

Winter Quarter: December • January • February 2024–2025



Building Blocks



Bible Studies



TEACHER'S GUIDE

FOR YOUNGER CHILDREN
Toddlers through Early Elementary

Sunday School
Publishing Board





Building Blocks

Teacher's Guide for Younger Children

Toddlers through Early Elementary

Volume 13—Number 2

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WINTER 2024–2025

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FEBRUARY

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Overview of the Quarter

Unit I: Jesus: God's Chosen King

Lesson 1 • December 1—Good Family Connections

Scripture: Ruth 4:9-17; Luke 3:23, 31b-32

Key Verse: The women living there said, "Naomi has a son!" And they named him Obed. He was the father of Jesse, the father of David. (*Ruth 4:17*)

Scripture Review

1. A widow without sons and past the age of bearing children faced a bleak future. The birth of Obed changed all of that for Naomi.
2. Jesus' family tree (see Luke 3:23-38) establishes that He was a descendant of David's. Thus, Jesus' story is humanity's story, fully inclusive of Gentiles like Ruth.

Lesson 2 • December 8—David Desires to Build a Temple

Scripture: 2 Samuel 7:4-17

Key Verse: "The LORD declares to you that the LORD himself will establish a house for you." (*2 Samuel 7:11c*)

Scripture Review

1. David's desire to build a "house" for God was prompted by gratitude (7:1-2). God's plan to build a "house" out of David was God's response to David's acknowledgment that God was the reason for David's success.
2. In 7:6, God says that He lived among His people in a tent and in a "dwelling." God's desire from the very beginning (see Genesis 3:8) has been to be with His people.

Lesson 3 • December 15—Preparing the Way

Scripture: Luke 1:67-80

Key Verses: [Zechariah prophesied to John,] "You, my child, will be called a prophet of the Most High; for you will go on before the Lord to prepare the way for him, to give his people the knowledge of salvation through the forgiveness of their sins." (*Luke 1:76-77*)

Scripture Review

1. The phrase "horn of salvation" (1:69) was used in the OT to refer to strength. In this case, Zechariah is describing an influential figure whose purpose was to rescue and defend, not attack, God's people.
2. Repentance is how God's people clear away the obstacles and make a straight pathway for God to be present in/among them (see 1:76).

Lesson 4 • December 22—News from Out of This World!

Scripture: Luke 2:1-16

Key Verse: When the angels had left them and gone into heaven, the shepherds said to one another, "Let's go to Bethlehem and see this thing that has happened, which the Lord has told us about." (*Luke 2:15*)

Scripture Review

1. Luke's declaration of the "Savior" and "Messiah" (2:11) reminds us that God always keeps His promises.
2. A huge theme for Luke is that of being a witness (see 2:17-18). It is the natural response to seeing/experiencing God at work and is our commissioned task as His followers (see Acts 1:8-9).

Lesson 5 • December 29—A Miracle in Jericho

Scripture: Luke 18:35-43

Key Verse: Immediately [the man] received his sight and followed Jesus, praising God. When all the people saw it, they also praised God. (*Luke 18:43*)

Scripture Review

1. By naming Jesus "Son of David," the beggar also placed himself under Jesus' authority as the Davidic heir. The beggar's insistence on this drew Jesus' attention.
2. It is important to note that where Jesus says, "Your faith has healed you" (verse 42; see Luke 8:48), He refers to someone's belief in Jesus' *ability* to rescue them, not their faith that Jesus will do as they ask (see Mark 9:24).

Unit II: Songs for the King

Lesson 6 • January 5—Restoring Justice and Mercy

Scripture: Psalm 10:12-18

Key Verse: You, LORD, hear the desire of the afflicted; you encourage them, and you listen to their cry. (*Psalm 10:17*)

Scripture Review

1. David suffered for years under Saul's temper. David saw God bring justice. David learned to trust God's justice and timing.
2. "The nations" (Psalm 10:16) that David referred to would be the Philistines, who had a long history of oppressing Israel (see 1 Samuel 17).
3. Psalm 10:16 portrays God as an ancient King, present with His people—protecting and defending them, and creating a stable and secure place in which they may thrive and grow (Zechariah 14).

Lesson 7 • January 12—All Creation Gives Praise

Scripture: Psalm 93:1-5

Key Verse: Mightier than the thunder of the great waters, mightier than the breakers of the sea—the LORD on high is mighty. (*Psalm 93:4*)

Scripture Review

1. In David's time, the stability of a kingdom directly depended on the king's security on his throne. Linking God's power with the earth's endurance is a statement of the unchangeable stability and endurance of God's reign and kingdom (verses 1-2).



Overview of the Quarter

- Holiness (93:5) is the quality of being set apart. God's strength, power, justice, and trustworthiness are so perfect that they are set apart, far beyond our human ability—leaving us in awe at how perfect God's ways are.

Lesson 8 • January 19—A Song of Thanksgiving

Scripture: Psalm 103:1-14

Key Verse: Praise the LORD, my soul; all my inmost being, praise his holy name. (*Psalm 103:1*)

Scripture Review

- Forgiveness, healing, life, significance, happiness, endurance for living, and justice are major categories of God's faithfulness to us (verses 3-5).
- David drew proofs for his praise for God's greatness from timeless truths about God (verses 3-6), from the experience of generations past (verses 7-9), and from personal history with God (verses 10-18).

Lesson 9 • January 26 —Everlasting Kingdom and Love

Scripture: Psalm 145:8-13

Key Verse: The LORD, is good to all; he has compassion on all he has made. (*Psalm 145:9*)

Scripture Review

- Unlike many other psalms, Psalm 145 does not focus on specific historical actions by God but, rather, on general actions that consistently flow out of who God is (see 145:8-9, 14-20).
- David mirrors Luke in relaying that those who experience God are motivated to tell and teach others about their experience.

Unit III: Jesus Teaches about God's Kingdom

Lesson 10 • February 2—When in Need, Ask

Scripture: Matthew 6:5-15

Key Verse: [Jesus said,] "Your kingdom come, your will be done, on earth as it is in heaven." (*Matthew 6:10*)

Scripture Review

- The focus of 6:6 is not on keeping your devotional practices secret but, rather, on asserting that your faith is focused only on God. The purpose of praying "in secret" is to avoid the temptation to put on a show for others.
- Everything about The Lord's Prayer announces that we are not in ultimate control of meeting our most basic needs—food (verse 11), forgiveness (verse 12), protection (verse 13)—but that God is.
- Matthew 6:14-15 is a warning that when we harbor sin (unforgiveness, bitterness) in our hearts, we harbor something that remains an obstacle between us and God.

Lesson 11 • February 9—Stand with Conviction

Scripture: Matthew 11:1-15

Key Verse: "This is the one about whom it is written: 'I will send my messenger ahead of you, who will prepare your way before you.'" (*Matthew 11:10*)

Scripture Review

- Jesus' question in 11:7-8 foreshadows that people did not go out to see something common (a common reed) but, instead, went out to witness God's intervening in history through John, the eschatological prophet.
- As God's activity increases through His people (John the Baptist, Jesus, and today His church), so does opposition to His work (11:12).

Lesson 12 • February 16—Money Isn't Everything

Scripture: Matthew 19:16-30

Key Verse: Jesus looked at [the disciples] and said, "With man this is impossible, but with God all things are possible." (*Matthew 19:26*)

Scripture Review

- In first-century Palestine, wealth was viewed as a blessing and a sign of God's favor. Jesus' response (19:23) turns this cultural view upside down by pointing out that wealth can instead be an obstacle to one's obedience to and reliance on God.
- Peter's response (19:27) demonstrates that he had missed the point. He was still concerned about what they had left behind, not about his heart's devotion to God. At this point, the disciples were still expecting a political kingdom and a revolutionary Messiah.
- Jesus' response (19:28-30) is a reminder that we cannot expect our justice or reward to come in this fallen world; our hope is in the eternal God and the life that God gives us through His Son.

Lesson 13 • February 23—Living Out Our Faith

Scripture: Matthew 25:31-40

Key Verse: "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'" (*Matthew 25:40*)

Scripture Review

- The needs Jesus describes (verses 35-36; see verses 42-43) are all material, physical needs; yet the act of meeting them also addresses the need for security, significance, and friendship/inclusion. The church is still called to minister to physical needs and, through them, to emotional and spiritual needs as well.
- The sheep's generosity was an attitude of the heart that overflowed into charity.
- Generosity is merely sacrificing part of yourself—your time, resources, energy, even emotion—on behalf of someone else's need.



Teaching Helps

TEACHER'S LESSON PLANS

Helping young children learn how God's Word relates to everyday experiences is an important task for teachers.

The weekly lesson plan includes the Background Scripture, Lesson Scripture, and Key Verse. The Faith Block is the main idea of the Bible Lesson. The Lesson Objective is the desired outcome for the students as a result of hearing God's Word. The list of Materials Needed helps identify items to gather for lesson activities. (**Note:** You will need to have a small table [and/or an area rug] in your room that can accommodate all the children in your class *every day*—applicable to any of the age levels. Also, you may want to keep an offering container if you plan to collect offerings each Sunday [if applicable/feasible].)

The Picture Lesson Cards (for toddlers to twos) are designed for use for either an individual child or with a group of toddlers in the classroom. The cards are sized so that young students can begin to learn how to handle biblical materials. At the end of each teaching session, the cards are to be sent home for parents to reread the Bible lessons to their children. This will help to reinforce the hearing of God's Word.

The Preschool and Early Elementary student books consist of thirteen lesson leaflets. Each leaflet contains four pages: the Bible picture (page 1); the Bible Story and Letter to the Parents (page 2); and Activities (pages 3-4). In the backs of the student books are two pages containing extra activities to use as you wish.

The schedules provided below are suggested time periods for each section. Adapt the schedule to meet your particular class needs.

Toddlers to Twos

Beginning Block (10-15 minutes)

(*Consists of the Welcome time and the Opening Worship and Activity)

Purpose: To greet parents; to help the children feel comfortable and secure; and to involve the children in appropriate activities that introduce the lesson. Plan to do the following prior to class: (1) arrive early to prepare the room; label and provide space for each child's belongings. Do the following as/when the children are arriving and have arrived to class (**Welcome time**): (1) Smile as you greet each child and parent by name. (2) Engage any children who arrive early—with blocks, books, and other toddler toys—in order to maintain their attention. (3) Meet any immediate physical need the children may have (feeding, restroom, and so forth). (4) Gather the children and help them settle down when you are ready to begin class. Things to do during and after the **Opening Worship and Activity** period: (1) Let the children know that prayer time is when we talk to God. Tell them to bow their heads and close their eyes, and then lead them in prayer. (2) Engage the class in the activity. (3) When the activity is over, prepare the class for the Bible story.

Bible Story Block (5-10 minutes)

(*Consists of the Bible Story)

Purpose: To guide the children in listening/responding to the Bible lesson and main idea, using the Picture Lesson Card. You can do the following: (1) show the picture on the Picture Lesson Card; (2) encourage the children to touch and talk about the picture; (3) after showing the children the card and offering any related commentary, use a conversational voice to enthusiastically tell the Bible lesson—then review it with them afterward; and (4) applaud their participation with a hug of love.

Stacks of Fun (10-20 minutes)

(*Consists of Activity time and the Words from Pax the Penguin segment)

Purpose: To help the children become familiar with Bible truths while participating in one or more learning activities (including the option of using **Pax the Penguin**). For the activity, you may use the one provided in the lesson or opt to use the Bible Story Application (for that particular lesson) provided in the back of the book (unless that is the activity offered in the lesson). Keep the following in mind regarding the **Words from Pax the Penguin** segment: (1) Refer to the *Early Elementary* teacher lesson 1, pages 35–36, for suggestions on how to present Pax. (2) Create a distraction so that you or your assistant can discreetly bring out Pax. (3) After the time with Pax, let Pax wave good-bye and/or hug the children.

