplement an existing curriculum, refer to the Bible Story and Bible Verse Indexes to find the topics that coordinate with the curriculum. Provide copies of the appropriate material to your teachers.
4. If the material in this book will be used as the basis for an ongoing program, use a calendar to schedule the topics. (Note: Each topic stands alone, so topics may be used in any order.) Give copies of the appropriate material to the teachers and leaders in the program so that they can plan and prepare.



IF YOU ARE A TEACHER OR SMALL-GROUP LEADER,

1. Skim the Contents page to get an overview of the topics included in *The Big Book of Create-Your-Own Bible Lessons*.
2. Choose any topic and read the material provided. Note the Bible story options, the two levels of creative writing pages and the art activity.
3. If you will use this material to supplement an existing curriculum, refer to the Bible Story and Bible Verse Indexes to find the topics that coordinate with the curriculum.
4. If you will use this material as the basis for an ongoing program, follow these steps to plan a session: (a) select a topic or use the material provided to you; (b) choose a Bible story; (c) decide if you will lead children in a writing or art activity or both; (d) follow the step-by-step instructions that are provided; (e) to help children apply Bible truth to everyday life, become familiar with the questions provided in the material.



TIPS FOR SUCCESS

The purpose of this book is to provide teachers and leaders with creative Bible learning activities that can be used to customize or create curriculum. As children listen, talk and read from the Bible, they may record or respond to what they are learning by using the creative writing pages or by completing an art project. In both the writing and art activities, questions are provided to help children apply the Bible truths to everyday life.

- For each topic, five Bible stories are suggested. However, you may think of other stories that fit the writing and art activities provided.
- In presenting the Bible stories, adapt the length of the story and the amount of details to the age of the children in your group. In most cases, it is best to tell a summary of the story, rather than having children read long passages of Scripture. If children are familiar with the story, invite them to tell story details and supplement the information as needed.
- As children complete the writing pages, let them know that each person's page may look different. Have blank paper available for children who wish to design their own writing pages. Spelling, grammar and punctuation imperfections should not be allowed to hinder free and fluent expression of children's thoughts. Too often, children have experienced writing as a product that will be evaluated rather than a process that will enhance their learning. The goal of this book is to offer interesting writing (and art) activities that will support children's Bible learning in enjoyable and creative ways.

PETITION AUTHOR'S NAME:

Petition

Date _____
To _____
From _____
Problem: _____

Request: _____

Signatures

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Please Sign! Sign Our Petition!

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Editorial Author's Name:

Draw two pictures that show the people in the story who disagreed.
Write a title for each picture.

For **Against**

• The art activities in this book may sometimes have a “product” orientation: to create an attractive object for display by following directions. But as you interact with the children in your group, focus on the “process” in which the doing of the art is more significant than the end result. The advantage to focusing on “process” is that in creating individual pieces of art, children are not judged by their artistic abilities. As children work on the art

projects, the observant teacher can gain insights into the child’s interests and understanding.

• If needed, experiment with the materials for the art activity before using them with children. Occasionally it is suggested that you make a sample. The samples are not intended for children to copy, but rather so that you as the teacher are familiar with the procedure to be followed.

PRAYER REMINDERS

MATERIALS
Bibles, Styrofoam cups, metallic or glitter chenille wires (available at craft stores), construction paper, markers.

PREPARE THE ACTIVITY
Select a Bible story from the list on page 60.

LEAD THE ACTIVITY
1. Read Philippians 4:6 aloud. **When we need something, to whom should we go to for help first? God wants us to talk to Him when we have a need. We can be certain that He will help us and that He wants the best for us. Listen to this Bible story to find out what some people did when they needed or wanted something.** Read or tell the selected Bible story.


2. **What was the problem or a complaint in the Bible story? What did the people do? Based on what we heard in the story, do you think the people prayed before they acted?** Students respond.

3. **We’re going to make something that will help us remember to talk to God about our needs and problems first.** Give each child a Styrofoam cup and three chenille wires. Children turn cups upside down and use markers to decorate and/or write phrases from Philippians 4:6 on cups. Children curl top of chenille wires to make spirals (sketch a). Then children poke wires into bottoms of cups.

4. Volunteer reads Philippians 4:6 from his or her Bible. **What does this verse tell us to do?** (Talk to God about things that make us anxious or worried.) **What are some things you want to pray about?**

Children write prayer requests on small squares of paper and place the papers in the spirals of wires (sketch b). Children take the cups and use as prayer reminders by placing them in their rooms or using them as table centerpieces.

