

DISCOVERY LAND

**Year 2 – Quarter 1
Fall 2024**

Elementary Curriculum



A Message from Kris Smoll



Dear Leaders,

Thank you for joyfully serving this quarter. We pray that your time and gifts will be fully used to honor and glorify God.

Before you begin this quarter, stop and answer this question: “Why did you commit to serving with children this year?” You may have the best curriculum, great supplies and resources, and many personal talents, but if you answer this question incorrectly, you will miss out on the joy and excitement of serving.

So, why *should* you commit to serving each week? You should commit because you love God, and you want to see children become true disciples of Jesus Christ. (2 Peter 3:18) You are part of Kingdom work that will impact generations!

What will this take? Imagine a championship game when players run out on the field: their minds, hearts, and bodies are 100% in the game no matter their position. They are ready to work together and give it their all, so they can see victory. This is what it will take to make disciples. When our team is united and serious, we can train and inspire our students to stand firm and live with 100% commitment to Jesus Christ. (1 Corinthians 15:58)

How will we get it done? We will challenge students and ourselves to understand and apply God's Word. You will notice our curriculum is written to impart a solid biblical worldview. Our definition of a biblical worldview is “To live a Christ-like life knowing and thinking about the one true God which will result in doing and feeling right based on God's standards, which can be found only in the absolute truth of the Bible.” I urge you to really invest in your lesson each week. Read all the Scripture, review the 4 Rights, ask questions, pray through the lesson, and apply the Do Right statement in your own life before arriving to class. Then watch God work significantly in your life and transform the lives of the students in your class!

Praying that God will begin a Kingdom movement through your life,

Kris Smoll
Executive Director of Discovery Land Global

Table of Contents

Year 2 – Quarter 1

Understanding the Curriculum	7
Syllabus.....	11
Quarter Overview	13
Topical Lesson: September 1, 2024 – Work for Him!	15
Lesson 1: September 8, 2024 – Review of God’s plan for Moses and the Israelites.....	21
Lesson 2: September 15, 2024 – God provides manna and quail for the Israelites	29
Lesson 3: September 22, 2024 – The Israelites trust God for water.....	37
Lesson 4: September 29, 2024 – God gives Moses the Ten Commandments.....	45
Lesson 5: October 6, 2024 – The Israelites worship a golden calf	53
Lesson 6: October 13, 2024 – The Israelites build the tabernacle.....	61
Lesson 7: October 20, 2024 – The spies explore Canaan.....	67
Lesson 8: October 27, 2024 – Joshua becomes the new leader	73
Lesson 9: November 3, 2024 – God uses Rahab to save the spies	79
Lesson 10: November 10, 2024 – Joshua leads the Israelites across the Jordan.....	85
Lesson 11: November 17, 2024 – The walls of Jericho fall.....	93
Lesson 12: November 24, 2024 – True wisdom comes from God’s Word.....	101
Appendix	
Lesson Review Questions.....	105
On Track Map Questions – Q1	109
Pre-Service Review Game.....	111
End-of-Class Review Games	113
Mission Lesson	117
Bulletin Boards	121
Bible Timeline Thumbnails	122
Worship: K-2nd	123
Worship: 3rd-5th.....	129
Printable Resources.....	137
Wordless Book – Presenting the Gospel	139
Acknowledgements and Permissions	141

Understanding the Curriculum

Overview

The curriculum is designed to be a FUN, ENGAGING, and EFFECTIVE way to inspire kids to know and love God. It is strategic and purposeful and considers the spiritual development of children beginning at six months of age and continuing through their transition to middle school ministry.

The curriculum was developed to teach students:

1. **The Bible:** the big picture of the Old Testament and New Testament as a whole, unified revelation of God's truth to us.
2. **The Gospel of Jesus:** salvation by grace through faith as presented throughout the entire Bible.
3. **The Basics of Christianity:** life transformation through prayer, worship, evangelism, Scripture memory, baptism, communion, tithing, fellowship, serving, missions, etc. (complete list, by age, available in the On Track Map).

Elementary Lessons are based on a KNOW RIGHT → THINK RIGHT → DO RIGHT → FEEL RIGHT structure

Know Right:	A key passage from Scripture – 2 Timothy 2:15
Think Right:	A key Scripture verse to meditate on during the week – Psalm 1:2
Do Right:	The challenge to live God's Word – James 1:22
Feel Right:	The result of applying the lesson and having a biblical worldview rather than a secular worldview – Psalm 23

Leaders

Each class typically has three leaders: Lead Teacher, Discover Time Leader, and Shepherd.

LEADER TIPS

All leaders remain with their class throughout the entire morning, engaging with students and assisting as needed.

Smaller classes may combine the DT Leader and Shepherd positions.

Lead Teacher: Responsible for teaching a solid Bible lesson that captures the students' attention and creates spiritual growth by following the curriculum, as well as providing leadership of the students and other volunteers throughout the morning.

Discover Time Leader: Responsible for leading a 15-minute educational, energetic, team-focused, and interactive Discover Time activity as stated in the curriculum.

Shepherd: Responsible for encouraging and coaching students throughout the morning, including connecting students with a friend and helping first-time visitors feel welcome.

Elementary Program Overview

The program for elementary students is made up of five components:

1. Pre-Service Review Game
2. Worship
3. Discover Time
4. Bible Lesson
5. End-of-Class Review Game

These pieces all tightly connect to produce an environment of Total Time Teaching where every minute matters and students are engaged in learning the main point of the lesson or an On Track Map objective.

SUGGESTED SCHEDULE

:-20	Volunteers ready and prepared to welcome students as they arrive
:-15	Pre-Service Review Game
:00	Worship
:15	Discover Time
:30	Bible lesson
:60	End-of-Class Review Game
:65	Parents pick up students

Pre-Service Review Game

LEADER TIPS

Leaders who are not welcoming students as they enter should assist and encourage all students during the pre-game. Cheer them on!

