



A 52-Week Bible Journey – Just For Kids!

Ages 3&4

Discover

A small globe on a wooden stand, positioned between the words "Discover" and "God's Love".

God's Love



52 Bible Lessons for Ages 3 and 4



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▼ Table of Contents ▲

Scope and Sequence.....	6
Introduction	8
Step by Step Through the Book.....	9
Better Safe than Sorry	11

Quarter One:

Learning to Know God, Who Made Us.....	13
---	-----------

Unit One: God Is Great.....	15
Lesson 1: God Made the World.....	17
Lesson 2: God Made All the Animals.....	19
Lesson 3: God Made People, Adam and Eve	21
Lesson 4: God Is Great.....	23
Parent's Letter	25
Learning Center Activities.....	26
Patterns for Visuals, Crafts.....	31

Unit Two: God Is Love..... 38

Lesson 5: God Made Families to Love Us	40
Lesson 6: God Made Families to Take Care of Us.....	42
Lesson 7: Thank God for Families	44
Lesson 8: God Is Love	46
Parent's Letter	48
Learning Center Activities.....	49
Patterns for Visuals, Crafts.....	54

Unit Three: God Is Good..... 61

Lesson 9: God Gives Good Food.....	63
Lesson 10: God Gives Water	65
Lesson 11: God Gives Clothes.....	67
Lesson 12: God Gives Homes.....	69
Lesson 13: God Is Good	71
Parent's Letter	73
Learning Center Activities.....	74
Patterns for Visuals, Crafts.....	79

Quarter Two:

Learning to Know Jesus, God's Son	87
--	-----------

Unit Four: God Sends His Son, Jesus.....	89
Lesson 14: An Angel Tells About God's Son ...	91
Lesson 15: God's Son, Jesus, Is Born	93
Lesson 16: The Shepherds Go to See God's Son.....	95
Lesson 17: Wise Men Worship God's Son	97
Lesson 18: God's Son, Jesus.....	99
Parent's Letter	101
Learning Center Activities.....	102
Patterns for Visuals, Crafts.....	108

Unit Five: God's Son, Jesus, Grows Up..... 115

Lesson 19: Jesus Is a Helper	117
Lesson 20: Jesus Obeys Mary and Joseph....	119
Lesson 21: The Boy Jesus.....	121
Parent's Letter	123
Learning Center Activities.....	124
Patterns for Visuals, Crafts.....	129

Unit Six: God's Son, Jesus..... 133

Lesson 22: Jesus Helps His Friends Catch Fish.....	135
Lesson 23: Jesus Stops a Storm.....	137
Lesson 24: Jesus Heals Two Blind Men.....	139
Lesson 25: Jesus Makes a Lame Man Walk...	141
Lesson 26: Jesus Is God's Son	143
Parent's Letter	145
Learning Center Activities.....	146
Patterns for Visuals, Crafts.....	153

Quarter Three:**Learning to Know Jesus, Who Loves Us161****Unit Seven: We Can Know Jesus
Is Our Friend 163****Lesson 27:** Jesus Calls Four Fishermen
to Be His Friends 165**Lesson 28:** Jesus Visits in the Home
of His Friends..... 167**Lesson 29:** Jesus Makes a New Friend..... 169**Lesson 30:** I Know Jesus Is My Friend..... 171

Parent's Letter 173

Learning Center Activities 174

Patterns for Visuals, Crafts 179

**Unit Eight: We Can Know Jesus
Is Close to Us..... 187****Lesson 31:** Jesus Is Alive!..... 189**Lesson 32:** Nicodemus Talks to Jesus 191**Lesson 33:** Children Come to Jesus 193**Lesson 34:** People Praise Jesus 195**Lesson 35:** I Know Jesus Is Close to Me 197

Parent's Letter 199

Learning Center Activities 200

Patterns for Visuals, Crafts 206

Unit Nine: We Can Be Jesus' Helpers..... 215**Lesson 36:** The Samaritan Man Is a Helper... 217**Lesson 37:** Timothy Is a Helper..... 219**Lesson 38:** A Young Boy Is Jesus' Helper 221**Lesson 39:** I Can Be Jesus' Helper 223

Parent's Letter 225

Learning Center Activities 226

Patterns for Visuals, Crafts 231

Quarter Four:**Learning How We Grow in God's Family 238****Unit Ten: We Can Learn to Help..... 240****Lesson 40:** We Are Growing..... 242**Lesson 41:** We Can Help at Home..... 244**Lesson 42:** We Can Help Our Friends 246**Lesson 43:** We Can Help at Church 248**Lesson 44:** We Are Big Enough to Help..... 250

Parent's Letter 252

Learning Center Activities 253

Patterns for Visuals, Crafts 261

Unit Eleven: We Can Learn to Share..... 268**Lesson 45:** We Can Share at Home 270**Lesson 46:** We Can Share With Friends..... 272**Lesson 47:** We Can Share at Church 274**Lesson 48:** We Are Big Enough to Share..... 276

Parent's Letter 278

Learning Center Activities 279

Patterns for Visuals, Crafts 284

Unit Twelve: We Can Learn to Love God 291**Lesson 49:** We Can Listen to the Bible 293**Lesson 50:** We Can Talk to God..... 295**Lesson 51:** We Can Sing to God..... 297**Lesson 52:** We Are Big Enough to