BONUS IDEA
• Instead of using Styrofoam cups, provide squares of florist foam or Styrofoam squares. Children wrap squares in gold foil or wrap ping paper and insert wires, clip wires with glue magnet to clothespin, clip wires with clothespin and use as refrigerator magnet.



DISCUSSION QUESTIONS

- What are some things kids your age worry about? (School grades, Friends not liking them, Parents who don't have jobs.)
- How do you think talking to God about your worries will help? (God will listen to you. He will give you courage. God will remind you that He is with you. God always answers prayer in the very best way.)
- Why do you think God wants us to pray to Him? (So that we will remember to depend on His love for us.)

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PARTY PENNANTS

MATERIALS
Bibles, construction paper in a variety of colors, several rulers, pencils, scissors, markers, crepe paper roll or string, tape.

PREPARE THE ACTIVITY
Select a Bible story from the list on page 21.

LEAD THE ACTIVITY
1. **God shows His faithfulness in this about how God cares for the people in the story.** Read or tell the selected Bible story. **What was unusual about how God showed His care and faithfulness for us? How do we are born and lasts our whole lives? Read Jeremiah 1:5. Let's celebrate God's love for us by decorating our room with pennants!**

2. Children use rulers to draw pennant shapes on construction paper (sketch a). Children cut out pennants.

3. Children write sentences telling about God's care and faithfulness on the pennants. Younger children may write words describing God's love (great, awesome, etc.). Ask Discussion Questions below to help them think of ways God cares for them.

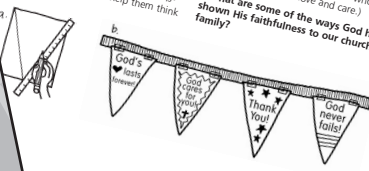
4. Children decorate around words and then tape pennant to a long piece of crepe paper or string (see sketch b). Have them create as many pennants as time allows, taping all pennants to the same crepe paper or string. String to walls or bookshelves as needed. Pennants may also be displayed in well-traveled areas of your church.

BONUS IDEAS

- Suggest older children find Bible verses about God's love and care such as Psalm 23:6, Isaiah 41:10, 1 John 4:16. Children write verses on pennants.
- Bring cupcakes or muffins for children to eat after they have decorated room with party pennants. Provide juice or water and news of God's care and faithfulness!

DISCUSSION QUESTIONS

- When is a time a kid your age might experience God's loving care? (When He answers prayer, When He provides friends.)
- What are some good ways to learn more about God's care and faithfulness? (Read the Bible. Ask older people who love God to tell about His love and care.)
- What are some of the ways God has shown His faithfulness to our church family?



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LEADING A CHILD TO CHRIST

Many adult Christians look back to their childhood years as the time when they accepted Christ as Savior. As children mature, they will grow in their understanding of the difference between right and wrong. They will also develop a sense of their own need for forgiveness and feel a growing desire to have a personal relationship with God.

However, the younger the child is the more limited he or she will be in understanding abstract terms. Children of all ages are likely to be inconsistent in following through on their intentions and commitments. Therefore, they need thoughtful, patient guidance in coming to know Christ personally and continuing to grow in Him.

PRAY

Ask God to prepare the students in your group to receive the good news about Jesus and prepare you to communicate effectively with them.

PRESENT THE GOOD NEWS

Use words and phrases that students understand. Avoid symbolism that will confuse these literal-minded thinkers. Remember that each child's learning will be at different places on the spectrum of understanding. Discuss these points slowly enough to allow time for thinking and comprehending:

- a. God wants you to become His child. Do you know why God wants you in His family? (See 1 John 3:1.)
- b. You and I and all the people in the world have done wrong things. The Bible word for doing wrong is "sin." What do you think should happen to us when we sin? (See Romans 6:23.)
- c. God loves you so much, He sent His Son to die on the cross for your sins. Because Jesus never sinned, He is the only One who

can take the punishment for your sins. On the third day after Jesus died, God brought Him back to life. (See 1 Corinthians 15:3-4; 1 John 4:14.)

d. Are you sorry for your sins? Tell God that you are. Do you believe Jesus died to take the punishment for your sins and that He rose again? Tell God that, too. If you tell God you are sorry for your sins and tell Him you do believe and accept Jesus' death to take away your sins—God forgives all your sin. (See 1 John 1:9.)

e. The Bible says that when you believe that Jesus is God's Son and that He is alive today, you receive God's gift of eternal life. This gift makes you a child of God. This means God is with you now and forever. (See John 1:12; 3:16.)