The following **options** may be helpful to you: (1) Use the **Bible Story Applications**, located in the back of the book, to teach your children rhymes and songs related to the lesson. (**Note:** Some rhymes may include movements that are more applicable for older twos.) (2) Use the preschool reproducible pages, located in the back of the book; they are additional resources. (Although they are labeled "preschool," some activities may be appropriate for your age group—so feel free to use these at your discretion.)

Closing Block (5-10 minutes)

Purpose: To briefly review the main focus of the lesson and prepare the children to return to their parents.

Keep these guidelines in mind for closing out the session: (1) Retell the Bible story, using the Picture Lesson Card. (2) Have the children repeat the Faith Block after you. (3) Afterward, say the prayer on the Picture Lesson Card. (4) Distribute the Picture Lesson Cards to parents/guardians when they arrive to pick up their children.

Preschool and Early Elementary

Beginning Block (10-15 minutes)

*(*Consists of the Welcome time and the Opening Worship and Activity)*

Purpose: To welcome the children and help them feel glad to be in Sunday school; to provide worship opportunities (song, prayer, and offering) and encourage their participation in any activity that helps to capture their interest and lead into the Bible lesson. Plan to do the following prior to class: (1) arrive early to prepare the room; label and provide space for each child's belongings. Do the following as/when the children are arriving and have arrived to class (**Welcome time**): (1) Greet the children and parents with a warm and inviting smile. (2) Thank the parents for bringing their children to class and tell the children how glad you are to see them. (3) Meet any immediate physical need the children may have (feeding, restroom, and so forth). (4) Engage early arrivers with activities (such as puzzles, coloring pages, or books) until you are ready to begin class. Things to do during and after the **Opening Worship and Activity** period: (1) After the students are seated, open the session with prayer. (Let the children know that prayer time is when we talk to God. Tell them to bow their heads and close their eyes.) (2) Then collect the children's offerings. (3) Engage the class in the activity. (4) When the activity is over, prepare the class for the Bible story.

Bible Story Block (5-10 minutes)

*(*Consists of the Bible Story, the Bible Story Application, and the Words from Pax the Penguin segment)*

Purpose: To guide the children in listening/responding to the Bible story and use supplemental exercises to reinforce the lesson. For the **Bible Story** segment, to capture the children's attention, you can do the following: (1) show the Bible picture as you tell the story; (2) emphasize action words and be expressive as you recite the characters' dialogue; (3) know the lesson well enough so that you can establish eye contact with each child during the story; (4) help the children get ready to listen (They listen best when they can keep their muscles moving.); (5) allow the children to be active listeners by encouraging them to imitate story actions (The children will be much more cooperative than if directed to sit still.); (6) ask open-ended questions about the Bible picture on the student's leaflet; (7) lead them to perform any special gestures/actions during the Bible-story reading as indicated in the lesson plan; (8) review the Bible story after reading it. The **Bible Story Applications**, which include sing-alongs, action rhymes, read-alouds, and so forth, help children learn Bible stories and concepts. They help the children build language skills, gain control over motor skills, and get rid of the wiggles! Since children learn by repetition, you will need to speak slowly, clearly, and enthusiastically as you frequently repeat the stories and action songs. Keep the following in mind regarding the **Words from Pax the Penguin** segment: (1) Refer to the *Early Elementary* teacher lesson 1, *pages 35–36*, for suggestions on how to present Pax. (2) Create a distraction so that you or your assistant can discreetly bring out Pax. (3) After the time with Pax, let Pax wave good-bye and/or hug the children. (*For each **Preschool** lesson, refer to/use the Pax script in the corresponding *Early Elementary* lesson.)

Stacks of Fun (10-20 minutes)

*(*Consists of the Lesson Activities [including any Reproducibles])*

Purpose: To allow the children to participate in a variety of fun and memorable learning experiences that enhance their understanding of the Bible lesson. The **Activity pages** enrich the Bible learning for each lesson. Have materials ready and give positive directions, one at a time. Show the children what to do. Assist as needed. Encourage and praise the children for their efforts. Selected lessons include **Reproducible pages** (craft activities) to supplement your teaching.





Closing Block (5-10 minutes)

Purpose: To briefly review the main focus of the lesson (including reciting the Key Verse(s) and repeating the Faith Block), complete unfinished activities, close the session with a prayer (there is one provided for Early Elementary students), and prepare the children to return to their parents.

As you wait for parents or caregivers to come for your students, here are some suggestions for things to do to keep the children occupied while they wait: (1) Have the children review their lesson leaflets, completing any unfinished activities. Make sure each child's name is written somewhere on his/her leaflet. (2) Allow the children to help clean up the classroom before leaving class. (3) Allow for quiet play time if you have a room with an activity area. (4) Offer crayons and coloring sheets or paper for the children to draw on or allow them to work on puzzles together.

Icons

In addition to section headings, there are icons to assist you in identifying special instructions or activities that may appear in a lesson. The icons found on the next page will help you locate these special items easily.

-  **Special Preparation:** In addition to the standard study preparation, this icon indicates that the lesson requires additional preparation.
-  **Optional Activity:** This activity is one that you can include if you desire to do so, or if time permits.
-  **Reproducible Activity:** An activity page which appears in the back of this book that requires making photocopies.
-  **Looking Ahead:** Provides special instructions and plans for future lessons.

EVALUATE THE SESSION

Check on the effectiveness of your teaching: Did you use your time wisely? Were the students attentive? What could have been done differently? Plan ahead prayerfully for next Sunday. Study the lesson and read the Background Scripture(s).

PREPARING TO TEACH

Teaching Tips

You will want to skim each lesson at the beginning of the quarter to list materials you will need and note ideas you want to try. Each week, prayerfully plan and prepare the lesson. Read and study the Background Scriptures. Become familiar with each step of the lesson plan. Gather the materials needed and have them easily accessible. Provide an offering container, name tags, and space for the children's personal belongings. Make sure the room is safe for the children. Ask God for the presence of His Holy Spirit and expect Him to help you think of and plan unique and creative ways to teach.

Young children learn spiritually through examples, attitudes, and actions. What they learn must be taught simply in view of their level of understanding. They can learn spiritually in several ways, including the following: (1) remember brief Bible stories, verses, and songs; (2) associate church with God, Jesus, and the Bible; (3) feel that people at church love them; (4) repeat what they hear about God, Jesus, the Bible, and church; (5) thank God for things they see, hear, taste, touch, and smell; (6) accept simply stated Bible truths; (7) begin to recognize special church helpers; and, (8) pray short, simple prayers.

The ABCs of Salvation

The *ABCs of Salvation* are listed below to help you discuss questions or concerns your students may have about the free gift of salvation that Jesus offers to everyone: **A. Say**, "Admit you have sinned (see Psalm 32:5), or done wrong." Go through just a few of the Ten Commandments—stealing or lying and so forth. Tell how our sins separate us from God (see Isaiah 59:2 and Romans 3:23); **B. Say**, "Believe Jesus is God's Son. He took the punishment for our sins by dying on the cross (see Romans 5:8). We must believe that Jesus is God's Son and that God raised Him from the dead." **C. Say**, "Call on God to forgive you (see Acts 2:21). When we are sorry for our sins and want to stop doing wrong, we can ask God to forgive us (see Acts 16:31)."

BASIC CLASSROOM SUPPLIES

If your church does not have some of these recommended materials, use this list to prioritize the items you need. Then, as resources permit, add to the materials in your Sunday school room.

- **Art**—large crayons, watercolor markers, pencils, blunt-tipped scissors, tape, glue/paste, construction paper, stapler, paper punch, yarn, chalk, paper cups/plates, paper bags, and paper towels.
- **Blocks/puzzles**—cardboard blocks, wooden blocks, plastic blocks, five-to-ten-piece puzzles, games, and other manipulative toys.
- **Books**—Bible storybooks, children's books, magazines, catalogs, and newspapers.
- **Music**—CD/DVD player, CDs of worship/praise and instrumental music, and rhythm instruments (bells, shakers, rhythm sticks, and so forth).

Good Family Connections

December 1, 2024—Lesson 1

Background Scriptures: Ruth 1–4; Luke 3:23–38 • **Lesson Scriptures:** Ruth 4:9–17; Luke 3:23, 31b–32

Key Verse: The women living there said, “Naomi has a son!” And they named him Obed. He was the father of Jesse, the father of David. (*Ruth 4:17*)

Faith Block: It is all in the family!

Lesson Objective: The children will trace the lineage of David and Jesus through Ruth and Boaz.

Materials Needed: *Early Elementary* student books, Bibles (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, scissors, copy paper, white card stock, a photo of penguins for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that God used people from many generations to help bring Jesus to the world.

Say: I want to know more about your family. Raise your hand if you have sisters or brothers.

Explain that their family also includes people who lived long before they were born. Pass out art supplies and copy paper. Instruct the children to draw a picture of their family. When complete, have each child stand, present their pictures, and tell the class what makes their family special.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear a story about how Boaz married Ruth, and they had a son whom they named Obed. Listen carefully to the Bible story to learn more about Jesus’ family tree.

The Bible Story

Good Family Connections

Boaz bought Naomi’s family land. He married Naomi’s daughter-in-law, Ruth.

The people prayed that Ruth would be like Rachel and Leah. They prayed that any children would be like Perez, Tamar’s son.

Ruth and Boaz had a son named Obed. The women praised God and prayed that Obed would provide for his grandmother Naomi. Naomi cared for the baby. Obed became the father of Jesse, and the grandfather of David.

Jesus was born many years later. Jesus was known as the son of Joseph. Jesus’ family included Nathan, David, Jesse, Obed, Boaz, Salmon, Nahshon, and others.

Say: God used many people to put His plan of Jesus’ birth into motion.

Bible Story Application

Refer to the lesson 1 Bible Story Application (*page 61*) and teach the children the sing-along “Jesus Is Connected.”

Words from Pax the Penguin

If you will be presenting Pax (or some other hand puppet) to the children for the first time, follow the suggestions on how to present Pax (*pages 35–36 of this teacher book*), and use Pax’s script (*indicated with a double asterisk (**)*) in this lesson. Keep in mind that Pax will become a real character to the children; therefore, they may respond to him in a variety of ways or ask him any number of questions. So, relax and go with the flow of their inquiries and curiosity, and respond with patience and love. As you respond to the children, remain in character as Pax (or other hand puppet), and always thank the children for their questions. If you have been using Pax the Penguin (or some other character) and your students are familiar

with him, then you can skip the introduction and begin with the script indicated with a single asterisk (*).

Say: Listen carefully, class—I think I hear someone coming. (*Cup your hands around your ears. Show the children how to cup both hands around their ears, as if listening. If you previously asked someone to act as Pax, invite that person to come to the children by calling Pax’s name.*)

Say: Pax, is that you I hear? (*If you do not have an assistant, go and get Pax yourself.*)

Say: Children, stay right where you are. I will go and find Pax.

(*Go to a discreet area out of the children’s sight and place Pax [puppet] on your hand; then, return to the children.*)

Say: Here is Pax, everyone! Say hello to Pax. Do you know what Pax is? Is he a dog? Is he a cat? Is he an elephant? Nooo...Pax is a penguin!

Say: Now, Pax wants to talk to us about today’s lesson. Be really quiet and listen carefully.

(*If your students are familiar with Pax, use the script below; get more information on page 7 of this teacher’s book.*)

Pax: (*enters carrying a picture of a group of penguins*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? What is that you are carrying?

Pax: (*holds up the picture*) Oh, this is a picture of my family. I heard we would talk about families today, so I brought a picture.

Teacher: That is wonderful, Pax. We will also take home a printout of a family tree so our parents can help us fill it in, and we can learn more about our family history. (*Show Pax the family tree printout.*)

Pax: That is great! I cannot wait to see everyone’s family tree next week. Boys and girls, remember to show your parents your family tree printout and have them help you fill it in. Bye, see you next week!

STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

“Jesus’ Family Ties” Tracing

Read the names of Jesus’ family members in the student book. Have the children trace and color the traceable letters and repeat the names. As they work, talk with them about how we are connected through family ties.

Jesus’ Family Connections

Instruct the children to color the Bible Story picture. As they color, review the Bible story with them.

Make a “My Family Tree” Craft

Refer to the reproducible activity (*page 68*) and, using white card stock, make a copy of the Family Tree template for each child in your class. Pass out art supplies and distribute one copy of the template to each child to lightly color. Then, cut out the Family tree. Instruct the children to take their family tree home and have their parents assist them with inserting the names of their family members. Instruct the children to return the family tree next Sunday to present to the class.

CLOSING BLOCK

Say: God used many different people in His plan to bring Jesus into the world. We should all love one another as Jesus loves us. Repeat after me: “Thank You, God, for the gift of the Savior!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for everyone in Jesus’ family. Help us to love our families as Jesus loves us. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

David Desires to Build a Temple

December 8, 2024—Lesson 2

Background Scripture: 2 Samuel 7:1-17 • **Lesson Scripture:** 2 Samuel 7:4-17**Key Verse:** “The LORD declares to you that the LORD himself will establish a house for you.” (2 Samuel 7:11c)**Faith Block:** God has plans for us!**Lesson Objective:** The children will hear about God’s message concerning David’s plans to build Him a home.**Materials Needed:** *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, white card stock, extra lesson 1 reproducible printouts, building or Lego® blocks for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

☞ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

☞ Prior to class, (1) clear the center of the classroom to facilitate ease of movement for today’s activity; (2) make extra copies of the lesson 1 reproducible template and cut them out as a follow-up from last week’s lesson.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Before we get started, who remembered to return their Family Tree printout that we colored and cut out last week? (*Allow the children to respond. If anyone forgot, give them a blank printout.*) Let us stand and share our family trees. (*Allow the children to share what they discovered about their families as they completed the activity with their parents or guardians.*)

Inform the children that we will discover more about King David and his family today. Remind them that King David is in Jesus’ family tree. He lived a long time before Jesus was born. Today, we will hear that David wanted to build a beautiful temple for God. But God had other plans. How would you feel if God changed your plans? Would you be angry or sad?

Tell the class that they will play a game of “Red Light, Green Light.” Go over the instructions on how to play the game. Have the students line up side-by-side at one end of the cleared classroom. They should stand facing you. You should stand facing the children on the opposite side of the classroom. Tell the children that when you shout, “Green light!” they should start moving toward you. When you call out, “Red light!” everyone should stop all movement and stay precisely where they are. You can continue the game by calling “Red light!” and “Green light!” until the children reach you.

Tell the children that sometimes God will give us the “green light” to do something, and sometimes He will tell us to stop by telling us “Red light.”

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear God’s message to David, who planned to build a new house or temple for God. God’s presence had traveled with the people, and He did not have a permanent temple. Can you imagine what it would be like to live in a tent for years? If you were David, would you have been disappointed when you learned that God had changed your plans? (*Pause for responses.*) Listen carefully to the Bible story to discover God’s plans for David, the people, and the Temple.

The Bible Story**David Desires to Build a Temple**

God gave Nathan a message for David: “Should David build a house for Me?” God did not live in a house when He brought the people out of Egypt. God lived in a tent. God never asked why there was no house for Him.

God took David from the pasture and made him king. God was with David wherever he went. God would make David famous. God gave the Israelite people a safe home.

God promised David that his family members would be kings. David's kingdom would last forever. David's son would build God a house. God would love him forever.

Ask: God had other plans for His people and for His house to be built. What were God's plans? (*For David's son to build God a house.*) Sometimes, we must wait for God's plans to be shared. Is it easy or hard for you to wait? (*Responses will vary. Encourage the children to pray while waiting for God's plans to be shared.*)

Bible Story Application

Refer to the lesson 2 Bible Story Application (page 61) and teach the children the action poem "God's Promise to David."

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher's guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters carrying Legos® or other building blocks*) Hello, boys and girls.

Teacher: Hello, Pax! It is good to see you today! What is that you are carrying?

Pax: (*holds up the building blocks*) Well, I heard that we were going to talk about David building a temple—and since I love building things, I decided to bring my building blocks to see if anyone wanted to help me build something.

Teacher: That sounds good. Does anyone want to work with Pax to build something using his building blocks? (*Wait for responses.*)

Pax: I cannot wait to see the wonderful structure that we can create. Boys and girls, remember that we have to work together. Let us get started!

STACKS OF FUN

Refer to page 7 of the teacher's guide for general instructions for this section.

God's Plans for David

Instruct the children to complete the activity by circling the pictures mentioned in today's Bible story. As they work, review the Bible story with them.

The pictures to be circled are the king, the tent, and the pasture.

David Plans for Temple Building

Allow the children to color the Bible story picture. As they work, talk with them about how God guides us, and sometimes God makes us wait for something to happen. Explain that God's plans do not always match ours.

D CLOSING BLOCK

Say: David wanted to build God a beautiful temple. But God did not let David build His temple. God had other plans for David and his family. David's family would be a family of kings! Their kingdom would last forever! God would choose David's son to build Him a house. Do you think David liked God's plans? (*Pause for responses.*) Yes, David did!

Say: Repeat after me: "Thank You, God, for Your special plans!" Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let's pray together now.

Refer to page 7 of this teacher's guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for loving and keeping us. Help us to remember that while we are making plans, You already have plans set up for us. In Jesus' name we pray. Amen.

Refer to pages 7-8 of this teacher's guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

Preparing the Way

December 15, 2024—Lesson 3

Background Scripture: Luke 1:5-23, 57-80 • **Lesson Scripture:** Luke 1:67-80

Key Verses: [Zechariah prophesied to John,] “You, my child, will be called a prophet of the Most High; for you will go on before the Lord to prepare the way for him, to give his people the knowledge of salvation through the forgiveness of their sins.” (Luke 1:76-77)

Faith Block: John prepared the way!

Lesson Objective: The children will understand Zechariah’s prophecy concerning his son, John.

Materials Needed: *Early Elementary* student books, Bibles (NIV translation), happy-face stickers, reward stickers, pencils, crayons or coloring pencils, markers, a superhero mask for Pax, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

☞ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

☞ Prior to class, clear the center of the classroom to facilitate ease of movement for today’s activity.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson is about how Zechariah spoke about his son’s role in Jesus’ ministry.

Say: Good leaders know how to guide others. And good followers know how to listen and obey. Today, we will play a game called “READY, SET, GO!” In this game, everyone has to follow the actions of the leader.

Gather the children in the center of the classroom and have them line up facing you. Ask for a volunteer to lead the children in a series of movements that will take them across the cleared space. They may hop, skip, walk backward, etc. The person who is leading gets to choose. The first person to make it across the classroom becomes the next leader to take them back to the original starting point. Tell the children they must be ready to move and listen closely to the leader’s commands. When they hear READY, SET, GO, they must obey.

Play several rounds of the game, allowing everyone who desires to lead to do so.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear how Zechariah was filled with the Holy Spirit, and he prophesied about his son’s (John’s) role in Jesus’ ministry. John was to be the one who went before Jesus and prepared the people for His coming. You will hear how John obeyed God’s command to prepare the people. What can you do to prepare yourself to take on such a task? (*Pause for responses.*) Listen carefully to the story to hear more about God’s love and forgiveness.

The Bible Story Preparing the Way

Zechariah praised God for a king from David’s family. This mighty king would save the people! God showed them mercy. God remembered His promise to Abraham to rescue the people. The people would serve God without fear.

Zechariah said that his son would be a prophet. He would prepare the way for the Savior, Jesus. Zechariah’s son would tell the people how to be forgiven for their sins. God’s mercy would bring sunshine and peace.

As Zechariah’s son, John, grew, so did his spirit. Later, he lived in the wilderness until it was time to preach to the people.

Say: Zechariah’s son, John, was born with a special job to do. His father said that his son would grow up to be a great prophet. His job was to prepare the people for whom? (*Jesus.*) How did John prepare the people for Jesus? (*He told them how to be forgiven for their sins.*)

Who reminds you that Jesus forgives your sins or bad choices? (*Responses may vary.*)

Bible Story Application

Refer to the lesson 3 Bible Story Application (*page 61*) and teach the children the action song “John Prepared the Way for Jesus.”

©Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher’s guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters wearing or carrying a superhero mask*) Hello, again, boys and girls.

Teacher: Hello, Pax! How are you today? What are you wearing?

Pax: (*points to his mask*) Oh, this is my superhero mask. When I wear it, I become a superhero and can help people. I heard we were talking about someone who saves people today, so I wore my mask.

Teacher: That is right, Pax. During our Bible story, we talked about someone pretty special. He can be considered a hero, even though He does not wear a mask.

Pax: Okay, someone tell me who this person is. I cannot wait to learn about Him so I can find out why He is so special. (*Pause for responses, gently guiding the discussion.*)

Pax: Wow, John was a super superhero. I have to go and prepare myself to tell others about Jesus. See you later!

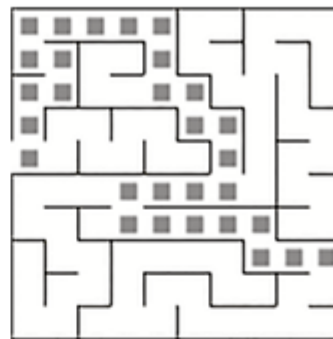
STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

A “Follow John to Jesus” Maze

Instruct the children to follow John’s path on the maze to Jesus. As they work, talk to them about how John was

the great prophet or preacher who had come to lead the people to Jesus.



John Prepares the People for Jesus

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

D CLOSING BLOCK

Say: Today, we heard how Zechariah praised God for keeping His promise to Abraham. God would send a Savior to rescue the people. We also heard about a special baby. This baby was born with a special job to perform. Do you remember the baby’s name? (*Pause for responses.*) Yes, his name was John. His father was Zechariah. Zechariah spoke about how his son, John, would prepare the people for the coming Savior, Jesus.

Say: Repeat after me: “Thank You, God, for this special child!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for giving us a way to prepare for Jesus’ coming. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

Background Scripture: Luke 2:1-20 • **Lesson Scripture:** Luke 2:1-16

Key Verse: When the angels had left them and gone into heaven, the shepherds said to one another, “Let’s go to Bethlehem and see this thing that has happened, which the Lord has told us about.” (Luke 2:15)

Faith Block: Jesus is Good News for everyone!

Lesson Objective: The children will hear about the Good News concerning the birth of God’s Son, Jesus Christ.

Materials Needed: *Early Elementary* student books, Bible (NIV translation), happy-face and religious stickers, reward stickers, pencils, crayons, coloring pencils, markers, construction paper, glue sticks, transparent tape, scissors, white card stock, an electronic device with Wi-Fi access, a wrapped gift bag or box for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

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A BEGINNING BLOCK

✂️ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂️ Prior to class, (1) cut up construction paper (in assorted colors) into one-inch strips (cutting the strips along the short edge of the paper); (2) make copies of the reproducible craft on white card stock.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that we will be celebrating a very important day in a few days. Ask the children to identify the day. Pause for discussion.

Say: Yes, we will celebrate Christmas day. Christmas is meaningful because it reminds us of the birth of our Savior, Jesus. Let’s make a Christmas chain to decorate our room for this special day. Then, we will talk more about the Good News that was shared in today’s Bible story.

Give the children access to the prepared strips of construction paper. Assist the children in writing the words “Good News” on some of the strips. Help the children

form a loop of one strip of paper. Help them connect another strip of paper through the first loop and secure the ends, using glue or tape. Continue making connected loops until you form a chain. Help the children hang their loop chain around the classroom or use it to decorate the classroom Christmas tree (if you have one).