Worship God 299

Parent's Letter 301

Learning Center Activities 302

Patterns for Visuals, Crafts 307

Zach, the Puppet 315

Make It Yourself..... 318

	Unit Title	Scripture	Application	Memory Verse
Unit 1	God Is Great	Genesis 1 (<i>creation, earth, sky</i>) Genesis 1 (<i>animals</i>) Genesis 1, 2 (<i>people</i>) Review of Lessons 1-3	Pray "Thank You, God, for the things You made."	Acts 17:24 "God . . . made the world."
Unit 2	God Is Love	1 Samuel 1 (<i>Hannah</i>) 1 Samuel 17 (<i>Jesse, care for children</i>) Genesis 4 (<i>Adam and Eve</i>) Review of Lessons 5-7	Pray "Thank You, God, for families."	1 John 4:8 "God is love."
Unit 3	God Is Good	Genesis 1:11, 12, 29; 9:3 (<i>God gives food</i>) Leviticus 26:4 (<i>God gives water</i>) 1 Samuel 2:19 (<i>Hannah, clothes</i>) Matthew 6:8 (<i>God gives homes</i>) Review of Lessons 9-12	Pray "Thank You, God, for the things You give to us."	Psalms 73:1 "God is good."
Unit 4	God Sends His Son, Jesus	Luke 1 (<i>angel</i>) Luke 2 (<i>Jesus is born</i>) Luke 2 (<i>shepherds</i>) Matthew 2 (<i>wise men</i>) Review of Lessons 14-17	Thank God for Jesus.	1 John 4:10 "God . . . sent his Son."
Unit 5	God's Son, Jesus, Grows Up	Luke 2 (<i>Jesus grows</i>) Luke 2 (<i>Jesus in the temple</i>) Review of Lessons 19, 20	Please God by helping and obeying like Jesus did.	Luke 2:52 "Jesus . . . pleased God."
Unit 6	God's Son, Jesus	Luke 5 (<i>fishing with Jesus</i>) Luke 8 (<i>Jesus stops a storm</i>) Matthew 20 (<i>Jesus heals blind men</i>) Mark 2 (<i>Jesus heals lame man</i>) Review of Lessons 22-25	Thank God for wonderful things Jesus did.	Acts 9:20 "Jesus is the Son of God."

	Unit Title	Scripture	Application	Memory Verse
Unit 7	We Can Know Jesus Is Our Friend	Matthew 4 (<i>Jesus calls four fishermen</i>) Luke 10 (<i>Jesus with Mary and Martha</i>) Luke 19 (<i>Zaccheus</i>) Review of Lessons 27-29	Understand that Jesus is a friend.	John 15:14 "You are my friends."
Unit 8	We Can Know Jesus Is Close to Us	John 18–21 (<i>Jesus is alive</i>) John 3:1-21 (<i>Nicodemus</i>) Mark 10 (<i>Jesus and children</i>) Mark 11 (<i>People praise Jesus</i>) Review of Lessons 31-34	Sing and talk to Jesus.	1 John 4:19 "We love him."
Unit 9	We Can Be Jesus' Helpers	Luke 10 (<i>Samaritan helper</i>) 2 Timothy 1, 3 (<i>Timothy helps at home</i>) Luke 9; John 6 (<i>A boy shares his lunch</i>) Review of Lessons 36-38	Help others willingly.	2 Corinthians 1:24 "We . . . are helpers."
Unit 10	We Can Learn to Help	Genesis 37 (<i>Joseph helps his father</i>) Exodus 2 (<i>Miriam helps her mother</i>) Ruth 1, 2 (<i>Ruth helps Naomi</i>) 1 Samuel 1-3 (<i>Samuel helps Eli</i>) Review of Lessons 40-43	Help in specific ways (<i>at home, with friends, at church</i>).	2 Samuel 10:11 "I will . . . help."
Unit 11	We Can Learn to Share	2 Kings 4 (<i>Elisha</i>) 1 Samuel 18 (<i>Jonathan and David</i>) Exodus 35, 39 (<i>tabernacle gifts</i>) Review of Lessons 45-47	Share in specific ways (<i>at home, with friends, at church</i>).	Ephesians 4:32 "Be . . . kind."
Unit 12	We Can Learn to Love God	2 Kings 22, 23 (<i>Josiah listened</i>) Daniel 6 (<i>Daniel prayed</i>) 2 Chronicles 29 (<i>Hezekiah praised</i>) Review of Lessons 49-51	Love God in specific ways (<i>listen to and say Bible words</i>).	1 John 4:19 "We love him."

▼ Introduction ▲

Welcome to the world of 3s and 4s. This is a world of adventure, fun, new experiences, wonder, and most of all, a world in which you have the privilege of introducing children to the wonderful news about God and His Son, Jesus. The lessons in this book endeavor to teach 3s and 4s in the ways they like to be taught and the ways they learn best. For example . . .

Threes and 4s learn through doing.

Threes and 4s prefer hands-on activities, lots of action, and repetition. This program is designed to meet these needs throughout the session—in the Learning Centers, during the Bible stories, and in the lesson application. Threes and 4s are not going to want to sit and listen for a long time. You will notice in the lesson plan that most of the time will be spent with the learning activities, whether in the centers, or as a group. The children will also be actively involved in the Bible story, as well as in worship. All this is designed to keep interest high. Remember: a tired and bored child is a problem child. But when you captivate and involve the child, that child will learn!

Threes and 4s learn through play.