Make sure visitors feel welcomed and try to match them up with a new friend from your class.

The pre-service review game is designed to be a fun, high-energy way to review previous lessons and topics from the On Track Map. It makes the most of that time when kids are trickling in, and it is the first thing the parents see!

The pre-service review game instructions are found in the appendix.

Worship

Worship is designed to:

- Introduce the lesson of the day
- Teach what worship is
- Model authentic worship
- Encourage participation in worship

On a regular week, we will worship with two or three songs. The worship curriculum is in the appendix.

LEADER TIPS

Encourage students to be respectful and participate by doing the hand motions and/or just standing out of respect. Leaders should prevent and correct any disruptive behavior.

Discover Time

Discover Time (DT) activities are designed to engage and challenge students through hands-on learning. Through the DT, they will experience an emotion or response that will help them personally connect to the Bible lesson. Occasionally the DT activity will be used to make a “memorable picture” of the Bible lesson for students such as the feel, smell, or taste of something in the Bible narrative.

LEADER TIPS

Make sure that you understand in advance how the DT connects to the lesson and how the activity is going to work. If you are unsure, contact your ministry leader. And remember, lead with enthusiasm; DTs are an exciting part of the morning for the kids!

Bible Lesson

The Bible lesson is a teacher-led, classroom experience that brings the Bible to life for students. The Gospel is woven into every lesson. There is a Scripture outline to help guide the lesson:

Section heading: This is for the teacher’s information only (not dialogue).

Read: Scripture to read out loud to the class from your Bible.

Recap: After reading the portion of Scripture, take time to explain what it means. The "recap" often asks a question, defines key words, or restates the big picture of what you read at a child's level.

Paraphrase: This means you do not need to read it straight from the Bible (due to time, length of verses, or it is covering a difficult topic that needs to be made more child friendly). Please do not read the paraphrased text to your class directly from the curriculum.

Suggested steps for preparing your Bible lesson:

1. Pray for God’s direction and leading. Also spend time praying for your students by name.
2. Read the Scripture from your Bible - highlight key points. This curriculum is developed on the foundation of God’s Word, and the teaching of His truth by the Holy Spirit. It is critical that all leaders read the Scripture passage before reading the Scripture outline in the lesson. Curriculum may contain errors, but the Bible is inerrant.
3. Read the review questions for the lesson.
4. Read the curriculum.
5. Plan your lesson. Be sure to use the DT activity transition to introduce and/or highlight the Do Right point in your lesson.
6. Make your lesson come alive with props, pictures, or actions, utilizing the creative ideas in the curriculum.
7. Practice the lesson so you can bring the Bible to life with excitement in your voice and good eye contact with your students.
8. Teachers should always have their Bibles open during the entire lesson, so students know the account is coming from the Bible. All students should open their Bibles to the scripture passage as directed by the teacher (see the “Find It” section in the Introduction to the Lesson). (Younger students may require assistance.) Due to a limited amount of time and the value we place on students using their Bibles, please do not read the lesson from a Bible storybook.

End-of-Class Review Game

Simple end-of-class review games are provided in the appendix of the curriculum. Discover Time Leaders or Shepherds lead the review game as parents are picking students up, while the Lead Teacher hands out Tracker's Treasures and connects with the parents.

LEADER TIP

Reword review questions, turn them into True/False questions or offer multiple choice answers to better suit the age level of the class.

Classroom Resources

The following teaching tools are provided in the classroom:

- Bible Timeline
- Wordless Book
- Top 12 verses
- *Coaching Kids for Salvation* cards
- *Believe it or Not?* booklets
- *I Believe* bookmarks
- *Now What?* booklets
- Old and New Testament books of the Bible posters
- Tracker Tickets
- Feel Right poster
- Bible Times Map

Tracker Tickets

Tracker Tickets can be earned by students throughout the morning and can later be spent at the Discover Market. Students earn an average of 8 tickets per week.

Currency Rate

3	Bringing their Bible (K-2nd) / <u>Using</u> their Bible (3rd-5th)
2	Actively participating in class
1	Demonstrating the fruit of the Spirit
1-5	Discover Time Activity (specified in the curriculum)
5	Completing Tracker's Treasures and returning coupon
10	Visitor and the friend who brought the visitor

Tracker's Treasures

Tracker's Treasures are colorful, kid-friendly take-home papers for families. It is an important way that we partner with parents. It educates them about what their child is learning and challenges them to apply the lesson in their home throughout the week. After completing the family challenge activity, students can return the coupon to their teacher for five Tracker Tickets.

Elementary Syllabus

Year 2 – Quarter 1

Topical Lesson: September 1, 2024

Work for Him!

Know Right: God wants us to work for Him.
Think Right: 1 Corinthians 15:58 (Top 12)
Do Right: I will work for God.
Feel Right: I can feel joyful as I work for God.

Lesson 1: September 8, 2024

Exodus 1 – 14 (Quarter Review)

Know Right: Review of God's plan for Moses and the Israelites.
Think Right: Jeremiah 29:11
Do Right: I will know that God has a plan for my life.
Feel Right: I can feel confident as I live my life according to God's plan.

Lesson 2: September 15, 2024

Exodus 15:22 – 16:35

Know Right: God provides manna and quail for the Israelites.
Think Right: 1 Thessalonians 5:18
Do Right: I will be content with what God has given me.
Feel Right: I can feel content knowing God is my provider.

Lesson 3: September 22, 2024

Exodus 17

Know Right: The Israelites trust God for water.
Think Right: Proverbs 3:5-6 (Top 12)
Do Right: I will trust in God.
Feel Right: I can feel peaceful when I trust in God.

Lesson 4: September 29, 2024

Exodus 19 – 20

Know Right: God gives Moses the Ten Commandments.
Think Right: Proverbs 3:1-2
Do Right: I will desire to obey God's commands.
Feel Right: I can feel happy when I desire to obey God's commands.