Give students many opportunities to think about what it means to be a Christian; expose them to a variety of lessons and descriptions of the meaning of salvation to aid their understanding.

TALK PERSONALLY WITH THE STUDENT

Talking about salvation one-on-one creates the opportunity to ask and answer questions. Ask questions that move the student beyond simple yes or no answers or recitation of memorized information. Ask open-ended, what-do-you-think questions such as:

- "Why do you think it's important to . . . ?"
- "What are some things you really like about Jesus?"
- "Why do you think that Jesus had to die because of wrong things you and I have done?"
- "What difference do you think it makes for a person to be forgiven?"

When students use abstract terms or phrases they have learned previously, such as "accepting Christ into my heart," ask them to

tell you what the term or phrase means in different words. Answers to these open-ended questions will help you discern how much the student does or does not understand.

OFFER OPPORTUNITIES WITHOUT PRESSURE

Children normally desire to please adults. This characteristic makes them vulnerable to being unintentionally manipulated by well-meaning adults. A good way to guard against coercing a student's response is to simply pause periodically and ask, "Would you like to hear more about this now or at another time?" Loving acceptance of the student, even when he or she is not fully interested in pursuing the matter, is crucial in building and maintaining positive attitudes toward becoming part of God's family.

GIVE TIME TO THINK AND PRAY

There is great value in encouraging a student to think and pray about what you have said before making a response. Also allow moments for quiet thinking about questions you have asked.

RESPECT THE STUDENT'S RESPONSE

Whether or not a student declares faith in Jesus Christ, there is a need for adults to accept the student's action. There is also a need to realize that a student's initial responses to Jesus are just the beginning of a lifelong process of growing in the faith.

GUIDE THE STUDENT IN FURTHER GROWTH

There are several important parts in the nurturing process.

a. Talk regularly about your relationship with God. As you talk about your relationship, the student will begin to feel that it's OK to talk about such things. Then you can comfortably ask the student to share his or her thoughts and feelings, and you can encourage the student to ask questions of you.

b. Prepare the student to deal with doubts. Emphasize that certainty about salvation is not dependent on our feelings or doing enough good deeds. Show the student places in God's Word that clearly declare that salvation comes by grace through faith. (See John 1:12; Ephesians 2:8-9; Hebrews 11:6; 1 John 5:11.)

c. Teach the student to confess all sins. This means agreeing with God that we really have sinned. Assure the student that confession always results in forgiveness. (See 1 John 1:9.)

ASK GOD FIRST

BIBLE STORIES

Any story in which a large group of people have a request:

Demand for a New “God” • Exodus 32

Refusal to Enter the Promised Land • Numbers 13:1—14:24

Demand for a King • 1 Samuel 8—10

Opposition to Rebuilding • Ezra 4:1—6:12

Complaint About Fairness • Acts 6:1-7

PETITION

MATERIALS

Bibles, Petition (p. 10 or 11), pencils, markers.

PREPARE THE ACTIVITY

Select a Bible story from the list provided above. Choose the Petition page that is appropriate for the writing ability of the children you teach. Make a copy for each child.

LEAD THE ACTIVITY

1. Read Philippians 4:6 aloud. **When we need something, to whom should we go to for help first? God wants us to talk to Him when we have a need. We can be certain that He will help us and that He wants the best for us. Listen to this Bible story to find out what some people did when they needed or wanted something.** Read or tell the selected Bible story.

2. **What was the problem or a complaint in the Bible story? What did the people do? Based on what we heard in the story, do you think the people prayed before they acted?**

3. Distribute Petition pages, markers and pencils. **One way a group of people can try to get what they need is through a petition. In a petition, people sign their names on a paper that tells what is being asked for. The petition is given to whomever is in charge. Today you can complete a petition from the people in the Bible story. Fill out the petition. Make sure to describe how the people feel and what they want to be done. Then sign the petition with whatever names are mentioned in the Bible story. You can make up some names or have members of our class sign your petition.** (Adapt directions as needed if using Petition page for younger children.)

4. Children work on petitions. Be available to help them as needed. Talk about situations in which kids need to talk to God about their needs.