They play all day, every day—and toys are their tools. Much of your time will be spent at play with your 3s and 4s, but not just any play—play with a purpose. The children will play in the Learning Centers, between quiet times, and whenever they have an opportunity. And while they play, you will use guided conversation and the materials you have chosen to turn their playtime into learning experiences.

Threes and 4s learn through the use of their five senses.

The more senses 3s and 4s use, the more they learn. This book employs many sensory experiences throughout the lessons—hands-on activities in the centers, worship songs and singing games to exercise large muscles, books and pictures to look at and talk about. All of these are fun and exciting for young children (and for teachers too)!

Threes and 4s learn through repetition.

Repetition is very important for 3s and 4s. A child often says “Read it again,” or “Sing it again.” A young child will sometimes work the same puzzle over and over until he masters it, or go back to a previous activity when he has time. That’s why the same theme or focus is used for an entire unit, with a review lesson at the end to make sure the children understand and remember what has been said and done during the unit. Threes and 4s not only learn through repetition, they like it and feel comfortable with it. Repetition and review reinforce the focus of the lessons and afford the children many opportunities to apply what they have learned.

The same simple Bible words are used during the unit to ensure that the children remember them and can use

them. While most 3s and 4s can learn much more difficult verses, memorizing words without understanding their meaning is useless. You are encouraged to use these Bible words over and over throughout the lesson—in the Learning Centers, during worship and story time, in general conversation, as well as reading them directly from the Bible. Make sure that the children have a classroom Bible they can touch and hold. And when the Bible words are highlighted, the children can point to them, “read” them, and know that these words come from the Bible.

▼ How to Use this Course ▲

This book has been designed to allow you as much flexibility as possible. The pages are perforated and reproducible. That means that the book is non-consumable; it can be used over and over if the materials are stored properly. You can use the book in one of two ways. Either pull out the pages and use them lesson-by-lesson, or photocopy the necessary pages and keep your book intact.

Set up a filing system in which to keep your materials. You will need twelve folders, one for each unit. Label these folders with the quarter title and unit title. Or, if you prefer, use one folder for each lesson. Label these folders with the quarter, unit, and lesson title. As you prepare lessons, store any reproduced material in the appropriate folder.

Whether or not you laminate the Learning Center pages, you will want to make sure to keep them in the appropriate folders so that you, or others, will have all the necessary information for future lessons. When a lesson has been used, put all materials back in the folder, along with an evaluation of that lesson. This will be helpful for future use. *(And anytime you wish to send your evaluations to the editors at Standard Publishing, we will appreciate your feedback!)*

The book is divided into four quarters, with three related units in each quarter. Each unit is made up of three to five lessons with a common focus. The final lesson reviews and reinforces the previous lessons. Review is important for 3s and 4s, as has already been mentioned. The children will be eager to tell you what they remember from past lessons. Make good use of their enthusiasm and interest. If teachers/teams work for short periods, change them at the beginning of a new unit rather than at the beginning of a new month. This will give the children the continuity they need, as well as make it easier for the teachers.

▼ Basic Supplies You Will Need ▲

A classroom puppet (*Read more about Zach on pp. 9 and 317.*)

Construction paper

Manila or drawing paper

Shelf paper or butcher paper
Poster board
Tag board and/or cardboard
Newspaper
Clear, self-adhesive plastic
Tempera paints; finger paints
Painting smocks or old shirts
Jumbo crayons
Play dough
Paper punch
Magazines, catalogs, calendars, old curriculum material
(for pictures)
Paper fasteners
Large scissors (for teachers)
White glue, glue sticks
Yarn
Craft sticks
Masking tape
Transparent tape
Cleaning supplies

Block Center—large wooden or cardboard blocks, small plastic cars and trucks with wheels that cannot be removed

Family Living Center—dolls, doll clothes, small blankets, plastic dishes, small table and chairs, doll bed (optional), large unbreakable mirror, toy telephones, small cleaning equipment, dress-up clothes

Book/Picture Center—classroom Bible (a children's Bible would be best, or you can add pictures from old curriculum to an adult Bible), books and pictures suggested for each unit, small book rack, and table and chairs (optional)

Music/Drama Center—cassette tape player/recorder, tapes suitable for children, rhythm instruments

Game Center—large, soft balls (beach balls are good), beanbags

God's Wonders Center—small plants, watering cans, seasonal nature objects (non-poisonous)

Puzzles Center—wooden puzzles with 5 to 8 pieces, homemade ones as suggested in the lessons

Art Center—basic equipment (see list above) plus items listed in lessons

▼ Step by Step Through the Book ▲

Zach, the classroom puppet, is used throughout these lessons. He will quickly become a familiar character to your students, and can be used in many ways: to greet them as they arrive, to get their attention when it is time to change activities, to help introduce the lesson, and sometimes, to help review the lessons. Do not use Zach to tell the Bible story, however. You want your children to understand that these stories are from God's Word, and they are real.

The Zach we suggest is a dog, and you can make him from the pattern on pp. 315-317. On p. 315, you will also find instructions for making a puppet out of a stuffed animal. However, you may use any puppet you have available as long as it has useable arms, since Zach often brings things to the story area, or holds something for the children to examine. Prepare a covered basket or doghouse for Zach to disappear into when he is not being used, and don't allow the children to play with him themselves. The children will find Zach more believable if they see him only when he is animated.

Introduction to the Quarter

The introduction tells you what the quarter is about, how the units fit together, and what the goal is for the quarter. It also contains extra songs and action rhymes to use throughout the quarter, as well as very simple party ideas. Each teacher working during the quarter should read the introduction.