Lesson 5: October 6, 2024

Exodus 32:1-26

Know Right: The Israelites worship a golden calf.
Think Right: John 14:6 (Top 12)
Do Right: I will remain focused on the one true God.
Feel Right: I can feel strong when I focus on God.

Lesson 6: October 13, 2024

Exodus 35:4 – 36:38

Know Right: The Israelites build the tabernacle.
Think Right: 1 Corinthians 15:58 (Top 12)
Do Right: I will serve God.
Feel Right: I can feel joyful as I serve God.

Lesson 7: October 20, 2024

Numbers 13:1 – 14:35

Know Right: The spies explore Canaan.
Think Right: Joshua 1:9 (Top 12)
Do Right: I will do things God's way, not my way.
Feel Right: I can feel safe when I do things God's way.

Lesson 8: October 27, 2024

Deuteronomy 31:1-8; Joshua 1

Know Right: Joshua becomes the new leader.
Think Right: Hebrews 13:17a
Do Right: I will obey those in authority.
Feel Right: I can feel obedient when I obey authority.

Lesson 9: November 3, 2024

Joshua 2

Know Right: God uses Rahab to save the spies.
Think Right: John 3:16 (Top 12)
Do Right: I will trust in God to save me.
Feel Right: I can feel secure when I know God saved me.

Lesson 10: November 10, 2024

Joshua 3 – 4

Know Right: Joshua leads the Israelites across the Jordan.
Think Right: Psalm 100:3a
Do Right: I will follow God.
Feel Right: I can feel confident when I follow God as my leader.

Lesson 11: November 17, 2024

Joshua 5:13 – 6:25

Know Right: The walls of Jericho fall.
Think Right: 1 Corinthians 15:57
Do Right: I will trust in God to give victory.
Feel Right: I can feel victorious when I trust in God.

Lesson 12: November 24, 2024

Review Day (Football Review Game)

Know Right: True wisdom comes from God's Word.
Think Right: 2 Peter 3:18a (Top 12)
Do Right: I will remember God's Word.
Feel Right: I can feel wise when I remember God's Word.

Quarter Overview

Year 2 – Quarter 1

Before we continue our adventure through the Old Testament books of Exodus through Joshua, we will review our last quarter, where we studied the lives of Joseph and Moses. We learned how God's special people, the Israelites, came to live under oppression as slaves in Egypt. Through the captivity of His people, God revealed His power and plan over all creation and caused Pharaoh of Egypt to finally submit and set the Israelites free. Understanding this, we can be confident that God has a plan for our lives.

In the book of Exodus, we read about the challenge the Israelites experienced in the desert - hunger and thirst - and their sinful reaction to that difficult situation. We learn that God provided His people with bitter water made sweet, water from a rock, manna from heaven, and quail for meat. This challenges us to be content with what God has given us.

Even after seeing the hand of God, the Israelites continued to complain due to lack of water. This showed their lack of trust in God. Moses cried out to God, and the Lord provided. Their journey continued when the evil Amalekites attacked the Israelites, but because Moses trusted in God, they saw victory. We, too, can trust in God.

God gave the Ten Commandments to Moses and the Israelites. He knew what was best and, out of love, communicated it clearly for His people to obey. The question becomes, do we desire to obey God's commands?

Moses remained on Mount Sinai for forty days, so God could give him the commandments, laws, and instructions for worship. Sadly, the Israelites became tired and impatient and lost their focus on God. In sin they created a golden calf to replace the one true God. This is a reminder to us to remain focused on the one true God.

But God's faithfulness continued, and He called the Israelites to serve Him by building their first place of worship, the tabernacle. God commanded them to contribute their God-given time, talent, and treasure. They responded to that command by giving more than was needed. This is how we should all serve God.

Finally, the Israelites approached the Promised Land. Although God had promised to give the Israelites this land, they chose to send spies. Ten of the twelve spies discouraged the people from entering the land. The Israelites chose their own way instead of God's way. When they refused to enter Canaan, they reaped forty years of wandering in the desert. The Israelites should have recognized the importance of doing things God's way, not their way.

The mantle of leadership then passed from Moses to Joshua. The penetrating truth from this lesson is that God places those He chooses in authority, and we are commanded not only to obey those in authority - our leaders - but above all, to obey God.

The Israelites marched on toward Jericho, where we learn a critical lesson from a woman named Rahab and two Israelite spies. Rahab believed in God. She believed the Israelite spies who told her how she and her family's lives could be saved. She believed the truth that God saves us when we trust in Him alone.

Once the spies returned from surveying Jericho, the Israelites could be found on the east bank of the Jordan River. God miraculously stopped the flow of the river waters, so the Israelites could cross and enter the Promised Land. Just like the Israelites, if we want to have success in our journey, we must recognize that God is our leader, and we need to follow Him.

On the west side of the Jordan, the Israelites faced the seemingly impenetrable wall that surrounded the city of Jericho. However, amid the sounds of trumpets and great shouts, the Israelites experienced a victory that only the Lord could give. The walls of Jericho fell down flat! Just like the Israelites discovered on this amazing day, we can know that when we trust in Him, God gives us victory.

As we come to the close of our Old Testament study and before we move on to the New Testament in the next quarter, we take a day to remember all God has taught us. We praise the one true God for all He has done and ask Him to help us remember His Word.

On Track Map

Topical Lesson: Work for Him!

Know Right:	God wants us to work for Him.
Think Right:	“Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.” 1 Corinthians 15:58 (Top 12)
Do Right:	I will work for God.
Feel Right:	I can feel joyful as I work for God.

GET READY!

How do you feel about working? We often think negatively about the idea of work, but to be given work is actually a privilege! Work is defined as “an activity involving mental or physical effort done in order to achieve a purpose or result.” To be assigned work by God means you are qualified to help achieve a Kingdom purpose or Kingdom result. What an honor and joy it is to work for God – He made us, knows us, and loves us!