5. Display completed petitions in classroom or other public area of your church.

BONUS IDEAS

- If appropriate, talk with children about a need at your church or school. Then guide children to use the Petition page to prepare a petition to the leadership of your church or school, explaining the need and suggesting a solution. Collect signatures from class members and then deliver the document.
- Play a fun game with the Petition page. Give each player a copy of the page. Every player writes an imaginary petition requesting something wonderfully impossible. Then, at a leader's signal, players begin collecting signatures to their petition. Call time after a predetermined period, and count who collected the most signatures. Read your petitions to each other.

Petition

Date _____

To _____

From _____

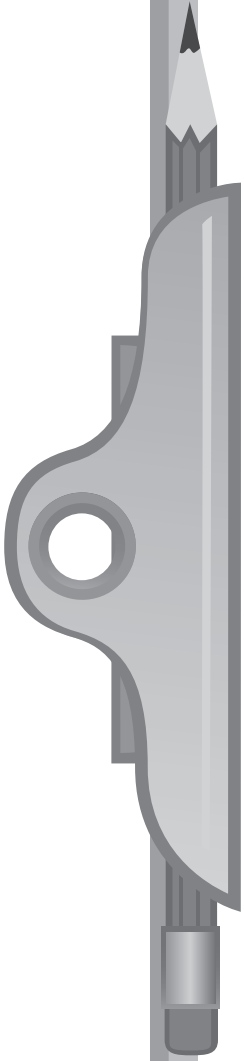
Problem: _____

Request: _____

Signatures

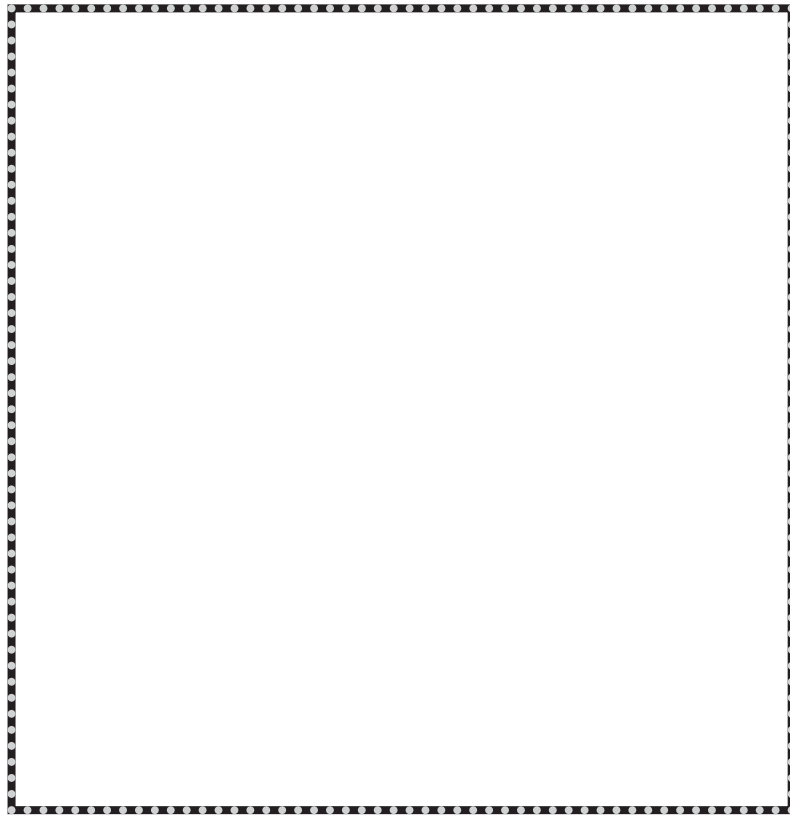
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____





Petition

Draw a picture of what the people in the story wanted. Collect signatures from your friends.



Petition

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PRAYER REMINDERS

MATERIALS

Bibles, Styrofoam cups, metallic or glitter chenille wires (available at craft stores), markers, 3-inch (7.5-cm) squares of construction paper, markers.

PREPARE THE ACTIVITY

Select a Bible story from the list on page 9.

LEAD THE ACTIVITY

1. Read Philippians 4:6 aloud. **When we need something, to whom should we go to for help first? God wants us to talk to Him when we have a need. We can be certain that He will help us and that He wants the best for us. Listen to this Bible story to find out what some people did when they needed or wanted something.** Read or tell the selected Bible story.