Introduction to the Unit

These pages give the teachers more specific information to help them understand and prepare for the unit. They contain unit goals, a unit overview, the Bible words and ways to use them, a list of things to do to get ready, specific resources needed, and songs and action rhymes. Each teacher for that unit should read these pages along with the Lesson Outlines and Learning Center Cards.

Lesson Outlines

Each lesson contains a lesson value and a list of behavioral goals for the children. Here is how the lesson is presented:

Let's Get Ready

This section includes specific items needed for the Bible story, plus a listing of the Learning Centers to have ready. If you have a very large class, have two of the more popular centers set up at opposite ends of the room, or in smaller rooms. Even if a Book Center is not suggested in a lesson, this is a good one to add if you have appropriate books and/or pictures. Remember, you will need to have a teacher or assistant in each Learning Center.

Learning Activities

Let's Get Started

This section includes ways to greet the children, what to do when they come, and how to get them interested in an activity. The class mascot, Zach, will be a helpful friend to use here. Thirty minutes has been allotted for these activities. This includes approximately ten minutes before the scheduled time for the class to begin—the pre-session. Getting the children actively involved the minute they enter the classroom is essential.

Three Learning Centers are suggested for each lesson. Materials and teachers/assistants should be ready before

the first child arrives. The activities are all designed to lead up to the worship and story time, or serve as reviews after the story time. Each teacher/assistant in each Learning Center should be well aware of his or her role in presenting and reviewing the Bible lesson. Only one Learning Center is listed for the teacher who teaches alone. However, more than one activity may be used simply by using one after the other.

All materials needed, how to prepare them, how to proceed in class, and suggestions for guided conversation are spelled out on the Learning Center pages that follow the lesson outlines. These pages may be pulled out, cut apart, mounted on cardboard, and covered with clear adhesive paper for durability. These pages may be placed in the Learning Centers for the benefit of the teacher/assistants, and then filed with the lesson materials when the unit is over.

Worship and Bible Story

Let's Worship God

This may be the only together time the children have. The worship/story area may be a circle of small chairs, a large rug, or individual rugs for the children. The worship suggestions have purposely been kept to a few simple ideas that 3s and 4s can handle at one time. There will be other times of spontaneous worship with the group or with individuals as you interact with the children personally. A simple, "Thank You, God, for this pretty flower," is far more meaningful to a young child than is a long prayer given by an adult. A child is also more apt to repeat that short prayer and be encouraged to word his or her own prayer later on.

Let's Learn From the Bible

If your group is small, the Bible story may be told as the children sit in their circle. However, if your group is fairly large or spread apart in age, divide the group into older and younger children or into groups of children who get along well with each other. You will need a teacher for each group. Make the Bible story real, exciting, and fun for the children. No one should ever be bored with the Bible! How can you do this?

- Be enthusiastic as you tell the story. If you are excited by the Bible story, the children will be excited too.
- Keep the Bible story short. Threes and 4s have very short attention spans, especially when it comes to sitting and listening.
- Involve the children. Each lesson has suggestions for doing this. The more the children are involved, the more they will get out of the story.
- Use visual aids. Each story has some type of visual aid to get and hold the children's attention. Some of these visual aids are to be made using the patterns on the pages that follow the Learning Center cards. Others may be pictures or objects that you will gather ahead of time.

- Don't sermonize! End the Bible story, and then go right into the follow-up that is given.
- For thorough instruction on how to become a better storyteller, get *The Creative Storytelling Guide* by Steven James, code #42048.

Let's Apply the Lesson

This section shows how the lesson can be specifically applied to the lives of the children. Zach, the puppet, can be used here to help the children retell the story, ask questions, and so on.

Let's Play Awhile

By now, the children will be ready to stand up and move around. An action rhyme or song may be suggested here, but if none is mentioned, or your children are unusually restless, use a familiar rhyme, song, or exercise now. Have the suggested learning activity ready to do before going home. If you have a large group and multiple teachers/assistants, you will want to use several of the Learning Centers listed at the beginning of the lesson.

Let's Go Home

Because the children will be tired by now, it is important to keep them occupied in some meaningful activity until their parents or guardians arrive. Continue with the activity as long as possible while children are leaving. Make sure the children take home any artwork they have made. Small paper bags are helpful for this purpose. Also, see that parents get their letters (*see below*) at the beginning of each unit. You may wish to keep extra copies of these letters on hand to send home with children who were not in attendance for the first lesson, and for visitors. These letters can make a good impression on first-time visitors to your church.

Extra Helps

Parent's Letters: Each unit contains a letter to parents. A copy of this letter should be sent home with each child on the first day of each unit, or before each unit begins. The letters will help parents and guardians repeat and reinforce the lessons at home.

▼ Better Safe than Sorry ▲

Rebecca J. Bennett, Children's Minister, Mandarin Christian Church, Jacksonville, Florida

Wouldn't it be wonderful to be able to teach children without worrying about such things as AIDS, abduction by strangers, or child abuse? Wouldn't you love never to worry about a sick child, a fire in the building, or having to handle a medical emergency? Unfortunately, all of these things are realities in today's world, even in the church, and we must be ready to deal with them.