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today’s lesson is about the news of Jesus’ birth in Bethlehem. Jesus was not born in a home. There were no guestrooms available in Bethlehem when Mary and Joseph arrived there. Jesus was probably born in a stable where animals were kept. There was no crib, so Jesus was placed in an animal feeding container called a manger. The good news of Jesus’ birth was first announced to shepherds who were in the field caring for their flocks. How would you have reacted if angels appeared before you to tell you such news? (*Pause for responses.*) Listen carefully to the Bible story to find out about God’s announcement.

The Bible Story

News from Out of This World!

Joseph and Mary went to Bethlehem to be counted. While there, Mary had her firstborn Son. She wrapped Him in clothes and placed Him in a manger. There were no guestrooms.

That night, an angel appeared to shepherds in the fields. The shepherds were afraid. The angel told them the news that a Savior was born. He was wrapped in clothes and lying in a manger. Suddenly, a group of angels from heaven praised God, saying, “Glory to God and peace on earth.”

The shepherds went to Bethlehem. They found Mary and Joseph with the baby, lying in the manger.

Ask: How would you tell the world about the coming Savior? (*Responses may vary.*)

Bible Story Application

Refer to the lesson 4 Bible Story Application (*page 61*) and teach the children the action hymn “Away in a Manger.”

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher’s guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters carrying a wrapped Christmas gift*) Hello, friends.

Teacher: Hello, Pax! How are you today? What’s that you’re carrying?

Pax: (*holds up the gift*) Well, this is a Christmas gift. Today, we’re learning about the Good News of the Savior’s birth that the angels told the shepherds. I decided to bring a gift for him.

Teacher: That’s wonderful, Pax. You’re right; we have been talking about the new baby who was born in Bethlehem. You all know that the Baby brought the best gift we could ever receive. Do you know what that gift is? (*Pause for responses.*)

Pax: That’s right. Jesus brought us the gift of salvation. And we should give Jesus the gift of praise! Let’s take a few moments to praise Jesus! (*Play an upbeat Christmas song and allow the children to stand and respond.*) Great job, everyone. Have a wonderful Christmas! See you next week.

C STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

A “Spread the Good News” Drawing

Read the newspaper article in the student book to the

children. Instruct the children to draw a picture of baby Jesus lying in a manger for the article. Allow them to present their newspaper drawings to the class. As they work, explain to the children how the angels appeared to the shepherds, how they told them about the Baby born in Bethlehem, and how His birth brought Good News to everyone.

Pictures will vary.

The Good News

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

📄 Make an “I Hear the Good News” Horn

Refer to the reproducible activity (*page 69*) and, using white card stock, make a copy of the horn template for each child in your class. Pass out art supplies and distribute one copy of the horn to each child. Instruct the children to decorate their horns with crayons and/or coloring pencils and stickers. Assist them in cutting out the horns. Allow the children to present their horns to the class.

D CLOSING BLOCK

Say: God sent His angels with a wonderful message for all people. The Savior had been born in Bethlehem.

Say: Repeat after me: “Thank You, God, for our gift!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let’s pray together now.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for giving us the Good News of a Savior. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

A Miracle in Jericho

December 29, 2024—Lesson 5

Background Scripture: Luke 18:31–43 • **Lesson Scripture:** Luke 18:35–43

Key Verse: Immediately [the man] received his sight and followed Jesus, praising God. When all the people saw it, they also praised God. (Luke 18:43)

Faith Block: Jesus helps me!

Lesson Objective: The children will hear about the story of the blind man who called out for Jesus’ mercy.

Materials Needed: *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, sturdy white card stock, art supplies, scarves or disposable face masks (to use as blindfolds), a small box and wrapping paper for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

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A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂ Prior to class, clear the center of the classroom and set up an obstacle course (using classroom furniture) for today’s activity.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson is about how the blind man refused to be silent when he needed Jesus’ help.

Tell the students that they will play a “FOLLOW ME” game with a twist. Divide the class into pairs. Tell the children that they will carefully go through the obstacle course as a pair. One team member will lead his or her partner using his/her voice only. The partner will be blindfolded and must rely on his/her team member’s voice to get to the end of the course. They cannot remove their blindfolds until they reach the end of the obstacle course. Each team member will be allowed to go through the obstacle course—both as the leader and as a blindfolded person.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear about a blind man convinced that Jesus could help him. Even though the people around him tried to keep him from calling out to Jesus, the man did not give up. Listen carefully to the Bible story to discover if the man got what he desired from Jesus.

The Bible Story

A Miracle in Jericho

As Jesus neared Jericho, a blind man was begging on the side of the road. He heard the crowd and asked what was happening. The people told him that Jesus was passing by.

The man called, “Jesus, Son of David, have mercy on me!” They told him to be quiet, but he shouted louder, “Son of David, have mercy on me!”

Jesus asked the man what he wanted. The man said that he wanted to see.

Jesus told the man that his faith healed him. Immediately, the man could see. He began praising God. All the others also praised God.

Say: I have some questions about today’s lesson. What did the beggar man in today’s story need? (*He needed his sight.*) How do you know he trusted Jesus to heal him? (*He continued to call out to Jesus for help even when others told him to be quiet.*) Would you be persistent (refuse to give up) like the man in today’s story? (*Responses will vary.*) How can you reach out to someone for help even if others try to stop you? (*Responses will vary.*) What did the man do after Jesus healed him? (*He praised Jesus! And others praised Jesus, too.*) How do you show gratitude when someone helps you? (*Responses will vary.*)

Bible Story Application

Refer to the lesson 5 Bible Story Application (page 61) and teach the children the sing-along “Jesus Has Healing Power.”

©Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher’s guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters carrying a small box and wrapping paper*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? What is all that you are carrying?

Pax: (*lays his box and wrapping paper on the table*) I heard that today’s Bible lesson is about a beggar who called to Jesus for help. It made me think of a way we could help those in need.

Teacher: That is an excellent idea, Pax. Do your supplies have something to do with your idea to help others? Can you tell us about it?

Pax: Well, I thought we could work together and make a donation box and place it in a central part of the building. Next, we will tell everybody that we are raising money to help the needy and ask them to put their donations in the box. Then, we will take the donations to the Help Center so that they can help those in need.

Teacher: I love that idea, Pax! Jesus helped a blind man by healing him. But we can help by giving needy people the supplies they need.

Pax: What do you think, friends? Will you help me decorate the box and help those in need? (*Pause for responses. Allow the children to work with Pax to decorate the box. Make plans to set up the donation box in your local church.*)

Pax: Great job, boys and girls. Let us spread the word that we want to help those in need. See you next week!

STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

What Can I Do for You?

Read the instructions for the activity in the student book. Instruct the children to look at each picture and identify what is happening in it. They are then to circle the pictures that show people being helpful to others.

All pictures should be circled except the one showing the mom on the phone while the child needs help.

Jesus Heals

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

CLOSING BLOCK

Say: Although the man was a poor beggar, he refused to give up until he got Jesus’ attention. And because he believed that Jesus could heal and did not give up, he received his sight. Repeat after me: “Thank You, God, for hearing our cries for healing us!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for giving us a Savior who hears and saves us. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

Restoring Justice and Mercy

January 5, 2025—Lesson 6

Background Scriptures: Psalms 9–10 • **Lesson Scripture:** Psalm 10:12–18**Key Verse:** You, LORD, hear the desire of the afflicted; you encourage them, and you listen to their cry. (Psalm 10:17)**Faith Block:** God protects me!**Lesson Objective:** The children will celebrate God’s actions in restoring justice (fairness).**Materials Needed:** *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, glue sticks, scissors, a bike helmet for the Pax script, a 22x28-inch poster board, (**optional:** Pax the Penguin [or some other hand puppet]; magazine pictures for the optional activity [of people, homes, schools, churches, food, and other things for which children pray]).

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A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂ Prior to class, create a Prayer Board as an optional activity; at the top of a poster board, write the heading PRAY in large letters.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson is about how God responds to help those who are being hurt by bad people.

Say: Raise your hand if you have ever been teased and mistreated by someone. (*Pause for responses.*) I am sorry that you were teased and mistreated. No one should be teased with hurtful words, mocked, pushed around, or excluded from group activities. These are all forms of bullying. Let us watch the video “Yes, That Is Bullying.” It presents an example of someone being harmed with hurtful words and being left out of group activities.

Access “Yes, That Is Bullying” at <https://youtu.be/XVnY8qPbP1U>. Play the video, then review it. Ask the

children to identify the bullying and how the bullying was corrected. Emphasize how Selena helped Henry by quietly reporting the problem to the teacher. Then, the teacher corrected the problem by talking with the students about the harm of bullying and the importance of showing respect. Allow the children to discuss similar experiences and how they would respond.

Close by stating the importance of prayer, especially when we are hurt or feel afraid. God protects us and comes to our defense.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear about how God responds to those who cannot defend themselves against others. The people in today’s Bible story were being oppressed, or bullied. They did not have anyone to correct the wrong done to them. They needed justice and mercy. *Justice* is when a person (or animal) is mistreated, and someone takes action to right the wrong. *Mercy* is when someone who is suffering is shown kindness. Listen carefully to the Bible story to find out how God responds to hurting people who are in need.

The Bible Story**Restoring Justice and Mercy**

God lifts up His hand for the helpless. Why do *wicked* (bad) people not like God? Why do they think God will not punish them for their actions? They think God does not see their *sins* (wrong choices). But God sees the struggles of hurting people and acts on their behalf. God breaks the hold of the wicked and punishes evil.

Hurting people understand that God helps and gives fairness.

God is King forever. God hears the cries of hurting people. He encourages and listens to them. He defends the fatherless and those who are troubled. And no one will ever again make them afraid.

Say: God defends those who cannot help themselves. God restores justice or makes things right. And God shows mercy and kindness.

Ask: What does God do to help those who are hurt and oppressed (bullied)? (*God breaks the hold of the wicked. God punishes evil. God hears the cries of the hurting. God defends the fatherless and those who are troubled.*) What should you do if you are in trouble and need God's help? (*Pray.*) Share an example of when you received mercy and justice. (*Responses will vary.*)

Bible Story Application

Refer to the lesson 6 Bible Story Application (page 62) and teach the children the sing-along "God Protects Me."

☺Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher's guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters wearing a helmet*) Hello, friends.

Teacher: Hello, Pax! How are you today? What on earth are you wearing?

Pax: (*points to his helmet*) Oh, this is my helmet. I wear it when I am riding my bike or when I am skateboarding. It helps protect me from being hurt if I fall badly. I understand that we are discussing how God protects us from being hurt.

Teacher: That is right, Pax. God looks after us, and He keeps us safe. What are some other things that help to protect us? (*Pause for responses.*)

Pax: Those are all great answers! Well, friends, I am going out to ride my bike now. See you next week!

Teacher: Have fun, Pax, and be safe!

CSTACKS OF FUN

Refer to page 7 of this teacher's guide for general instructions for this section.

God Is Our Protector

Review the pictures in the student book. Instruct the children to circle the picture of the one thing that offers the *best* protection from unfairness and harm. As they make their choice, talk to them about the power of prayer when we are faced with unfairness.

The children should circle the image depicting prayer.

Celebrate God's Protection

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

☺Prayer Board

If time permits, complete the following activity. Relay to the class that you will work together to create a "PRAY" collage board. Gather the children around the supplies for today's activity. Instruct them to cut out and glue to the "PRAY" collage board things that they should pray about (such as food, people, houses, schools, churches, peace, love, etc.). Discuss with the children how praying is our help in times of trouble.

D CLOSING BLOCK

Say: God loves us and will keep us safe even when we are afraid that there is no hope for us. God will show us mercy and restore justice and peace. Who remembers what mercy and justice are? (*Pause for responses.*) Yes, *mercy* is showing kindness and compassion to someone who is suffering. And *justice* is making things right.