Pray: Pray that your students will understand they are part of the church family, and they have a specific purpose within the church now and in the future.

Read: 1 Corinthians 15:57-58 and Ephesians 2:10

Know Right: God wants us to work for Him

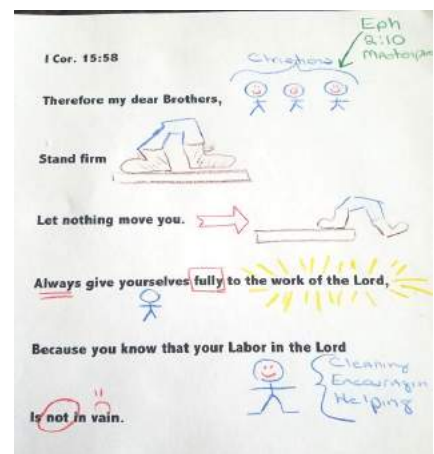
GET SET!

Lead Teacher’s Notes:

- For this lesson, the definition of work is: an activity involving mental or physical effort done to serve the Lord.
- The definition of serve is: perform duties or services for another person or an organization.

Creative Ideas for the Bible Lesson:

Write out or draw the verse (1 Corinthians 15:58) on the whiteboard or on a posterboard as you teach. Add in comments and pictures as you teach the lesson. (see picture)



GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Working for God

Goal: To give students an opportunity to **work** for God.

Location: TBD based on project chosen

Overview: Create one or more stations, based on your church's needs, to allow students to work for God within your own local church. Depending on the project, adjust your weekly schedule to accomplish the job in a way that reflects God's excellence. Encourage students to have a joyful attitude as they work.

Options:

- Take a "work walk" around your church. As you walk, pull weeds, pick up trash, etc.
- Clean the classrooms, including washing chairs, tables, baseboards, etc.
- Clean Discover Time supplies such as washing LEGO bricks, cleaning whiteboards/chalkboards, testing markers, sorting broken crayons, etc.
- Write encouraging notes to new leaders to welcome them to the upcoming school year or have students design "Thank You" card covers. Copies of the best card(s) can be made and used in the upcoming school year.
- Cheer for the church crew! Create huge thank you posters for your lawn crew, ushers, cafe team, new fall leaders, etc. Create the posters on long roll paper with the words outlined in advance, then have students paint the letters.
- Care for those unable to attend. Create care bags for those who are physically unable to attend weekly worship services. Pack a bag filled with sample size items such as: soap, shampoo, toothpaste, snacks, encouraging notes, etc. Request the assistance of someone from the church who usually provides care and connection for those unable to attend.
- Create Wordless Books or Wordless Book bracelets for future lessons. Have all the supplies available, and have students assemble them. Store completed items for future use.
- Create posters for upcoming lessons with titles such as "Now Presenting _____". Give the Do Right point to the students and have them create a poster to match the topic.
- Thank the parents! Use sidewalk chalk to make a huge banner thanking parents for bringing them to church.

Discover Time Tips:

- Explain to students how these specific projects are working for God. For example, if students are pulling weeds and picking up trash around the church, remind them that this helps the custodians who keep the building clean and looking nice for your church family and visitors. When visitors come to church, for many this is their first time learning about Jesus. We want their experience at church to be very welcoming. They are working so people will be open to hearing the Good News of Jesus.
- Assign different grades to different tasks.
- Invite parents to assist with organizing specific tasks.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Wow, you worked very hard this morning! Why did you work so hard? What did your task accomplish? *Challenge students to think and talk about the potential results of the project.* Do you know a Bible verse that teaches us the importance of working for God? (1 Corinthians 15:58)

Pray: *In the beginning of class, encourage one of your students to stand up and pray for the project you just completed. Ask that God will use it for His purpose.*

Find It: Is 1 Corinthians in the OT or the NT? (NT) Let's open our Bibles to 1 Corinthians 15:57-58.

Timeline: In both the New and the Old Testaments, God teaches us to serve others. Today we are going to learn about a verse from the New Testament. Paul was writing to the Christians in the church to teach them how to live for Christ.

Introduction to the Bible lesson:

Why do Christians need to work for God? Can't we just sit around and do nothing? What does the Bible say about this?

Scripture Outline: 1 Corinthians 15:57-58 and Ephesians 2:10

Paul

Do you remember Paul? When we first learned about Paul, his name was Saul. Saul hated Christians and even tried to kill them. But, after he met Jesus, his life totally changed. His name was changed to Paul, and he began to preach the Good News of Jesus to everyone. Paul worked for God. He even wrote many books of the New Testament. Some of the books he wrote were Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, and more. *Optional: Have students recite the books of the NT and have them freeze when they say a book that was written by Paul.* Paul worked for God, not because he had to, but because he knew and loved Jesus and because he knew his work would not be wasted if he did it for God. So, what does this mean to us?

Paul loves Jesus

Read 1 Corinthians 15:57

Recap: Paul is reminding us that God sent His Son, Jesus, to give us victory over our sin. We often hear this, but this verse is a great reminder that we should celebrate and be excited that God had the victory! Think about how much you cheer when your favorite sports team wins; your cheering and excitement should be a million times greater when you celebrate that Jesus died and rose again. He had victory over death! Because of that victory He saved us from the punishment for our sin.

When we choose to trust Him as our Savior and be the leader of our lives, He makes us part of His family, and He even has made a place for us in heaven. This is amazing! But God didn't just save us from sin so we can go to heaven, God has placed us here on this earth, during the church age (*point to the timeline*), to do His work now. God has a plan and a job specifically for you! We do His work because we love Him and because we are honored to be part of His plan.

Designed to do good

Read Ephesians 2:10

Recap: Paul wrote the book of Ephesians. In this book, God told him to write about how we are specifically made to do good works, which He had planned out for us a very long time ago. He created you like a masterpiece, so you can work for Him. Wow! Isn't that incredible? You were not created by accident but to be part of God's amazing plan.