Let's take a look at four areas all churches should plan for—just in case! The areas are health and first aid, security, child abuse, and safety. These few lines cannot deal extensively with each issue, so just consider these ideas as a beginning point. For a thorough treatment of child abuse, obtain a copy of *The Guardian System* by David D. Middlebrook, code #03405. For a thorough treatment of how to handle children with disabilities, see *Exceptional Teaching* by Jim Pierson, code # 03769. Both of these resources emphasize the importance of sitting down with church leaders to determine your church's policies, in order to insure the health, safety, and well being of the children entrusted to your care.

Health and First Aid

Sick-Child Policy. Ask a pediatrician to help you draw up guidelines regarding attendance by children who may be ill. Distributing such policies before a problem occurs will make it easier to deny admittance to a child who may be contagious. Parents will appreciate the protection and be more willing to cooperate when their own child is sick. Promote thorough hand washing among children and teachers to help cut down on germs.

CPR and First Aid. Only a few hours are necessary to learn the CPR techniques needed to save a life. Your local Red Cross chapter will be happy to set up a class for your teachers and interested parents. Costs are usually minimal. Do you have a good first-aid kit? One that is well stocked and easily accessible to all your teachers? Once again, your local Red Cross can help you determine what is needed.

Emergency Procedures. Do all of your teachers know what to do in an emergency situation? Do they know where the nearest phone is if they need to call 911? Have you implemented a way to contact parents in an emergency (*other than running into the auditorium yelling, "HELP!!"*)? Determine a plan of action ahead of time: Who will call 911; who will contact the parents; who will stay with the child. The last thing you need during an emergency is panic. The best way to prevent panic is to be prepared.

AIDS Awareness. Even in today's enlightened society, children who are HIV positive or who have AIDS are often ostracized. Because of this, a parent is often unwilling to

admit that his or her child is infected. So what do you do? The best solution is to treat every body fluid incident as though HIV or AIDS were involved. If a child is bleeding, vomiting, or has diarrhea, immediately remove him from the other children. Keep surgical gloves in each classroom to be worn by teachers when changing a diaper, cleaning up vomit, cleaning a wound, or attending a child with a bloody nose.

Security

It is unthinkable that someone would try to take one of your little ones from the classroom without permission. We all would like to think that this could never happen in our building. But it might. It almost happened in mine. Almost. But because we had just begun a security tagging system, the non-custodial parent was prohibited from taking the child. The unthinkable part is what might have happened if we hadn't taken proper precautions before the incident occurred.

Tagging. You need to know who all your children are, especially the visitor whose parents you might not know. In our church, each child wears a laminated clip-tag that tells the child's name, parent or guardian's name and location, and an emergency ID number. You may not need all that information on a tag, but think through what you do need, and take action before an emergency occurs.

Have a way to identify parents or guardians when they come to pick up their children. This is especially important for substitute teachers. You may know all of the parents on sight, but what about that week you're on vacation? Teachers should never be embarrassed to ask a parent for ID. Remember, you are simply protecting that child.

Limited Access. Check your building layout to see how you can limit the access to your children's area. Put nametags on teachers and other workers so strangers are easily recognized. And never be afraid to ask someone his business! A simple, "May I help you?" may deter someone with improper intentions. Don't leave your hallways empty. Put someone in a prominent place to keep an eye on things while classes are in progress. This is especially important for small congregations who have a limited number of people available to help if something should happen.

Abuse Prevention

Here is another subject we'd rather not think about. But we'd better! One case, or even an alleged case, of child abuse in your church could literally close your doors!

Two-Adult Policy. The first, and perhaps easiest, policy to establish is the two-adult rule. This rule simply states that two adults will be in a room with children *at all times*. This means that if children have to be assisted in the bathroom, two adults are present, while two more remain in the room with the other children. In order to accomplish this, classes may need to combine for trips to

Safety

the rest room. Adults who have private access to children have opportunities to harm them. This rule not only protects the children, but the workers as well. If a child ever makes an unfounded accusation, the worker has a witness of his or her actions.

If possible, send same-sex workers with children to the rest rooms. No adult should go into a stall with a child unless help is requested. Say, "I'll stand outside the door. Please call if you need help." Or, help them adjust their clothes when they come out of the stall.

Background Checks. Remember the old saying, "He's a wolf in sheep's clothing"? That's what most child molesters are. They disguise themselves as good, friendly, helpful people. There have been many churches in which trusted workers abused children. Many churches adopt a six-month rule: No one can teach a class until he or she has been a member for at least six months. This is a good rule, but it doesn't weed out clever abusers. The safest thing to do is have a potential worker fill out an information sheet that includes his or her Social Security number. In some states, this is all that is needed to have your local police or sheriff's department run a background check. A more extensive check may require fingerprints. You can even run some background checks yourself, using the Internet. However, to protect your church, always obtain the potential worker's permission to conduct a background check. This simple request alone may turn a potential abuser away from your children's ministry. (*See Chapter 1, Step 2 in The Guardian System.*)

Train Your Teachers. Children need to be protected, and so do workers! There have been cases of children accusing perfectly innocent people of abuse. The results can be devastating, both to the teacher and to the church. Train your teachers how to conduct themselves in the classrooms, rest room, and other situations, for their own protection.

One night, as I was leading a children's choir rehearsal, there was a storm—actually a small tornado—that blew the steeple off the building! The children were hysterical. I was almost hysterical! We weren't prepared for an emergency of this nature. We are now!