Say: Repeat after me: "Thank You, God, for restoring justice and showing us mercy!" Then, recite it again yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher's guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for always being there for us and keeping us safe. In Jesus' name we pray. Amen.

Refer to pages 7-8 of this teacher's guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

All Creation Gives Praise

January 12, 2025—Lesson 7

Background Scriptures: Psalms 47; 93 • **Lesson Scripture:** Psalm 93:1-5**Key Verse:** Mightier than the thunder of the great waters, mightier than the breakers of the sea—the LORD on high is mighty. (*Psalm 93:4*)**Faith Block:** God brings order and peace!**Lesson Objective:** The children will discover that God brings peace and order to a world filled with chaos and disorder.**Materials Needed:** *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, transparent tape, 3x5 index cards, construction paper, an electronic device with a large screen for viewing and with Wi-Fi access, (**optional:** Pax the Penguin, [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer's hand; this must be done discreetly and out of the children's view.

✂ Prior to class, write the word *PEACE* in large letters on a sheet of construction paper. Tape the poster to the wall or desk. Then, write the letters of the word P-E-A-C-E on 3x5 index cards. Write one letter on each card. Place the cards facedown on a table and scramble them.

Welcome

Refer to page 7 of this teacher's guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher's guide for general instructions for this section.

Inform the children that today's lesson is about what it means to have peace and calm when it seems that the world is filled with chaos and disorder. Point to the word *PEACE* displayed on the construction paper. Say each letter and have the children repeat each letter. Next, allow the children to share about a peaceful experience.

Say: Let us work together to unscramble a word from today's lesson. (*Gather the children around the cards turned facedown on the table.*) Let us unscramble the letters that are on the cards.

Ask for volunteers to turn over the cards. Then, have volunteers unscramble the letters. Once the letters have been situated correctly, talk to the children about today's lesson on how God brings peace and order to our world.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher's guide for general instructions for this section.

Say: Today, you will hear about how God can bring peace and order even when we seem surrounded by chaos and disorder. How do you feel when you are surrounded by clutter and noise? How can we get anything done when we feel like we are in a violent storm and everything around us is in chaos? (*Pause for responses.*) Listen carefully to the Bible story to find out how God set the earth in place. God is strong enough to bring order to the chaos, or disorder.

The Bible Story

All Creation Gives Praise

God *reigns* (rules) forever. God wears majesty and splendor like clothes. God has surrounded Himself with strength. God created the world and set it in place. It cannot be moved. God's throne was established long ago. God is everlasting.

The waters of the seas have lifted their voices in praise to God. They have lifted their pounding waves. God is mightier than the thundering sounds of the great waters. God is mightier and more powerful than the breakers of the sea. God is almighty.

God's laws and teachings stand firm. Holiness and perfection cover God's house for all time.

Say: God is powerful enough to calm any chaos or disorder. I have some questions about today's lesson: (1) Who rules

forever? (*God.*) (2) How is God described in today's Bible story? (*God is majestic, strong, mighty, everlasting, holy, and perfect. God is the Creator of the world, which cannot be moved.*) (3) Do God's laws change? (*No. They are firm.*) (4) What covers God's house for all time? (*Holiness and perfection.*)

Bible Story Application

Refer to the lesson 7 Bible Story Application (page 62) and teach the children the sing-along "How Great Is Our God."

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher's guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters the room*) Hello, friends!

Teacher: Hello, Pax! How are you today?

Pax: Oh, I am great! How are you, boys and girls? (*Pause for responses.*) I heard you talking about how God is mightier than the great waters. I was wondering whether any of you have ever gone to visit a beach? (*Pause for responses.*)

Teacher: Yes, Pax, we have talked about how God set all creation in place. And God cares for His creation and brings order and peace to every part of it. God is indeed mightier than the great waters of the ocean!

Pax: I cannot wait to hear more! May we sing a song about how strong and mighty God is?

Teacher: Sure, Pax. Boys and girls, would you like that? (*Pause for responses. Then, access the YouTube video "My God Is So Great" Kids Song/Christian Songs for Kids with Actions" at the following link: <https://youtu.be/2SHbpBVuxl0?si=Dj8v0q4JzLMn-cUJ>. Gather the children around the electronic device and have them copy the movements and sing the lyrics.*)

Pax: Wow, that was fun! God is big, strong, and mighty! I am going to go and look at the pictures of my last trip to the beach! See you all next week!

STACKS OF FUN

Refer to page 7 of this teacher's guide for general instructions for this section.

"The Earth Praises God" Connect-the-Dots

Instruct the children to connect the dots to complete the image of the world. As they work, discuss what they can do to show peace to others. They may then color the picture.

God Brings Peace

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

D CLOSING BLOCK

Say: Only God can bring order and peace to the world He created. We are blessed that we serve such a mighty and powerful God. What are some other words that describe God? (*Pause for responses.*) Yes, God is big, strong, mighty, majestic, holy, perfect, everlasting, and our Creator. So when there is trouble and chaos, God can handle it! Repeat after me: "Thank You, God, for bringing peace to the world!" Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher's guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for Your mercy and for bringing peace to our world. Thank You for loving us that much. In Jesus' name we pray. Amen.

Refer to pages 7-8 of this teacher's guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

A Song of Thanksgiving

January 19, 2025—Lesson 8

Background Scripture: Psalm 103 • **Lesson Scripture:** Psalm 103:1-14

Key Verse: Praise the LORD, my soul; all my inmost being, praise his holy name. (*Psalm 103:1*)

Faith Block: Praise God for all He does!

Lesson Objective: The children will show appreciation to God for His love, justice, and compassion.

Materials Needed: *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, washable markers, permanent markers, white copy paper, white card stock, scissors, heart-shaped stickers, a stapler, tacky glue, transparent tape, googly eyes, “Bless the Lord” lyrics, 22x28-inch poster board, a picture of a heart for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

✂️ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂️ Prior to class, (1) locate and print the lyrics to the song “Bless the Lord”; (2) make copies of the reproducible craft on white card stock.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson is about how they should appreciate God’s love and compassion for them. Compassion is a word for kindness. When you have compassion, you care about others and show kindness. People who have compassion have a strong desire to help people in need. Have the children discuss how God shows them His love and compassion daily. Write the list on one half of the poster board. (Leave space to create another list during the Pax script.) Then, discuss ways that they may show God that they appreciate all He does for them. After the discussion, inform the children that the class will show appreciation to God by praising Him.

Next, access the 1.48-minute video “Sing Hosanna—Bless the Lord O’ My Soul | Bible Songs for Kids” at [https://](https://youtu.be/f_ihCnt00z4?si=fakPsXRuAwp1TPUE)

youtu.be/f_ihCnt00z4?si=fakPsXRuAwp1TPUE. Have the children stand, march in place, and repeat the lyrics of the song.

Say: Today, we will talk about God’s love and all the wonderful things that He does for us.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: We should all praise the Lord for His goodness and mercy. David wanted the people to remember that God is faithful in expressing His love to all His people. Because of His goodness, God deserves all of our praise. Listen carefully to the Bible story to discover what King David says about God’s greatness.

The Bible Story

A Song of Thanksgiving

Praise God for all He does! God forgives our *sins* (wrong choices) and heals our diseases. God shows us love and compassion (kindness).

God brings *justice* (fairness) to those in need. God is loving and slow to anger. And God does not hold on to His anger. God does not treat us as we deserve. God does not repay us for our sins (disobedience). God’s love for us is as high as the heavens are above the earth. God has removed our sins far from us.

God is kind to us like a father. God knows us. God remembers that we came from dust.

Say: Let us remember to praise God daily for all He does for us. I have some questions about today’s lesson: (1) Can you list some things that God does for us? (*God forgives our sins, heals us, shows us love and kindness, brings fairness*)

to unfair situations, is slow to get angry with us, and does not treat us as we deserve.) (2) What should you do to show God you are thankful? (*Responses will vary.*)

Bible Story Application

Refer to the lesson 8 Bible Story Application (page 62) and teach the children the action hymn “Bless the Lord.”

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher’s guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters carrying a picture of a heart*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? What do you have there?

Pax: (*holds up his picture of the heart*) Oh, this is a picture of a heart. I wanted to share it because we are discussing God’s love for us.

Teacher: That is a beautiful heart, Pax. You are right; we did talk about God’s love today. God shows His love for us in so many ways. Boys and girls, can you name a few ways that God shows us His love? (*Pause for responses.*)

Pax: That is awesome. God also protects us and provides all our needs.

Teacher: That is right, Pax. We also discussed how we can show God that we appreciate His love. What can we do to show God our appreciation? (*Pause for responses.*) Let us work together and list ways we can show God that we appreciate Him.

Pax: Great idea! Who wants to go first? (*Allow the children to share their ideas. Have Pax assist you with writing the list on the whiteboard or poster board.*)

Pax: Great job, boys and girls. Let us keep the list posted so that we can review it next week. Bye for now!

STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

A “God’s Love” Hidden Object Picture

Allow time for the children to complete the activity. As they work, talk to them about how God rules with love and compassion. (Five hearts are to be found.)

The Sound of Psalm 103

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

☑ Make a “God Loves Me” Heart

Refer to the reproducible activity (page 70) and, using white card stock, make a copy of the heart template for each child in your class. Distribute the heart templates and art supplies. Instruct the children to use crayons and/or coloring pencils to color the heart. Assist the children with applying glue to the eye areas and attaching googly eyes. Cut copy paper into thin strips (four strips per child); fold the strips accordion-style. Attach the strips to the bottom of the heart, forming two legs. Attach shorter strips to each side, forming two arms. Attach heart stickers to the end of the legs and arms.

D CLOSING BLOCK

Say: We are blessed to serve a loving and kind God who shows us mercy. What else does God do for us? (*Pause for responses.*) Great answers! God forgives our sins or our disobedient acts. God removes our sins far away—as far as the east is from the west. That is very far! Repeat after me: “Thank You, God, for Your love and compassion!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for loving us so unconditionally. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

Everlasting Kingdom and Love

January 26, 2025—Lesson 9

Background Scripture: Psalm 145 • **Lesson Scripture:** Psalm 145:8-13**Key Verse:** The LORD is good to all; he has compassion on all he has made. (*Psalm 145:9*)**Faith Block:** God's goodness never fails!**Lesson Objective:** The children will discover what it means to have compassion for others.**Materials Needed:** *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, fruit snacks (or other treats), a pair of leather gloves for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

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A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer's hand; this must be done discreetly and out of the children's view.

✂ Prior to class, gather the supplies needed for today's activities; also, check for any food allergies the children may have and plan snacks accordingly.

Welcome

Refer to page 7 of this teacher's guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher's guide for general instructions for this section.

Inform the children that today's lesson is about how God's love, kindness, power, goodness, and compassion will last forever.

Say: We talked about God's compassion last week. Who remembers what compassion means? (*Pause for responses.*) Great job! *Compassion* means having a strong desire to help and show kindness and care to others. I have a special treat for you today. I will share it with you while we work together on today's lesson. Please do not open the treats until I tell you to do so.

Divide the class into pairs. Have the two children sit together. Give one member of the group two snacks, and do not give the other member any. After passing out all the treats, you may notice that some groups have already

shared their treats with their partner while others have not. Talk to the children about how you show compassion when you share and make sure everyone has what they need. For those who have not already shared their treats, instruct them to share their treats with their partner. Discuss how it felt to show compassion to their partner.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher's guide for general instructions for this section.

Say: Today, you will hear a lesson from a psalm written by King David to celebrate and praise God's goodness and faithfulness to all of His people. Listen carefully to the Bible story to hear more about God's kindness and goodness.

The Bible Story**Everlasting Kingdom and Love**

God is good to everyone. God is *compassionate* (kind). God has compassion for everyone He has made. God is slow to anger and is rich in love.