2. **What was the problem or a complaint in the Bible story? What did the people do? Based on what we heard in the story, do you think the people prayed before they acted?** Students respond.

3. **We're going to make something that will help us remember to talk to God about our needs and problems first.**

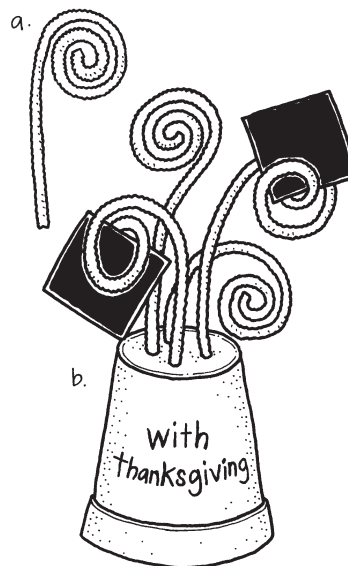
Give each child a Styrofoam cup and three or more chenille wires. Children turn cups upside-down and use markers to decorate and/or write phrases from Philippians 4:6 on cups. Children curl top of chenille wires to make spirals (sketch a). Then children poke wires into bottoms of cups.

4. Volunteer reads Philippians 4:6 from his or her Bible. **What does this verse tell us to do?** (Talk to God about things that make us anxious or worried.) **What are some things you want to pray about?**

Children write prayer requests on small squares of paper and place the papers in the spirals of wires (sketch b). Children take home cups and use as prayer reminders by placing them in their rooms or using them as table centerpieces.

BONUS IDEA

• Instead of using Styrofoam cups, provide squares of florist foam or Styrofoam squares. Children wrap squares in gold foil or wrapping paper and insert wires in squares.



DISCUSSION QUESTIONS

- **What are some things kids your age worry about?** (School grades. Friends not liking them. Parents who don't have jobs.)
- **How do you think talking to God about your worries will help?** (God will listen to you. He will give you courage. God will remind you that He is with you. God always answers prayer in the very best way.)
- **Why do you think God wants us to pray to Him?** (So that we will remember to depend on His love for us.)

BE SLOW TO ANGER

BIBLE STORIES

Any record of a significant controversy:

Jesus Heals on the Sabbath • Matthew 12:1-14; Mark 2:23—3:6; Luke 6:1-11

Resurrection or Tomb Theft? • Matthew 28:1-15

Healing From God or Not? • John 9

Are These Men Gods? • Acts 14:8-20

What About Artemis? • Acts 19:23-41

EDITORIAL

MATERIALS

Bible, Editorial (p. 14 or 15), markers, pencils.

PREPARE THE ACTIVITY

Select a Bible story from the list provided above. Choose the Editorial page that is appropriate for the writing ability of the children you teach. Make a copy of the page for each child.

LEAD THE ACTIVITY

1. Read or tell the selected Bible story. **What was the controversy in the story? How did the people in the story express their disagreement with each other? Read James 1:19 aloud. God wants us to listen to others and have self-control in what we say. It's OK to disagree with each**

other, but the way we choose to express our disagreement is important.

2. Distribute Editorial pages, markers and pencils. **An editorial tries to influence people's thoughts about an issue. The writer of the editorial tries to get people to agree with him or her. In your own words, write the argument for one side of the controversy.** (Adapt directions as needed if using Editorial page for younger children.)

3. Children write editorials. Be available to children in case they need assistance. **Now, trade your paper with another child, and write an op-ed (an opposite editorial) in response to his or her editorial.**

4. Display completed editorials and op-ed writings in classroom or other public area of your church.


BONUS IDEAS

• Describe a controversial issue facing your community. Have children write an editorial arguing their opinion about the problem. Children take their editorials home and invite parents or siblings to disagree with them in the form of an op-ed.

• Collect some interesting editorials from recent newspapers. Read or have volunteers read short portions of the editorials aloud to the class. Ask, **How did the writer make his or her position clear? How did he or she argue it persuasively?**


Op-Ed

By _____



Editorial

By _____



Draw two pictures that show the people in the story who disagreed.
Write a title for each picture.

Against



For

COMMUNICATION COLLAGE

MATERIALS

Bible, large sheets of paper, markers, glue, scissors, a variety of collage materials (magazine photos, yarn, toothpicks, straws, pasta, twigs, construction paper, chenille wires, rickrack, ribbon, etc.).

PREPARE FOR THE ACTIVITY

Select a Bible story from the list on page 13.