Fire and Storm Plans. Where would you take your students in case of fire? What about a storm that threatened to blow out the windows? What would happen if you lost electricity in a room with no windows? Examine your building, consult the experts, and draw up a plan for any natural disaster you are apt to have—flood, fire, storm, hurricane, tornado, earthquake, and so on. Periodically practice the plan with the children. Post instructions inside each classroom for substitute teachers. An emergency kit that includes a walking rope and a flashlight is a must for each classroom. (*A walking rope is simply a length of rope long enough to allow each child in your class to hold onto it while walking. It may or may not have knots spaced along it that the children hang onto to keep them from bunching up. You can imagine how beneficial this might be when trying to shepherd a group of children out of a darkened building.*)

Inform Parents. Perhaps your biggest problem in an actual emergency will be the parents who storm the building trying to retrieve their children. That's why it's important to inform them of your procedures so they will know exactly where to get their children should there be a loss of electricity, a fire, or a storm.

Our primary job as teachers and as Christians is to teach our little ones about the Lord. But along with that privilege comes the responsibility to keep them as safe and secure as possible while they are in our care. Just a few extra minutes of preparation could make the difference between life and death during an emergency situation. Be prepared!

Learning to Know God, Who Made Us

Introduction

Young children are constantly discovering new things and new skills. They are trying hard to learn as much about themselves and their world as they can. What these children are learning now will influence their lives for years to come, as well as for eternity. How important it is for us, as teachers of young children, to help them learn about God’s love and care for them while they are in this early and important stage of their development!

Children look to adults to help them understand the meaning of what they are discovering. These lessons are planned to help children discover God and His love and care. Your job is to see that the activities—play, games, songs, stories, crafts—are meaningful. You are the link between these activities and the Bible truths the lessons teach. Your attitude—toward God, toward His Son, and toward the Bible, as well as toward the children—may teach more than your words.

In Unit One, “God Is Great,” your respect for God and your thankful attitude about all He has made will leave the impression that God is great and we are to be thankful for all He has made for us.

During Unit Two, “God Is Love,” your love for the children will show them that God loves them so much that He gave them special people to love and care for them. Your many expressions of thankfulness will help them to feel thankful to God for those who care for them and will help them to learn to express their thanks to God.

Unit Three, “God Is Good,” will encourage children to thank God for everyday things that are usually taken for granted—food, water, clothing, and homes. Use your time well to lead the children, by your teaching and example, to feel and express their thankfulness for God’s everyday blessings.

Some children in your class may be hearing about God and His love and care for the very first time. What an opportunity is yours to open the children’s eyes and hearts to God and His love! Concepts the children form now will affect their entire lives. Make sure you teach well, show your respect for and thankfulness to God, and above all, let the children know you love them and are glad they are in class with you.

As a result of these lessons, the children will

Know: That God made the world and everyone in it, and that He continues to provide everyone’s basic needs.

Feel: Thankful for all God has done and continues to do for them.

Do: Thank God for His love and care.

Note to those who teach alone: Prepare the learning center suggested in each lesson, but also have one or two others ready to use when the children tire of the first one.

Use these songs and action rhymes throughout the quarter, in addition to those specifically mentioned in the units.

God Is

(Tune: “The Farmer in the Dell”)

Our God is great, yes, our God is great.
God made the whole wide world. Yes, our God is great.

Our God is love, yes, our God is love.
I love Him and He loves me. Yes, our God is love.

Our God is good, yes, our God is good.
He gives us everything we need. Yes, our God is good.

Praise Him, Praise Him

Unknown

When I Pray

When I pray, I fold my hands, (*Fold hands.*)
And close my eyes; (*Close eyes.*)
I talk to God, and He hears me. (*Celebrate.*)

—Jean Katt

My Bible

This is my Bible, (*Hands held out in front, palms together.*)
I'll open it wide, (*Open hands; keep them touching.*)
And see (*or say*) what is written on the inside! (*Say Bible words together.*)

—Jean Baxendale

My Eyes, My Ears

My eyes, my ears, my nose, my mouth,
My hands and feet so small,
My arms, my legs, my tummy, my head,
I know God made them all!

(*Point to each part of the body as you name it.*)

—Sylvia Tester

Autumn Party Suggestions

September—Nature Hike

- Purpose:** To enjoy God's creation
When: Saturday or Sunday afternoon
Activity: Go on a nature walk and collect flowers, twigs, pebbles, etc.
Craft: Provide resealable plastic sandwich bags for nature items. Punch two holes on one edge of each bag and tie bags together with yarn to form "books."
Food: Trail mix
Devotion: Review the creation of the world.

October—Noah's Ark Party

- Purpose:** Alternative to Halloween
When: Saturday or Sunday afternoon, or Halloween
Preparation: Bring wagons and stuffed animals.
Activity: Parents and children decorate wagons with crepe paper streamers. Have a parade with stuffed animals in the wagons.
Game: Play a tape of animal sounds and have the children tell which animal made the sound.
Food: Animal cookies and milk
Devotion: Noah's Ark-boat and God's care. Lead children to thank God for His care.

November—Thanksgiving Party

- Purpose:** To help the children think of others
When: During class time
Craft: Make "Hug Cards." Cut colored paper into 4" x 18" strips. Make handprints on each end of the strips by dipping hands in washable paint. Fold in thirds with the handprints on the inside. On the middle third write: "May smiles and hugs come your way, to make a happy Thanksgiving Day!"
Game: Toss mini-pumpkins into plastic laundry baskets.
Food: Candy corn and popcorn
Devotion: Lead children to thank God for their families, as well as other blessings.