Everything God created praises Him. God's faithful people bless and praise Him. They speak of the glory and beauty of His kingdom. And they speak of God's great strength. They do this so that everyone knows about God's mighty acts and glorious kingdom. God's kingdom is everlasting. His rule will last for all generations (forever).

God's promises can be trusted. God is *faithful* (never fails) in everything He does.

Say: What words in today's Bible story describe God? (*God is good, kind, compassionate, slow to anger, rich in love, strong, mighty, rules forever.*) God's people bless and praise God. How do you praise God? (*Responses will vary.*) How long will God rule? (*Forever.*) God is kind to us. In what ways do you show kindness to others? (*Responses will vary.*)

Bible Story Application

Refer to the lesson 9 Bible Story Application (page 62) and teach the children the rhyming chant “God Is G-O-O-D.”

©Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher’s guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters carrying a pair of leather gloves*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? And what is it that you are holding?

Pax: (*holds up the gloves*) These are my grandfather’s leather work gloves. He was a construction worker. Most of his life was spent building houses for people in need. And he always wore these gloves when he carried cement blocks or worked with special tools. He cannot build houses anymore, but these gloves are still as good as new. My grandpa said that they would last for years if I cared for them.

Teacher: Your grandfather was a kind and compassionate man who devoted his life to building houses for needy people. Today, we discussed God’s goodness. Will someone share something they discovered about God in today’s lesson with Pax? (*Pause for responses.*)

Pax: Let us not forget that God’s love, rule, and goodness will last forever—much longer than these gloves will last! It is wonderful being God’s child. I am sure God wants us to show kindness and compassion, too. What are some ways we can do that? (*Pause for responses.*)

Pax: Great answers! I will work on showing compassion and kindness to my elderly neighbor. I cannot build houses

like my grandpa, but I can help her clean her home. I will see you all next week. Goodbye, boys and girls, until then!

STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

A “God Is Good” Crossword Puzzle

Remind the children that God is good. Then, instruct them to trace the letters in the crossword puzzle. As they work, have them identify the traced letters. Also, talk with them about God’s goodness and how God’s kingdom and rule will last forever. Ask, “Who is good?” and commend the children for their correct responses.

Forever and Ever

Instruct the children to color the picture from today’s lesson. As they work, review the day’s Bible story with them.

CLOSING BLOCK

Say: We can all rejoice that God’s kingdom will never fail. It will last forever and ever. It is the same with His love and compassion for us; it will also last forever. Look at the poster we made last week. What are some things we can do to praise God for His goodness? (*Pause for responses.*) Repeat after me: “Thank You, God, for never-ending love!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for loving and caring for us forever. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

Background Scripture: Matthew 6:5-15 • **Lesson Scripture:** Matthew 6:5-15

Key Verse: [Jesus said,] “Your kingdom come, your will be done, on earth as it is in heaven.” (*Matthew 6:10*)

Faith Block: I will pray every day!

Lesson Objective: The children will hear the Model Prayer and discover how to pray.

Materials Needed: *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, scissors, 3x5-inch index cards, a computer and printer with Wi-Fi, a 22x28-inch poster board or whiteboard, white card stock, a hole puncher, yarn, copy paper, a “Five-Finger Prayer” template, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂ Prior to class, (1) download a “Five-Finger Prayer” poster for each child. (Suggestion: See the online article “How to Pray the 5 Finger Prayer [free Printable]” by Rebecca, dated May 28, 2021, at <https://outuponthewaters.com/how-to-pray-the-5-finger-prayer-free-printable/>. Click the prompt under the 5-Finger Prayer illustration to download the free printable. Review the prayer and be prepared to explain and demonstrate it to the students. (2) For the Pax script, write each verse and verse number of the Model Prayer that Jesus taught on a poster board. Then, write each verse number and verse on individual index cards. (3) Make a copy of the reproducible craft on white card stock for each child.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson is about prayer. Explain that prayer is talking with God. It is our way of telling God what is on our hearts and minds. We cannot see God, but God sees us and hears our prayers. Give each child a “Five-Finger Prayer” poster to color.

Say: Let us review our “Five-Finger Prayer” posters. The poster reminds us who we should pray for every day. First, pray for family and friends, leaders, and teachers, those in authority like government leaders, the weak and sick, and then pray for yourself. Let us repeat it using our real hands this time. (*Demonstrate with your hand and have children repeat the actions.*)

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Jesus taught the people a prayer so they would know how to pray and to whom to pray. In today’s lesson, you will hear a Model Prayer that Jesus taught, often called The Lord’s Prayer. Listen carefully to the Bible story to discover what we need to know about prayer.

The Bible Story

When in Need, Ask

Hypocrites are pretenders. They love for people to see them when they pray. Jesus taught His disciples to go to their rooms when they pray. God sees everything. God knows what we need.

Jesus said, “Pray like this: ‘Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as it is in heaven. Give us today our daily bread. Forgive us our debts, as we forgive our debtors. Lead us not into temptation, but deliver us from the evil one.’”

Forgive, and you will be forgiven. If you do not, your Father will not forgive you.

Say: Today, we have been learning how to pray. Jesus taught His disciples not to be like hypocrites. *Hypocrites* are pretenders and like to put on a show to be seen by people. I have a few questions: (1) Where did Jesus tell

His disciples to pray? (*In their rooms.*) You can also pray in other places but should not pray to show off for others. (2) Does God know what you need? (*Yes.*) (3) What are some of your needs? (*Responses will vary.*) (4) Should you pray for someone who has done something wrong to you? Why is it important to pray for them? (*Responses will vary.*)

Bible Story Application

Refer to the lesson 10 Bible Story Application (*page 63*) and teach the children the action song “Pray to God.”

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher’s guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters the classroom*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? Do you know what our lesson is about today?

Pax: Let me think . . . Oh, yes, I have it! We are going to learn about prayer today. Am I right, boys and girls? (*Pause for responses.*)

Teacher: That is right, Pax. Can anyone tell me why prayer is important? (*Pause for responses.*)

Pax: I want to memorize the Model Prayer that Jesus taught His disciples. But it has five long verses. May we do a fun activity to help us memorize it?

Teacher: Of course! First, look at the Model Prayer poster and listen to the words as I read each verse. Then, we will play a game of “Unscramble the Model Prayer.” I prepared five cards—one for each verse. Work together to put the cards in the correct order. Use the numbers and poster to help you. (*Allow the children to complete the activity.*)

Pax: That was fun! And I think I memorized some of the prayer. I will ask my parents to help me read the prayer every day. See you next week!

STACKS OF FUN

Refer to page 7 of this teacher’s guide for general instructions for this section.

Image Matching

Instruct the children to match the sentence to the correct image by drawing a line between the two (they may also write the word on the line). As they work, talk to them about how they can communicate with God through their prayers.

Answers: (1) sees (eyes); (2) bread; (3) pray (praying emoji)

Prayer Works!

Instruct the children to color the Bible story picture. As they color, review the Bible story with them.

📄 Make a “God Answers Prayer” Portrait

Refer to the reproducible activity (*page 71*) and, using white card stock, make a copy of the “Praying Hands” portrait for each child in your class. Distribute the copies and art supplies. Help each child write his/her name on the back of his/her picture. Instruct the children to color and decorate the portrait; assist with cutting it out. Punch two holes at the top of it and thread yarn through the holes for hanging.

D CLOSING BLOCK

Say: Jesus taught the people how to pray. He wanted them to understand that they should pray for themselves and others. Repeat after me: “Thank You, God, for answering my prayers!” Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher’s guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for answering our prayers. In Jesus’ name we pray. Amen.

Refer to pages 7-8 of this teacher’s guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

Stand with Conviction

February 9, 2025—Lesson 11

Background Scripture: Matthew 11 • **Lesson Scripture:** Matthew 11:1-15**Key Verse:** “This is the one about whom it is written: ‘I will send my messenger ahead of you, who will prepare your way before you.’” (*Matthew 11:10*)**Faith Block:** I stand up for Jesus!**Lesson Objective:** The children will learn to stand firm in their relationship with God.**Materials Needed:** *Early Elementary* student books, Bible (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, (**optional:** Pax the Penguin [or some other hand puppet]).

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A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂ Prior to class, clear the center of the classroom to help facilitate ease of movement for today’s activity.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson is about how John the Baptist stood firm with conviction, preparing the people for Jesus’ arrival and God’s kingdom. Explain that standing with conviction means standing firm for what you believe is right.

Say: Sometimes, people fight against or oppose what is right and good. An example of people opposing you would be if you show kindness to a new student who does not speak your language very well. But other students bully and tease you for showing kindness to the student. The other students are opposing or fighting against what you believe is right. You can stand firm for what you believe is right or go along with what is wrong. Let us play a game called “Break the Circle” to learn more about this.

Prepare the children to play a game. Have the class line up and then ask for a volunteer. Have the remaining students link arms and form a circle—with the volunteer in the center of the circle. The volunteer’s task is to break through the circle. Instruct the children who formed the circle to oppose or prevent the volunteer (without pushing) from getting out of the circle. At the end of the game, discuss how the volunteer felt being prevented from moving outside the circle. And discuss how the other children felt opposing the volunteer.

Discuss with the children how they should let their relationship with God help them when someone fights or opposes what they believe is right. Explain to the children how God’s kingdom has faced continual assault, yet it remains strong. Encourage the children to gain strength from their relationship with God to help them stand strong.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear how John was the greatest prophet because he stood firm and prepared the people for Jesus’ arrival. Some people were against John’s message, but John stood firm with conviction. John was put in jail for standing firm for what was right. But he did not let that stop his belief in God. How does our relationship with God help us face opposition? (*Pause for responses.*) Listen carefully to the Bible story to discover what Jesus teaches us about standing firm with conviction.

The Bible Story

Stand with Conviction

John heard about Jesus' work. John sent disciples to find out if Jesus was the one who was to come.

Jesus told John's disciples, "Blind people see, lame (crippled) people walk, lepers are cleansed, the deaf hear, dead people are raised, and good news is preached."

Jesus asked the crowd, "Did you go to the wilderness to see a well-dressed man or a prophet?" It was written, "I will send My messenger to prepare the way before you."

John, a great man, stood firm for God's kingdom. But the least important person who stands for Jesus is greater.

Say: Isn't it wonderful how unshakeable God's kingdom is? No matter what comes against it, God's kingdom will stand. John preached forgiveness of sin to prepare the people for Jesus. In today's story, we discover that John was in jail for doing what was right. But it did not stop Jesus' good works. Answer these questions: What good works did Jesus do while John was in jail? (*Healing the blind, lame, lepers, and deaf, raising the dead, and preaching the Good News.*) Who did Jesus say was the greatest prophet? (*John.*)

Bible Story Application

Refer to the lesson 11 Bible Story Application (page 63) and teach the children the sing-along "I Live for Jesus Every Day."

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher's guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters the classroom*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? Did you notice that all of the boys and girls are standing?

Pax: Yes, I did. Oh, I know. Is this because of today's lesson on standing with conviction? (*Pause for responses.*) Do you guys know what it means to stand with conviction? (*Pause for responses.*)

Teacher: Great answers, boys and girls. It means standing for what is right no matter what we face. Can anyone tell me how we can do that? (*Pause for responses.*) Can you

tell me why it is important for us to do that? (*Pause for responses.*)

Pax: That is interesting, isn't it, boys and girls? What will you do this week if someone opposes what you believe is right? (*Pause for responses.*) We will check out what you did when we get together next week. See you later!

STACKS OF FUN

Refer to page 7 of this teacher's guide for general instructions for this section.

A "Stand for What Is Right" Poster

Instruct the children to color and trace the letters to spell out a phrase from today's lesson. As they work, talk to them about how when they stand for what is right, they must use loving and kind words. Read the poster together.