Stand firm

Read 1 Corinthians 15:58a (*"Therefore, my dear brothers, stand firm."*)

Recap: Did you know that the words "My dear brothers" is talking about the Christians in the church? God created people with the desire and ability to work. When someone chooses to follow Jesus, they can do special work for God. He wants us to be part of something big – super big! He has given us a job, and now He instructs us to "stand firm." What does this mean? It means we shouldn't move or fall away from working for God.

Work of the Lord

Read 1 Corinthians 15:58b (*"Let nothing move you. Always give yourselves fully to the work of the Lord..."*)

Recap: What is "the work of the Lord"? It's God asking us to be part of something that He had planned a long time ago for us to do – things that will help others know and learn about who God is and what Jesus did for us on the cross.

The statement "Let nothing move you" means if God asks us to help clean up the church, we shouldn't start and then decide we'd rather play with our friends or we shouldn't say "Well, I don't have time to do this". That is not standing firm.

It's not in vain

Read 1 Corinthians 15:58c (*"...because you know that your labor in the Lord is not in vain."*)

Recap: Have you ever worked really hard to win a prize and then didn't win – no trophy, no prize, nothing? That's a disappointing feeling; it seems like all of your hard work was for nothing. Well, God promises that if you work hard and truly serve Him, your work will never be wasted. Even if you can't see why God wanted you to do it, it always has a purpose, and He will reward you. Wow! God must love us very much to let us be part of His big plan!

Conclusion

Let's think of how we can continue to serve God this week and for the rest of our lives. Let's make a list and see how long we can make it. *Make a list on a whiteboard or poster board.*

Now let's see if we can all recite 1 Corinthians 15:58. *As students recite the verse, occasionally say "Freeze!" When you say "Freeze!" ask the students about the meaning of a word or a phrase of the verse.*

How does this verse connect with our list?

Do Right and Feel Right

Out of this whole list, what do you think you would be good at? Did you know that because God made you specifically for a job, you can actually love the job He has given you? What do you love to do on this list? Are you willing to stand firm and work for God? If you are, I think you'll be surprised at how joyful you can be when you serve Him.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. Name the person in our lesson that worked for God. (Paul)
2. Why should we work for God? (He had the victory and saved us from our sin, we love Jesus, etc.)
3. When we work, should our work be average or excellent? (Excellent)
4. Can you recite 1 Corinthians 15:58?
5. How can you work for God?

Lesson 1 – September 8, 2024

Exodus 1 – 14 (Quarter Review)

Know Right:	Review of God’s plan for Moses and the Israelites.
Think Right:	“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not harm you, plans to give you hope and a future.’” Jeremiah 29:11
Do Right:	I will know that God has a plan for my life.
Feel Right:	I can feel confident as I live my life according to God’s plan.

GET READY!

What a joy it is to know that God has a plan for each of our lives, and He is willing to walk with us through the peaks and the valleys. This week, let’s invest time into reviewing the Scripture and meditating on Jeremiah 29:11-13 as we prepare to serve.

Pray: Ask God to open the hearts and minds of the students in your classroom, so they have a huge desire to know and live for the one true God.

Read: Exodus 1 – 14 (Students studied these chapters the past quarter. See the quarter overview to understand the important connection between the previous quarter and this one. If you would like a copy of the previous curriculum, contact your children’s ministry leader.)

Know Right: Review of God’s plan for Moses and the Israelites

Before we continue our adventure in the Old Testament books of Exodus through Joshua, we will review our last quarter, where we studied the lives of Joseph and Moses. We learned how God’s special people, the Israelites, came to live under oppression as slaves in Egypt. Through the captivity of His people, God revealed His power and plan over all creation and caused Pharaoh of Egypt to finally submit and set the Israelites free. Understanding this, we can be confident that God has a plan for our lives.

GET SET!

Lead Teacher’s Notes:

- This lesson is the foundation of the quarter. Many students may have missed lessons from the previous quarter, so this overview lesson will put many pieces into place for your upcoming lessons.
- We recognize there is a lot happening in this lesson. Please be well prepared, so you can complete the entire review in the correct amount of time.
- This lesson is a “fly over” of the Year 1 – Quarter 4 curriculum. Focus on teaching the big picture.

Creative Ideas for the Bible Lesson:

1. Snapshots – In advance, draw out the main events of the lesson on paper and then hang them on your whiteboard like a comic book page. Label the page “God’s plan for Moses.” You do not need to be a great artist; stick figures work well.
2. As you teach, pull out pictures or props from a bag or box that will remind students of each portion of the lesson.
3. Use a map and follow the life of Moses by moving small footprints on the map or adding pictures to the map as you cover main events.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Who are you?

Goal: To introduce the concept that our God is a personal God and knows each student by **name**. (This is also a tool to get to know your students by name)

Kindergarten: Water Station

Supplies:

- Magnetic or foam letters that float
- Fishing poles or nets (one per student)

Note: All leaders should assist in helping students find their names, especially those with long names or those who cannot spell; if needed, prepare papers with students’ names, and have them match the letters.

Instructions for the DT Leader:

1. Have students stand in a circle. Ask them if they know how to spell their **names**.
2. Say: Do you know that God knows you by **name**? He not only knows your first **name**, He also knows your middle and last **name**. God knows everything about you, and He loves you very much!
3. Challenge students to fish for the letters in their **name**. After they have finished fishing, ask students to spell out their **names**.
4. As you emphasize their **names**, remind students that God knows them by **name**! He knows how to spell their **names**, when they were born, and how old they are. They are all very special to God, and He has a special plan for each of their lives!
5. If a student finishes their name quickly, have them help a friend with a longer name.

1st Grade: LEGO® Station

Supplies:

- Green LEGO boards (one per student)
- Completed sample (use LEGO bricks to create a child's name on a green board; be extra creative by making the name 3D!)