God Is Great

Lessons 1-4

Unit Bible Words

“God . . . made the world”
(Acts 17:24, NIV).

Resources from Standard Publishing

All About Hands (04248)
Baby's First Bible (03960)
Fun With Bobbin (friends discover God's world, 22115)
God Made Dinosaurs (04343)
God Made Me (04230)
God Made Our Bodies (04280)
God Made Puppies (04336)
God Made You Special (04059)
The Story of Creation (board book, 03476; picture window book, 03799)

Supplemental items

God Made the World Attendance Chart (01653)
Creation Miniature Stickers (04439)
The Very Beginning (deluxe mural kit, 03338)

Coloring/Activity Books

Animal Faces (22121)
Baby Animals (22125)
Baby Animals (02028)
Billions of Bugs (02248)
Creation (22005)
God's Wild Animals (22020)
God's World of Animals (22120)
Lots of Bugs! (22060)
Thank You, God! (22072)
Thru-the-Bible Coloring Pages for ages 2-4 (02405)

1 God Made the World

Genesis 1:1-19—In the beginning, God made the sky, the land, the water, the sun, the moon, the stars, and the plants.

2 God Made All the Animals

Genesis 1:20-25—In the beginning, God made the birds, the fish, and all the animals that live on the land.

3 God Made People, Adam and Eve

Genesis 1:26, 27; 2:18-22—In the beginning, God made Adam and Eve. God made everyone.

4 God Is Great

Review of Lessons 1-3

By the End of the Unit, the Children Will

Know: That God is great.

Feel: Thankful that God created everything.

Do: Pray “Thank You, God, for the things You made.”

Why Teach This Unit to Young Children?

God is great because He made the world. God is great because He made each animal. And God is great because He made us. Young children are fascinated by God's world. They enjoy exploring it and seeing new things. They like to feel and touch the textures in God's world. They are beginning to recognize and to make animal sounds. They are gaining more freedom of movement and like to use their skills to run, jump, and tumble.

This unit is designed to help the children discover that God created everything that is around them. They will explore some plants that God made. They will examine some animals God made. They will look at God's most wonderful creation—themselves. They will know that God is great. They will feel thankful for everything that God has made. And they will prayerfully thank God for the things He has made.

Use the Bible words “God made the world” over and over in your conversation, in the Bible stories, at the Learning Centers, and in your prayers. For example, **“Thank You, God, for making the world.” “The Bible tells us that God made the world.” “Thank You, God, for the things You made.” “God made me.”**

Have a classroom Bible available in a Learning Center, at the giving table, or wherever the children will see it. Also have it on your lap or at your side as you tell the Bible story. Have the Bible words highlighted or underlined so the children can see them, point to them, and “read” them.

Things to Do Ahead

- Prepare the Learning Center pages, 26-30, as you wish. You may mount them on cardboard and cover with clear, self-adhesive plastic for durability, or simply cut the pages apart.
- Gather/prepare materials listed on Learning Center pages.

- Make copies of the Parent’s Letter, p. 25.
- Prepare borders for Lessons 1-3 (pp. 32 and 33).
- Copy and prepare border patterns for matching cards (instructions on p. 17).
- For Lesson 3, solicit actors for the parts of Adam and Eve.
- For Lesson 4, copy p. 34, cut apart, and glue on craft sticks.

Use These Songs and Action Rhymes During Unit 1

In the Beginning

(Tune: “The Farmer in the Dell”)

God made the world.* God made the world.
In the beginning, God made the world.
(*light, sea, sky, animals, etc.)

The man’s name was Adam. (Boys stand and sit.)
The woman’s name was Eve. (Girls stand and sit.)
In the beginning, God made Adam and Eve.
(Clap to rhythm.)

God Is Great

(Tune: “London Bridge”)

God made all the stars above*, stars above, stars above.
God made all the stars above. God is great.
(*lands and seas, fish and whales, dogs and cats)

God made you and you and me, you and me, you and me.
God made you and you and me. God is great.

A Way to Go

A robin flies, (Wave arms in flying motion.)
A bunny hops, (Hop or jump up and down.)
A turtle crawls so slow; (Crawl or step in place very slowly.)
God gave each animal He made
A special way to go! (“Walk” two fingers up one arm.)
—Jean Shannon

God Made Me

God made the sun, (Raise arms in circle over head.)
God made the tree, (Spread arms out to indicate branches.)
God made you, (Point to another person.)
And God made me! (Point to self.)

God made Adam. (Bow.) God made Eve. (Curtsy.)
God made you, and God made me. (Point to
another; then to self.)
—Joy M. Grewell and Kristi Walter

I’m Very Special to God

(Rhythm: “Hickory, Dickory, Dock”)

I’m very special to God. He loves me very much.
He made my hands. He made my feet.
I’m very special to God.

Here’s Why God Is Great

God is great. He made the sun. (Point up; form circle with
arms above head.)
God is great. He made the sea. (Use arms to make waves.)
God is great. He made the stars. (Hold up hands and
wiggle fingers.)
God is great. He made each tree. (Extend arms like tree
branches and sway.)
God is great. He made you and me. (Point to others. Point
to self.)

When I Pray

When I pray, I fold my hands (Fold hands.)
And close my eyes; (Close eyes.)
I think about God, and He hears me.

—Jean Katt

This Is the Way

(Tune: “Here We Go ’Round the Mulberry Bush”)

This is the way we pick up our toys,
pick up our toys, pick up our toys.
This is the way we pick up our toys,
and put them all away.