Do God's Kingdom Work

Instruct the children to circle the pictures showing children defending God's kingdom by doing what is right. After reviewing the answers and talking about what is happening in each picture, discuss other things that they can do for God's kingdom.

All pictures should be circled.

D CLOSING BLOCK

Say: With God on our side, we can stand up proudly for what's right. God gives us the strength to stand in the face of all opposition.

Say: Repeat after me: "Thank You, God, for the strength to stand for what is right!" Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher's guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for helping us stand strong and proud for what is right. In Jesus' name we pray. Amen.

Refer to pages 7-8 of this teacher's guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

Money Isn't Everything

February 16, 2025—Lesson 12

Background Scripture: Matthew 19:16-30 • **Lesson Scripture:** Matthew 19:16-30

Key Verse: Jesus looked at [the disciples] and said, “With man this is impossible, but with God all things are possible.” (Matthew 19:26)

Faith Block: God is first!

Lesson Objective: The children will hear that their desire to acquire things might interfere with their desire to love and follow God.

Materials Needed: *Early Elementary* student books, Bibles (NIV translation), happy-face stickers, reward stickers, pencils, crayons, coloring pencils, markers, safety scissors, glue sticks, a mason jar with a lid, dry beans, three golf balls, a large plastic bowl, a wallet for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson concerns how money and material things can interfere with loving God.

Say: Imagine that you had all the money in the world. What would your life be like? Would you live in a big mansion? Would you have thousands of toys? Would you give your money to poor people who are hungry and homeless? Let us discuss it. (*Allow children to imagine and discuss.*) Sometimes, we get so busy enjoying our toys, games, and money that we crowd out God. Let us do an illustration, and then we will discuss putting God first.

Instructions: First, place three golf balls in a mason jar. Tell the children that the three balls represent activities that put God first (praying, Bible reading, praising God, and helping others). Next, fill the jar with dry beans and close the lid. Dump the contents of the jar into a large bowl. Next, invite the children to perform the illustration,

except they will begin by placing the dry beans in the jar. As they fill the jar with beans, have them identify their daily activities. After the beans are added, have children try to put the three balls in the jar. The children will discover that the three balls cannot fit neatly into the jar, and the lid will not close. Lastly, have the children dump everything out of the jar and refill the jar, starting with the three golf balls and then the beans. Inform the children that everything else falls in place when we put God first.

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear about Jesus’ encounter with a rich man who wanted to know how to have eternal life. Jesus’ answer surprised and disappointed the man. Listen carefully to the Bible story to find out what happened.

The Bible Story

Money Isn't Everything

A rich man asked Jesus what good he must do to receive *eternal life* (live forever). Jesus shared the Commandments: *Do not murder, be unfaithful, steal, or lie. Honor your parents and love your neighbor.* But the rich man went away sad when Jesus told him to sell his possessions and give the money to the poor.

Jesus told His disciples that it was harder for a rich person to enter the kingdom of heaven than for a camel to go through the eye of a needle. But with God, all things are possible. Jesus’ followers will receive eternal life.

Ask: Which did the rich man choose: God or his money? (*His money.*) How does God make it possible for us to have eternal life? (*Through our trusting and believing in Jesus Christ.*)

Say: Today, we heard that money isn't everything. The gift of eternal life received from God when we believe and trust Jesus is more valuable than all the money in the world. Remember to put God first and not allow things to crowd out your desire to love God.

Bible Story Application

Refer to the lesson 12 Bible Story Application (page 63) and teach the children the action song "Give Away Blessings."

☺ Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher's guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters carrying a wallet*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? What do you have there?

Pax: (*holds up his wallet*) This is my wallet. I heard that today's lesson would be on the value of things, and I was wondering if anyone could tell me if they know of something I cannot buy with the money in my wallet. (*Pause for responses.*)

Teacher: Well, Pax, we were getting ready to work on a list of things that money cannot buy, and we will happily share our list with you. Now, can anyone tell me something that money cannot buy? (*Pause for responses.*)

Pax: That is a great list, boys and girls. I am happy that God gives us eternal life when we trust and believe in Jesus. We cannot buy it. And we cannot live perfectly to earn it. It is a free gift! I am going to take my wallet back home and put it away since I will not need it today. See you next week, boys and girls!

STACKS OF FUN

Refer to page 7 of this teacher's guide for general instructions for this section.

A "Put God First" Poster

Read aloud the "Put God First" poster from the children's student book. Instruct the children to trace and color the number 1. Next, lead the class to recite the words with you. You may then allow the children to color and decorate the rest of the poster.

Find the Letters

Instruct the children to locate and circle the letters that form the word *LOVE*. They are scattered throughout the picture. They may then color the picture. As they work, talk to them about God's love and how it is a gift for all people.

D CLOSING BLOCK

Say: God wants us to know that truly valuable things cannot be purchased with money. Love and forgiveness are more important than the things that money can buy. Repeat after me: "Thank You, God, for the gifts that money cannot buy!" Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher's guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for all the gifts with true value. Help us to remember that money cannot buy the things that matter most. In Jesus' name we pray. Amen.

Refer to pages 7-8 of this teacher's guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

Background Scripture: Matthew 25 • **Lesson Scripture:** Matthew 25:31–40

Key Verse: “The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’” (Matthew 25:40)

Faith Block: I like helping others!

Lesson Objective: The children will discover the importance of helping those in need.

Materials Needed: *Early Elementary* student books, Bibles (NIV translation), stickers (happy-faced, heart-shaped, religious, and reward), pencils, crayons, and/or coloring pencils, markers, construction paper, a medal for the Pax script, (**optional:** Pax the Penguin [or some other hand puppet]).

* * * * *

A BEGINNING BLOCK

✂ If you purchased Pax the Penguin (or some other hand puppet), decide whether you or someone else will be the puppeteer. It is important that the children not see the hand puppet placed on or taken off the puppeteer’s hand; this must be done discreetly and out of the children’s view.

✂ Prior to class, (1) talk to parents and inquire about the possibility of their children visiting persons who are sick and giving them a handmade card. (2) Gather the supplies needed for today’s craft activity and place them in a central work area so the children can work on their projects.

Welcome

Refer to page 7 of this teacher’s guide for general instructions for this section.

Opening Worship and Activity

Refer to page 7 of this teacher’s guide for general instructions for this section.

Inform the children that today’s lesson concerns how we treat others, which reflects our treatment of Jesus.

Say: Raise your hand if you know someone sick at home, in the hospital, or in a nursing home. (*Pause for responses and action.*) It is good to pray for them, but it is better to give them a card to cheer them up and to visit them. Let us make cards for them. We will talk with your parents and make plans to visit them. If you would like, you can make an extra card for a friend or family member who needs cheering up.

Give the children folded sheets of construction paper and art supplies. Assist them with writing “We Are Praying for You” or “Get Well Soon” on the front. Assist them in writing a brief message inside the card and writing their names at the bottom. Then, have them draw pictures and decorate the card with stickers. (Keep the cards until final arrangements are made for the home or nursing home visits.)

B BIBLE STORY BLOCK

Refer to page 7 of this teacher’s guide for general instructions for this section.

Say: Today, you will hear Jesus’ lesson on treating those most in need with kindness and love. Jesus called those in need “the least of my brothers and sisters.” Jesus refers to people who do what is right as “sheep.” Jesus also refers to selfish people who do not do what is right as “goats.” Sheep are quiet, gentle, and good followers. But goats are free-spirited and are not good followers. Listen carefully to the Bible story to find out what Jesus says about how we must live out our faith in God.

The Bible Story

Living Out Our Faith

One day, everyone will gather before Jesus. Jesus will separate the people like a shepherd separates sheep from goats. Jesus will put the sheep to the right and the goats to the left.

Jesus will tell those on the right to enter His Father’s kingdom—because they gave Jesus food and drink. They invited Jesus into their homes and gave Him clothes. They visited Jesus when He was sick and in prison.

The people on the right asked, “When did we do these things?”

Jesus replied, “Anything you did for the least of My brothers and sisters, you did for Me.”

Ask the following questions: Who are the sheep in today's Bible story? (*They are the people who showed love and cared for the sick, homeless, hungry, and naked, and those in prison.*) What is the sheep's reward? (*They will enter into God's kingdom.*) How do you feel about helping those in need? (*Responses will vary.*)

Bible Story Application

Refer to the lesson 13 Bible Story Application (page 63) and teach the children the action chant "I Live Out My Faith."

😊 Words from Pax the Penguin

If you purchased Pax the Penguin (or some other hand puppet), refer to page 7 of this teacher's guide for instructions on presentation. The script for Pax appears below.

Pax: (*enters wearing a medal around his neck*) Hello, boys and girls.

Teacher: Hello, Pax! How are you today? What is that around your neck?

Pax: (*holds up the medal*) I received this medal for my work in the homeless shelter last year. When I heard that today's lesson was about helping others who are in need, I thought the boys and girls in the class would like to see it. Do you know what it means to serve others? (*Pause for responses.*)

Teacher: That is wonderful, Pax. We did not know about your work with the homeless shelter. We are reviewing what Jesus taught about helping the "least" of these. Do you know what that means? (*Pause for responses.*) Let us work together to list ways to help those in our community who are in need. (*Write the suggestions on the board or poster board as they are given.*)

Pax: That is a great idea! We can always use some help in the shelter! Think hard about ways to help and remember that there is something for all ages and all physical

conditions. Your assistance is essential! Well, see you next week, boys and girls!

STACKS OF FUN

Refer to page 7 of this teacher's guide for general instructions for this section.

The Color of Kindness

Work on the "The Color of Kindness" activity together as a class. Instruct the children to look closely at the pictures in their student books and identify what is happening in the pictures. Next, circle the pictures of people and children showing kindness to others.

All pictures should be circled except the one showing the family walking past a beggar.

Show Your Faith

Allow time for the children to color the Bible story picture. As they color, review the Bible story with them.

D CLOSING BLOCK

Say: Jesus wanted His followers to understand that everyone is a part of Him. It did not matter whether that person had anything of value or not. We are all called to help one another. Repeat after me: "We are responsible for our brothers and sisters!" Then, recite it yourself. (*Pause for recitation.*) Great job, boys and girls! Let us pray together now.

Refer to page 7 of this teacher's guide for instructions on what to do prior to and during the closing prayer.

Pray: Dear God, thank You for giving us the examples of love and compassion that we can mimic. Help us to learn to love one another like Jesus did. In Jesus' name we pray. Amen.

Refer to pages 7-8 of this teacher's guide for instructions on how to close out the session and engage the children until parents/guardians arrive.

NOTES

Reproducible Bible Story Applications

Note: In action songs, the singing and the movement (either underneath each line or preceding a group of lines) should take place simultaneously. Also, any of the tunes of these melodies or nursery rhymes can be found online through an Internet search.

December 1, 2024

A SING-ALONG Jesus Is Connected

(Sing to the tune of "Dem Bones Song.")

Boaz and Ruth were married.
He was her kinsman-redeemer.
They had a little baby boy.
And his name was Obed!
Obed's connected to Jesse,
Jesse is connected to David,
David is connected to many kings,
And they all connected to Christ!

December 8, 2024

AN ACTION POEM God's Promise to David

David desired to build God a great house.
(Stand on toes and extend arms.)
God said, "No, David, you will not."
(Shake head no.)
God gave David a great promise:
(Place hand on the heart.)
That his sons would be kings forevermore.
(Bow down.)

December 15, 2024

AN ACTION SONG John Prepared the Way for Jesus

(Sing to the tune of "O, How I Love Jesus.")