Instructions for the DT Leader:

1. Say: Do you know that God knows you by **name**? Today our goal is for everyone to know each other by **name** by the end of this activity.
2. Challenge each student to take a green board and write their **name** with LEGO bricks. Show the sample. If they have a long name, they can use a shortened nickname.
3. Throughout the activity, continue to remind students that God knows their **names** and has a special plan for their lives.
4. At the end of the time, have students stand in a circle, and one by one hold up their unique LEGO **name** creation, then say their **name** out loud.

Optional: Today would be a great day to take a class photo with students holding their names. Use the photo to learn their names or as a tool for you to pray for them throughout the year.

2nd Grade: Art Station

Supplies:

- Cardstock with "God has a plan for _____!" in large letters at the top and Jeremiah 29:11 at the bottom (see appendix)
- Sponge letters* (multiple sets)
- Multiple colors of washable paint
- Roll paper
- Hand washing supplies

*If you do not have sponge letters, have students use paint brushes to paint their name or markers to write their name. You may want to require them to use a different color for each letter, so they don't finish too quickly.

Instructions for the DT Leader:

1. Say: Do you know that God knows you by **name**? He knows your first, middle, and last **name**.
2. Have students practice stamping their first **name** on the roll paper with sponge letters dipped in paint.
3. Once students have practiced stamping on the roll paper, pass out the cardstock and allow them to creatively stamp their name on their poster.
4. While they work on their posters, talk about how God knows each of their **names** and has a unique and special plan for each of them.
5. Encourage students to take their poster home and hang it on their refrigerator or in their bedroom as a reminder during the week.

Optional: If extra time permits, have students work as a team to stamp out Jeremiah 29:11 on one large poster board or roll paper.

3rd Grade: Box Station or Outside

Supplies:

- Foam noodle

Instructions for the DT Leader:

1. Say: Do you know that God knows you by **name**? He knows your first, middle, and last **name**.
2. Have students stand in a circle and confidently say their **names**. Challenge students to know and listen to each **name**. For smaller classes where students know each other, play this game by having students say both their first and last **names**.
3. Say: Here is the big challenge for our Discover Time. The person who is “IT” will stand in the middle of the circle and start the game by saying a student’s **name**. The student whose **name** is called needs to quickly say another student’s **name** before the “IT” person taps them on their feet with the foam noodle. The next student needs to call a different **name** before “IT” taps them with the foam noodle. Your goal is to know the **names** of the other kids in your class, so you are not tagged. If you get tagged, you will need to switch out with the “IT” person.
4. This fast-paced, action-packed game should be repeated many times. If a student is in the center for too long and is becoming frustrated, yell “Switch!” and quickly choose another student to take their place.

4th Grade: Play-Doh® Station

Supplies:

- Completed sample
- Tracker Tickets

Instructions for the DT Leader:

1. Say: Do you know that God knows you by **name**? He knows your first, middle, and last **name**. He knows everything about you! Today I’m looking for super creative kids who can mold their **name** with Play-Doh. Bonus points will be given to you if you add in things you like to do. For example, if you like playing soccer, you may want to make your letter out of small soccer balls. The most creatively designed **name** will win five Tracker Tickets. At the end of the time, we will announce the winner.
2. Throughout the activity, remind students that God knows their **names** and has a special plan for their lives.

Optional: Today would be a great day to take a class photo with students by their names. Use the photo to learn their names or as a tool for you to pray for them throughout the year.

5th Grade: Mission Station – *The Mission Lesson is in the appendix.*

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Isn't it amazing that the all-powerful God of the whole universe knows not only your first name, but He also knows your middle and last names? He knows the name of every person that lived in the past, every person who is presently living, and even those people who will live in the future! He knows the number of hairs on your head, what you like to do, your eye color, and everything about you. God loves you very much - so much that He has a specific plan for your life! This plan started a long time ago, before you were even born! Wow! Isn't our God great?

This past quarter, we learned about a man named Moses. God knew every detail of his life, and He had a plan for Moses' life. Today let's discover what this plan was all about.

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: Encourage one of your students to open the class in prayer. This will help them learn to pray in a public setting, build confidence, and develop their spiritual leadership skills.

Find it: Do we learn about Moses in the Old Testament or the New Testament? (OT) Let's open our Bibles to Exodus 1:1. Write the verse reference on the whiteboard. Teach that the reference is the verse's "address" in the Bible: Exodus is the book, the first number, 1, is the chapter, which is the big number in our Bibles, and the second number, 1, is the verse, which is the little number in our Bibles. Younger students and visitors may need assistance. A more advanced class may use the "Sword Drill" method in finding the verse.

What is a "Sword Drill?" As the teacher, you say "Bibles up!" Students' arms should be straight up in the air with their Bible pages facing the ceiling. You then say the book, chapter, and verse. Students repeat the reference after you. After all students repeat the book, chapter, and verse, you say "Go!" The first person to stand up with their finger on the exact verse receives a Tracker Ticket.

For younger students, help them find Exodus in their Bible and place a bookmark in that spot. Each week teach them to open the Bible to the bookmark and then find the chapter and verse.

Timeline: Moses is in the Old Testament on our Bible timeline. Can you find the OT on the timeline, and then point to Moses? Have students point. The purpose of the timeline is to teach students to see the Bible as a big picture rather than individual disconnected lessons. The more you refer to the timeline, the better your students will be able to talk through the Bible.

Introduction to the Quarter and Bible Lesson:

If we look at each day individually, we might question if God really has our lives planned out. But when we rewind or look back at our life, we can see how God has woven all the details together perfectly. To show you what I mean, let's do a review of the lives of Moses and the Israelites. If you were here during the past three months, I'll need you to help answer questions and add in anything that I miss.