Genesis 1:1-19

Let's Get Ready

For the Bible story, you will need the classroom Bible, two large pieces of paper, one black and one white, large enough to cover your bulletin board, chalkboard, or wall area, and prepared border visuals (pp. 32 and 33). Before class, cover the selected area with black paper. Cut the white paper so that it will almost cover the black (see the illustration on p. 32). Surround the Bible story area with as many potted plants as possible. Have puppet Zach ready.

Prepare the Book/Picture Center, the Family Living Center, and the Game Center. If you are the only teacher, use just the Family Living Center. Have materials ready for the God's Wonders Center to be used after the Bible story.

▼ Learning Activities ▲

(30 minutes, including 10 minutes pre-session)

Let's Get Started

Use Zach to greet each child by name. "Hello, Julie. You are a wonderful part of God's big world." Have Zach help the children mark their attendance chart, give their offering, and get involved in one of the learning activities. "Rachel, would you like to look at pictures or help take care of some of God's plants? We're going to have a Bible story about the world that God made. Only God could make the world."

▼ Worship and Bible Story ▲

(15 minutes)

Let's Worship God

Have Zach tell the children, "It's time to put our things away so we can sing to God and pray." Have children gather in the area where the plants will surround them. Begin singing as soon as the children come to the circle. Sing stanza 1 from "In the Beginning" (p. 16) and "God Is Great" (p. 16).

We've been singing about God's world. The Bible says, "God made the world." Point to the verse in the classroom Bible. Let children "read" the verse from the Bible. Use the action rhyme "When I Pray." Then pray, **Thank You, God, for the things You made.**

Let's Learn From the Bible

Introduction: Hide Zach among the plants. **Our room looks like a jungle. Zach is hiding somewhere in this jungle. Can you find him?** After children find Zach, have Zach say, "A jungle is a great place to play hide-and-peek!"

Who made the jungle plants and all of the plants in our room? Yes, God made the plants. The Bible tells us that "God made the world." The Bible also tells us what God thought about the world He made. Do you know what God said about His world? God said, "This is good." Now you are ready to help me tell the Bible story. Put Zach away. Place the Bible in your lap.

Bible Words: "God . . . made the world" (Acts 17:24, NIV).

Know: Know that God is great.

Feel: Feel thankful that God created everything.

Do: Pray "Thank You, God, for the things You made."

Children will accomplish the goals when they:

1. Say the Bible words "God made the world."
2. Pray "Thank You, God, for making the world."
3. Sing about the things God created.
4. Examine something that God made.
5. Identify the land and sky that God created.
6. Name something that God has made.

Lesson Value: Anyone who is building a relationship with God must know and accept God as creator. He is the creator of the earth, of the animals, and of people. Knowing about God's creation of the earth and its inhabitants is significant because it develops one of the most important relationships between God and us—creator to creation. This lesson introduces God as creator. God is great because He is our creator. Your children will sense awe as they explore the world that God made. Only God could make the world. God is great!

The Bible Story: Before God began to make the world, there was nothing. No sky, no sun, no trees. There was only darkness. (Point to the black bulletin board.) What was the first thing that God made? God made the light. God said, "Let there be light." (Cover the black paper with your pre-cut white piece.) So God made day and night. Then God said, "This is good." What did God say about the day and night? (Lead children to say in unison, "This is good.")

Next, God made the sky. (Place, or have a child place, cloud border on the board.) God looked at what He had made and said, "This is good." What did God say about the sky? (Children respond, "This is good.")

Next, God made the land and the water. He made the mountains and the fields. He made the rivers, lakes, and oceans. (Place appropriate borders when mentioned.) God looked at what He had made and said, "This is good." What did God say about the water and the land? (Children respond, "This is good.")

Next, God made plants to grow on the land. He made flowers, grass, trees, and jungles. (Place borders.) What did God say about the plants He had made? (Children respond, "This is good.")

Next God made lights for the day and night. He made the sun for the day. (Place sun in day section of board.) He made the moon and the stars for night. (Place moon and stars in night section of board.) What did God say about the sun, moon, and stars? (Children respond, "This is good.")

Only our great God could make the world. God made a beautiful world. And God saw that His world was good! God is great.

Let's Apply the Lesson

Point to the visual board. **Where is the sky that God made? Where is the land that God made?**

Jonathan, name one thing God made. When Jonathan answers, use that item in the following verse.

God made the water. God made the water.
God made a wonderful world for me.

Ask each child to name one item from the board. Adjust the verse to include that item.

We are thankful for the world God made. Thank You, God, for making the world. (Note: save these visuals for use in the following lessons.)

▼ Learning Activities ▲

(20 minutes)

Let's Play and Learn

Have the children stand and sing, "In the Beginning" (p. 16), then go to the God's Wonders Center. If your class is large and you have several teachers, use all the Learning Centers suggested under "Let's Get Ready."

Let's Go Home

Have Zach tell the children that it's time to clean up after their activities. Make sure that each child gets a snack from God's Wonders Center. Direct them to the wastebasket with their napkins. Use wet wipes or a damp cloth to clean hands and faces. Then gather the children in a circle. Lead them in saying the action rhyme, "Here's Why God Is Great" (p. 16).

Since this is the first lesson of the unit, give each child a Parent's Letter (p. 25).



*"I remember your
ancient laws,
O LORD, and I
find comfort
in them."*

(Psalm 119:52)

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