There is a baby that was born
(Cradle your arms and rock.)
To prepare the way for Jesus *(Point up.)*
He grew up strong in spirit *(Make muscle arms.)*
A great prophet of God *(Wave arms.)*

Lesson 1 : John prepared the way for Jesus *(March in place.)*
John prepared the way for Jesus *(March in place.)*
John prepared the way for Jesus *(March in place.)*
Jesus came to save us all! *(Point to others and self.)*

December 22, 2024

AN ACTION HYMN Away in a Manger *(Hymn)*

Away in a manger, no crib for a bed.
(Cradle both arms and rock from side to side.)
The little Lord Jesus lay down His sweet head.
(Place both hands under the neck and rock from side to side.)
The stars in the sky, look down where He lay.
(Cradle both arms and rock from side to side.)
The little Lord Jesus, asleep on the hay.
(Place both hands under the neck and rock from side to side.)

December 29, 2024

A SING-ALONG Jesus Has Healing Power

(Sing to the tune of "Mary Had a Little Lamb.")

Lesson 5 : Jesus has the healing pow'r, all the pow'r, all the pow'r;
Jesus has the healing power,
He helped the blind man see.
Jesus has the healing pow'r, all the pow'r, all the pow'r;
Jesus has the healing pow'r, He heals both you and me.

Reproducible Bible Story Applications

January 5, 2025

Lesson 6 : January 19, 2025

Lesson 8

A SING-ALONG God Protects Me

(Chant to the tune of "Twinkle, Twinkle, Little Star")

God protects me from all harm,
He keeps me safe, He keeps me warm;
God looks down on Earth from high,
Above from heaven in the sky;
God protects me from all harm,
He keeps me safe, He keeps me warm.

AN ACTION HYMN Bless the Lord

I will bless the Lord, all my soul
(Place hands over heart.)
And all that is within me
(Place hands over heart.)
Bless His holy name.
(Extend arms with palms facing heaven.)

January 12, 2025

Lesson 7 : January 26, 2025

Lesson 9

A SING-ALONG How Great Is Our God

*(Extend arms up with palms facing heaven
for the entire song.)*

How great is our God
Sing with me, how great is our God
And all will see how great
How great is our God.

A RHYMING CHANT God Is G-O-O-D

(Chant to the tune of "B-I-N-G-O.")

He is good, kind, com-pas-sion-ate,
And, yes, God is His name-o!
He's G-O-O-D; He's G-O-O-D; He's G-O-O-D
(Clap hands to the beat of each letter.)
Yes, God is good to me . . . O!
(Clap hands and stomp feet.)
(Repeat lyrics and movements.)

Reproducible Bible Story Applications

February 2, 2025

Lesson 10 February 16, 2025

Lesson 12

AN ACTION SONG

Pray to God

(Sing to the tune of "Hot Cross Buns.")

Pray to God, pray to God—

(Hands in prayer position.)

He hears my prayers

(Cup hands around ears.)

He hears your prayers

(Cup hands around ears.)

Pray to God!

(Hands in prayer position.)

February 9, 2025

Lesson 11

A SING-ALONG

I Live for Jesus Every Day

(Sing to the tune of "Jingle Bells.")

Sing along, sing along, I praise God today!

(Clap on each word.)

I live for Jesus every day because He gives me grace!

(Clap on each word.)

(Repeat.)

[If you sing other verses, you may add actions of your own.]

AN ACTION SONG

Give Away Blessings

(Sing to the tune of "Are You Sleeping?")

Count your blessings, count your blessings,

One by one, one by one;

(Lift a finger to each note.)

I am very grateful, I am very grateful,

Thank You, God, thank You, God!

(Make prayer hands.)

Give away blessings, give away blessings,

One by one, one by one;

(Lift a finger to each note.)

Because I love Jesus, and I love my neighbor,

Thank You, God, thank You, God!

(Make prayer hands.)

February 23, 2025

Lesson 13

AN ACTION CHANT

I Live Out My Faith

(Sing to the tune of "Row, Row, Row Your Boat.")

I'll live out my faith,

(Place both hands over heart.)

By helping those in need;

(Wrap arms around self.)

They need water, food, and clothes,

(Point to mouth, then sweep hand over body.)

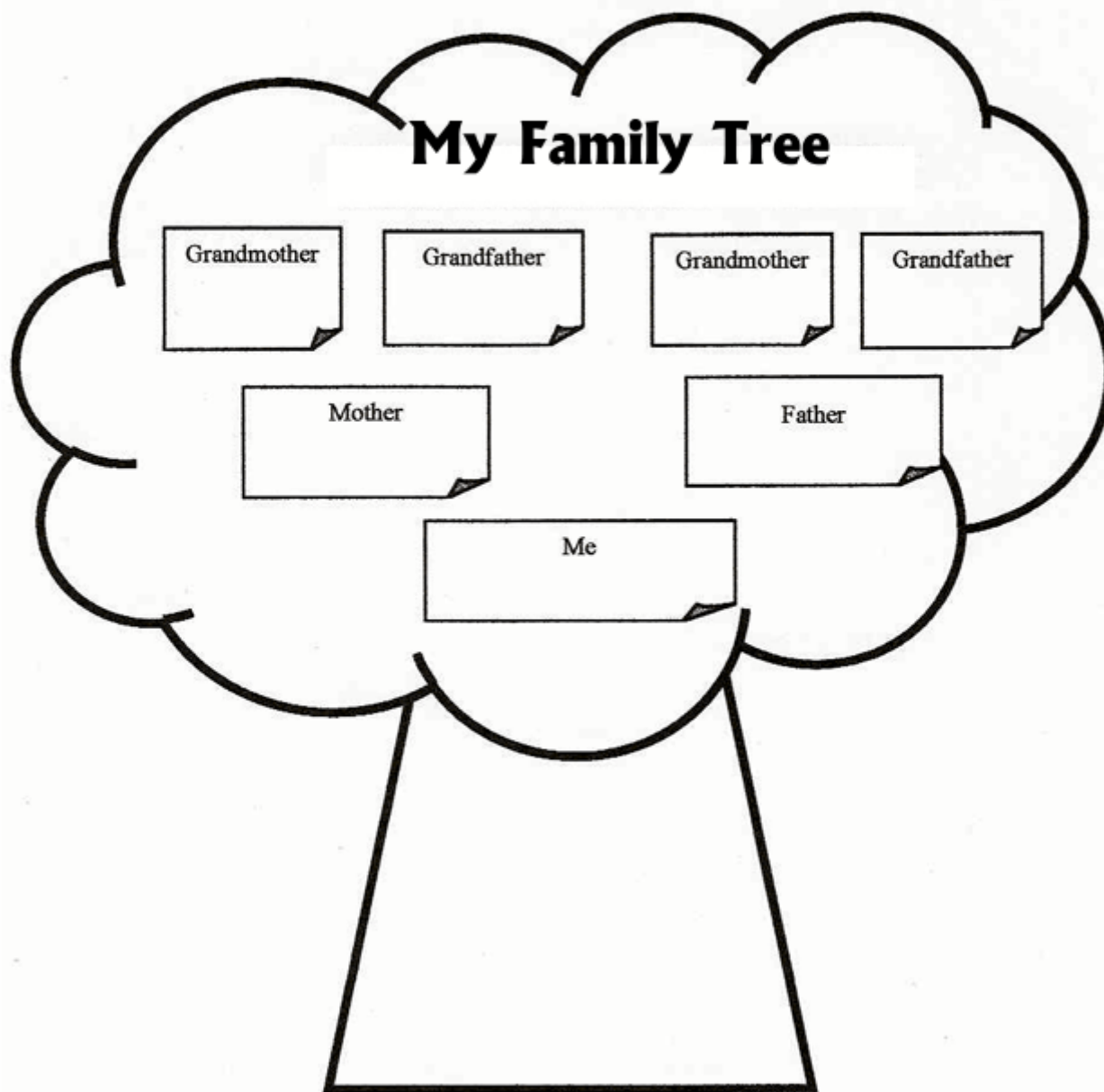
When I help it's for Thee.

(Raise arms up to heaven.)

Early Elementary Activities

LESSON 1 EARLY ELEMENTARY

Make a "My Family Tree" Craft



Early Elementary Activities

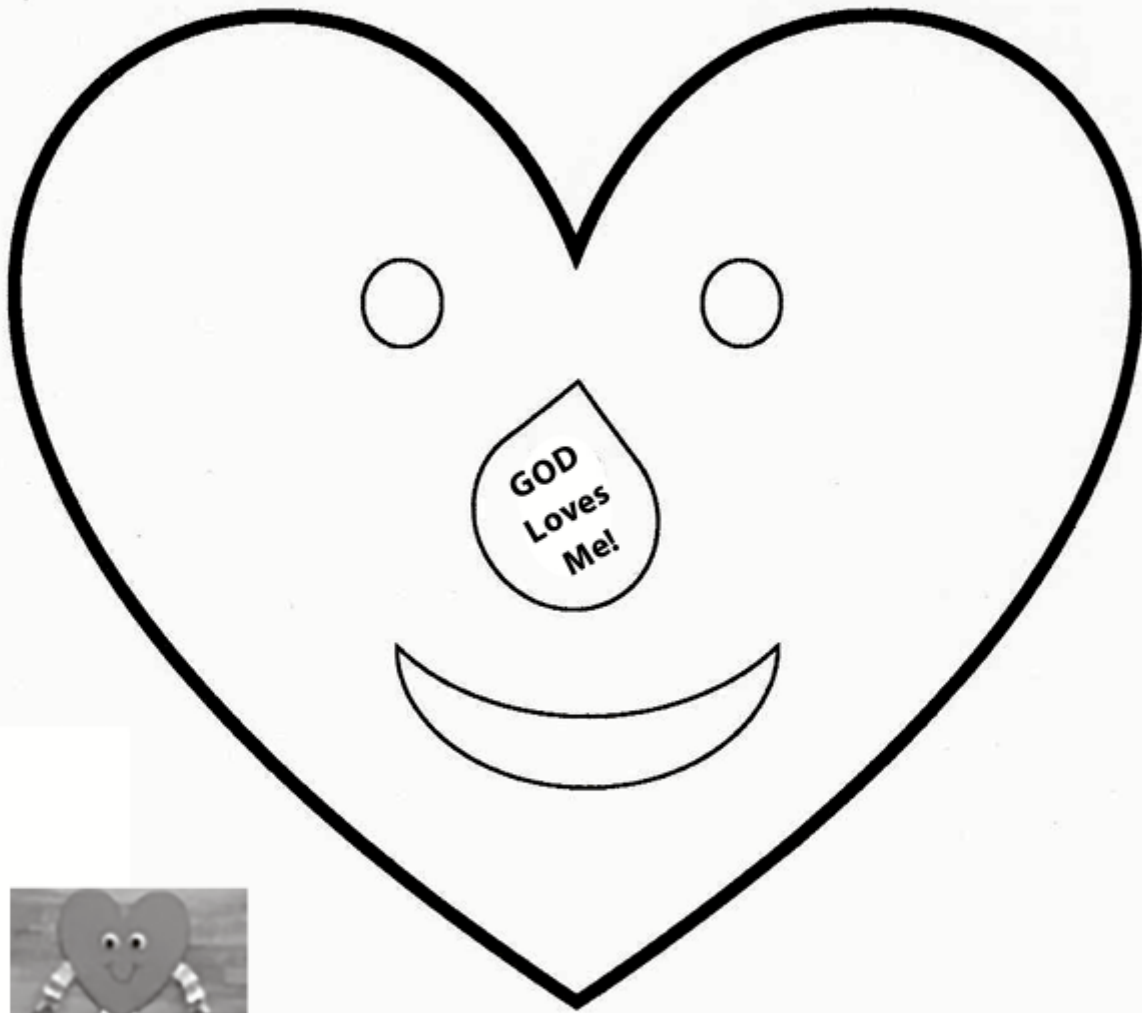
LESSON 4 EARLY ELEMENTARY Make an “I Hear the Good News” Horn



Early Elementary Activities

LESSON 8 EARLY ELEMENTARY

Make a “God Loves Me!” Heart



Early Elementary Activities

LESSON 10 EARLY ELEMENTARY Make a “God Answers Prayer” Portrait