LEAD THE ACTIVITY

1. Read or tell the selected Bible story. **What was the controversy in the story? How did the people in the story express their disagreement with each other?** Read James 1:19 aloud. **What are we to be quick to do? Slow to do?** Volunteers respond. **God wants us to listen to others and have self-control in what we say. It's OK to disagree with each other, but the way we choose to express our disagreement is important.**

2. **Let's make collages to remind us of what God says about controlling our words.** Lead children in using materials to make individual collages of the words "Quick to listen, slow to speak" (see sketch). Ask the Discussion Questions to promote discussion as children work.



BONUS IDEAS

- Children may wish to form mouths and ears with collage materials or cut out mouths and ears from magazines to use in decorating their collages.
- Display completed collages on a bulletin board or in a hallway.
- Invite older children to write James 1:19 on their papers, replacing as many words as possible with pictures of symbols to make rebuses.
- Create a class collage. Assign each child a letter or each group a word. When finished, place letters or words in order on a piece of butcher paper or on the wall.

DISCUSSION QUESTIONS

- **When are some times it might be difficult for kids your age to listen?** (They're tired. They're hungry. Someone is taking a long time to speak.)
- **When are some times it might be hard for kids your age to control what they say?** (They're angry. They don't think before they speak.)
- **What should we do when we make mistakes and say things we shouldn't?** (Ask for God's forgiveness and apologize to the people we were talking to.)
- **What can you do that will help you listen better and control what you say?** (Ask God for help. Practice listening without speaking. Count to 10 before speaking when angry.)

BEING A GOOD EXAMPLE

BIBLE STORIES

Any story in which a garment communicates a message:

Joseph's Jealous Brothers • Genesis 37:1-11

Saul's Sin, Samuel's Rebuke • 1 Samuel 15:1-31

God's Message to Jeroboam • 1 Kings 11:26-39

Elijah Chooses Elisha • 1 Kings 19:19-21

Jesus Is Alive! • Luke 24:1-12; John 20:1-9

T-SHIRT DESIGN

MATERIALS

Bibles, T-Shirt Design (p. 18 or 19), pencils, markers.

PREPARE THE ACTIVITY

Select a Bible story from the list provided above. Choose the T-Shirt Design page that is appropriate for the writing ability of the children you teach. Make a copy for each child.

LEAD THE ACTIVITY

1. Read 1 Timothy 4:12 aloud. **What are some ways you can set an example? How can you show that you are a follower of God in the way you talk, act and dress? In this Bible story, a garment was used in some way to send a message.** Read or tell the selected Bible

story. **Was there a person in this story who was a good example of what it means to follow God? Why or why not?**