Scripture Outline: Exodus 1 – 14

The people of Israel are made slaves in Egypt

Paraphrase of Exodus 1:

Our lesson begins in Egypt, with the Israelites as slaves. Wait, hold on! Who are the Israelites? And how did they end up in Egypt? And why are they slaves? The Israelites were God's chosen people. God saved the Israelites from a famine by providing food for them through the leadership of Joseph, while he was in Egypt. Do you remember Joseph? He had a coat of many colors, and his brothers sold him into slavery, but God protected him and used this to allow him to become a very important leader. This was another awesome plan that God had.

After 400 years, a new pharaoh, who didn't remember Joseph and did not know or love God, was put in charge of the Egyptians. Because of his fear of the incredible number of Israelites, the Egyptians made the Israelites slaves and were very mean to them. And because the number of Israelites kept growing, Pharaoh said all the Israelite baby boys should be killed!

Lead Teacher's note for older students: It is important for older students to understand that the terms Israelites, Jews, and Hebrews are used interchangeably in Scripture to refer to the descendants of Jacob. In this quarter of curriculum, we will use the word "Israelites" as we study the Old Testament.

God's plan for Moses

Paraphrase of Exodus 2:

A baby boy named Moses was born in Egypt. Moses' mom was courageous and hid him for three months. When she couldn't hide him any longer, Moses' mom got a papyrus basket and coated it with tar and pitch, so it would be waterproof. Then she placed her baby in the basket and placed it along the bank of the Nile River. The princess of Egypt took Moses to be her son after finding him in that basket floating in the river.

When Moses grew up, he saw the Egyptians being mean to the Israelites, so he killed an Egyptian who was being cruel. Because he feared the consequences of his actions, he left Egypt and ran away to Midian.

The burning bush

Paraphrase of Exodus 3 – 4:

While Moses was in Midian, God had a plan and spoke to him through a burning bush. God told Moses to go back to Egypt and lead the Israelite people out of Egypt and out of slavery.

Pharaoh says “No!”

Read Exodus 5:1-2

Recap and Paraphrase of Exodus 5:3 – 6:30:

Moses asked Pharaoh to let the people of Israel go many times, and Pharaoh said, “No!”

Plagues

Paraphrase of Exodus 7 – 10:

God sent plagues to Egypt, to convince Pharaoh to set the Israelites free. Some of the plagues were: water changed to blood, frogs, gnats, and flies. Still Pharaoh said, “No!” For each plague, God protected the Israelites as they obeyed and believed in God.

The Passover

Paraphrase of Exodus 11:1 – 13:16:

Because Pharaoh continually said, “No!”, the final plague took place. God took the lives of all the firstborn Egyptian sons and livestock. God gave specific instructions to the Israelites on what to do; this was called the Passover. The Passover reminds us of what Jesus did for us on the cross – His blood covered our sin. After the final plague, Pharaoh let the Israelites go!

Skip Exodus 13:17-19

Crossing the Red Sea

After the Israelites were free, God led them and took care of them.

Read Exodus 13:20-22

Paraphrase of Exodus 14:

God even took care of the Israelites when Pharaoh changed his mind again. The Egyptian army began to chase them to bring them back to Egypt, so they could be their slaves again. Once again, the Israelites continued to see their all-powerful God do great miracles. God parted the Red Sea and saved the Israelites from the Egyptian army!

Conclusion

Was this just an accident, or was it an incredible plan of God? He used Joseph and Moses to show His power. The God of Moses and Joseph is the same God that knows you by name! He has a plan for your life.

The most important part of God’s plan for your life is when you make a personal decision to ask Jesus to be your Savior and the leader of your life. Let me explain: God’s perfect plan is to have a relationship with you. He loves you very much. *Review the Wordless Book and give an invitation to receive Jesus as Lord and Savior. Explanation of the Wordless Book can be found in the appendix of this curriculum.*

Do Right and Feel Right

If you have made this decision and He is now the leader of your life, you can trust that God has a plan for you! (*Jeremiah 29:11*) This can help you feel peaceful, confident, and hopeful!

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. The Israelite people were slaves in what country? (Egypt)
2. Did God love the Israelites? (Yes)
3. What was the name of the Israelite baby hidden inside the basket? (Moses)
4. What was God's plan for Moses? (To lead the Israelite people out of Egypt and out of slavery)
5. Pharaoh didn't want to listen to Moses, so God sent plagues. What were some of the plagues? (Water to blood, frogs, gnats, flies, all the livestock died, boils, hail, locusts, darkness, and death of firstborn)
6. What does the Passover remind us of? (What Jesus did for us on the cross - His blood covered our sin)
7. What happened to the Israelites after Pharaoh allowed them to leave? (Pharaoh changed his mind, and the Egyptians pursued them, but God parted the Red Sea and saved them)
8. Does God have a plan for your life? (Yes!)

Lesson 2 – September 15, 2024

Exodus 15:22 – 16:35

Know Right:	God provides manna and quail for the Israelites.
Think Right:	“Give thanks in all circumstances, for this is God's will for you in Christ Jesus.” 1 Thessalonians 5:18
Do Right:	I will be content with what God has given me.
Feel Right:	I can feel content knowing God is my provider.

GET READY!

Being content with what God has given us isn't always easy, but it is what He calls us to do. As we prepare to serve, let's ask God to examine our hearts and lives and reveal if we sound like the complaining Israelites.

Pray: As you prepare to serve, ask God to give you wisdom and creativity to most effectively teach children the Word of God. Pray that students will be eager to learn and apply what they will learn today.

Read: Exodus 15:22 – 16:35

Know Right: God provides manna and quail for the Israelites

In the book of Exodus, we read about the challenge the Israelites experienced in the desert - hunger and thirst - and their sinful reaction to that difficult situation. We learn that God provided His people with bitter water made sweet, water from a rock, manna from heaven, and quail for meat. This challenges us to be content with what God has given us.

GET SET!