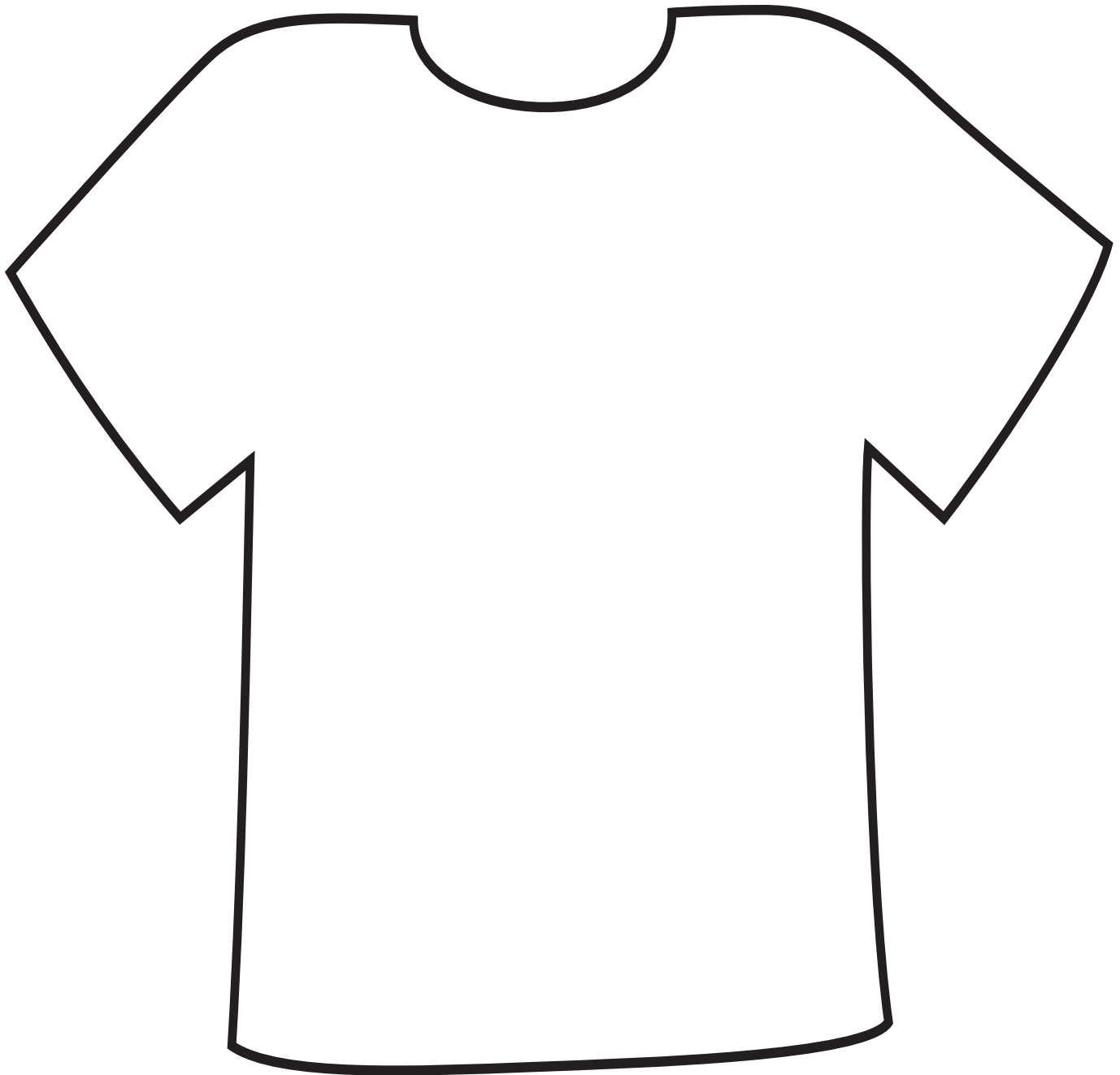
2. **Think about the story and what you can learn from it about following God and being a good example.** Distribute T-Shirt Design pages, markers and pencils. **Design a T-shirt with a word or short phrase that tells how to be a good example. Add a symbol or logo to get people's attention.** (Adapt directions as needed if using T-Shirt Design page for younger children.)

3. Children work on designs. Be available to help them if needed. Talk with children to identify people who are good examples of God's followers and ways they can be good examples in everyday life.

4. Display completed designs in classroom or other public area of your church.

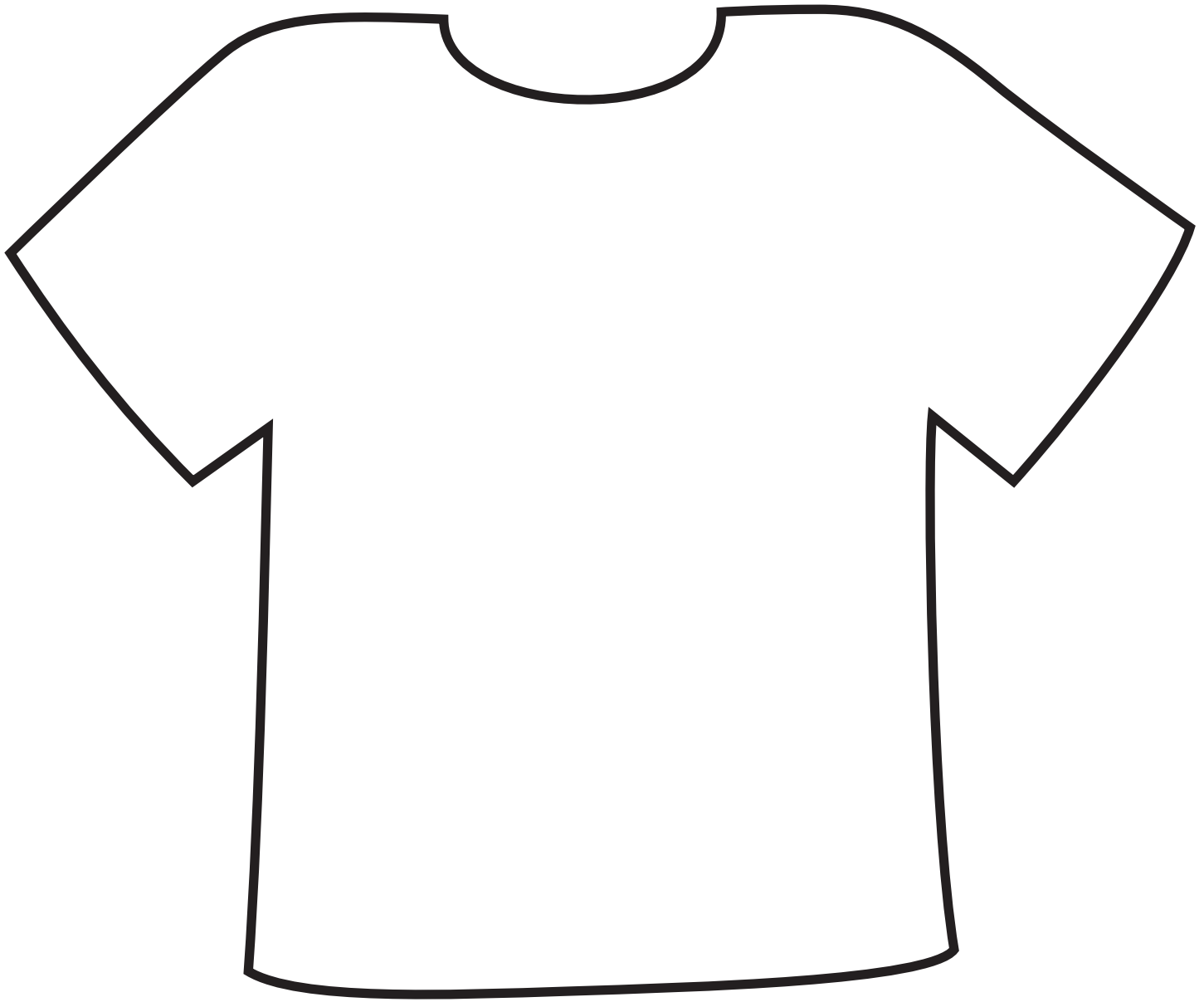
BONUS IDEAS

- Plan a T-Shirt Day on which children wear their favorite message T-shirts to class.
- After using the writing page to plan a T-shirt, have children transfer the design to a life-size paper T-shirt that has been cut from a long sheet of chart paper folded in half across the top.
- Children decorate plain white T-shirts with a message using fabric paints or by copying the design onto iron-on transfer paper. (Assist with using irons.)



What can you do to show that you love and obey God?

Draw a picture on the T-shirt. Write a word that tells what you are doing in the picture to love and obey God.



MAGNETIC GOODNESS

MATERIALS

Bible, large sheet of paper, markers, colored file folders, scissors, a variety of art materials (colored construction paper, white paper, tissue paper, glitter, metallic markers, etc.), glue, small bar magnets.

PREPARE THE ACTIVITY

Select a Bible story from the list on page 17. Print 1 Timothy 4:12 clearly on a large piece of paper.

LEAD THE ACTIVITY

1. Read 1 Timothy 4:12 aloud. **What are some ways you can set an example? How can you show that you are a follower of God in the way you talk, act and dress? In this Bible story, a garment was used in some way to send a message. Read or tell the selected Bible story. Was there a person in this story who was a good example of what it means to follow God? Why or why not?**

2. **Think about the story and what you can learn from it about following God and being a good example. We are going to make magnets as reminders of ways to be good examples.** Children cut out shapes from file folders. Shapes should be approximately 3 to 5 inches (7.5 to 12.5 cm) in size. Show verse paper you prepared. **What are some slogans that would remind you of how to be a good example?** Each child chooses a phrase and prints it on a shape.

3. Children use art materials to decorate shapes. When finished, children glue bar magnets to the back of their shapes. Ask the Discussion Questions below to help the children talk about ways to be good examples.



BONUS IDEAS

- Photocopy the words "Set an example for the believers" onto paper for younger children to cut out and use to create magnets.
- Provide small beads, lace, puff paint and other materials for children to use in decorating shapes.

DISCUSSION QUESTIONS

- **What are some ways others have been good examples for you?** Tell children about a personal, age-appropriate experience of your own.
- **What can you do to be ready to be a good example for others as you go about your daily life?** (Read God's Word to know what is good. Ask God for ways to help people. Pray to God for courage or wisdom.)