Lead Teacher's Notes:

- Definition of complaining – letting others know I am dissatisfied
- Definition of contentment – being satisfied with what I have
- Please refer to the Children's Ministry Resource Bible: page 93 (The Complaining Israelites).
- Some translations of Exodus 15:25 may say that the water became “sweet.” This does not mean that it tasted sweet, rather it means that it was fresh water (rather than salt water) and therefore drinkable.

Creative Ideas for the Bible Lesson:

1. Use props such as an empty bucket of water, full bucket of water, piece of wood, manna, quail, jars to collect the manna, etc. Place all items on a long table in your classroom and cover them with a large sheet. Reveal the items as you teach.
2. This lesson covers a lot of Scripture. We encourage teachers to have a DT Leader or Shepherd read the scripture with dramatic voices, so the Bible comes to life. We discourage each student from reading a verse because this becomes distracting to both the reader and the listeners, and it interrupts the flow of the lesson. Also, after years of classroom observation, we have found that when students know they will have to read, they focus on their assigned verse, rather than on the Scripture being read.
3. Have students track how many times the Israelites complained throughout the lesson. You can also track how often you use the words “complaining” or “God provides.” At the end of the lesson, challenge students to track during the upcoming week how often they are tempted to complain, rather than being thankful that God provides.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Be content

Goal: To introduce the concept of being **content** without complaining or whining.

Setup Instructions: Hang the “No Whining and Complaining” signs (see appendix) near each DT and around your children’s ministry space. You may want to consider printing extra of these signs and having them available in a central location. Often parents will ask for these signs to take home.

Lead Teacher’s notes: Listen carefully for students who whine and complain or are not content. Also listen for students who are thankful and content to work with what has been provided. These responses will help connect the DT to the lesson.

Kindergarten: LEGO Station

Supplies:

- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into four teams.
2. Explain the team challenge: The team goal is to build the tallest LEGO tower (standing upright) using only one specific color of LEGO bricks in a limited amount of time. The taller the better! If their tower breaks, they need to put the pieces together and keep building.
3. Have students shout out what color their team will build with, then start the competition.
4. At the end of the time, reward the team with the tallest tower three Tracker Tickets each, and also award any team that didn’t whine or complain five Tracker Tickets each.

1st Grade: Sand Station

Supplies:

- Shovels (place in a bucket near the Sand Station where they are clearly visible, but students will not be allowed to use them)
- Plastic spoons (one for each student)
- Tracker Tickets

Setup instructions: Do not water the sand in the Sand Station; it should be completely dry. This will make it even more challenging.

Instructions for the DT Leader:

1. Have students sit around the Sand Station.
2. Have students select a partner and give each other a “high five.”
3. Challenge students to a digging race using only plastic spoons. Decide in advance what your specific challenge will be. Some ideas include: the team to make the deepest hole by the end of Discover Time, the first team to make enough room at the bottom of the sand so one person can stand flat-footed on the bottom, etc.
4. If the students do not see the shovels, have a Shepherd ask why they cannot use them. You (the DT Leader) should remind them the challenge can only be done using plastic spoons.
5. The team to complete the challenge will get three Tracker Tickets each, and also award any team that didn’t whine or complain five Tracker Tickets each.

2nd Grade: Box Station

Supplies:

- 6 sets of 6 boxes (36 total boxes); each box will have one of the words “I will not whine or complain!” (see appendix)
- Poster with “I will not whine or complain!” (see appendix)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into two teams. Assign the Lead Teacher and Shepherd to assist in stacking boxes. Once the stack is too tall to add boxes to the top, add additional boxes under the bottom box so the tower can continue to reach great heights.
2. Each team will receive three sets of boxes (a total of 18 boxes each). Their goal is to vertically stack the boxes, with the phrase “I will not whine or complain” repeated three times.
3. Explain that although God has provided them with two strong arms, for this race they will only be allowed to use one arm.
4. Continually remind teams to only use one arm throughout the race.
5. The first team to complete this task will receive three Tracker Tickets each, and also award any team that didn’t whine or complain five Tracker Tickets each.

3rd Grade: Food Station

Supplies:

- Quail meat (if you cannot purchase quail, substitute chicken wings or similar)
- Grill or oven to cook quail
- Small plates
- Honey-flavored cereal or crackers (to represent manna)

Instructions for the DT Leader:

1. Ask students what their favorite food is and if they always eat only their favorite foods.
2. Tell them that today they are going to eat something very special! Ask them if they are ready to try something new. Listen for complaining.
3. Tell students that something delicious has been prepared for them. Have them all clap and thank the team that provided the special surprise.
4. Bring out the roasted quail and “manna”. Listen to see if students are content or if they whine or complain.
5. If students complain, remind them that it is good food that will make them strong and healthy.
6. Encourage students to eat the quail and “manna”.

4th Grade: Mission Station – *The Mission Lesson is in the appendix.*

5th Grade: Water Station

Supplies:

- Buckets (one per team)
- Colored cones (one per team)
- Limited towels per team
- Rocks (at least two buckets full of rocks per team; place in the water)
- Whiteboard and dry erase marker, or poster board and marker (to keep track of team points)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into teams of four.
2. Say: This relay rocks! This is a relay that will challenge you in speed, strength, and coordination. This is your chance to earn five Tracker Tickets per person!
3. Be very positive and excited about this relay.
4. Each team will have a team cone ten feet away from the water/rock area.
5. Teams will need to work together to:
 - fill a pail with rocks from the Water Station,
 - run back to their team cone,
 - dry off all the rocks with a towel (it is critical for a leader to inspect the rocks to make sure they are dry; to make this DT effective, the inspector should be picky),
 - and then run back and dump the rocks back into the Water Station (*this earns them one point for their team*)
6. Repeat the process until time is up.
7. If students are not complaining during this activity, occasionally drop or squirt some water where they “missed” wiping off the rock. This should cause some frustration.
8. The team with the most points wins.
9. At the end of the challenge, award the winning team three Tracker Tickets each, and also award any team that didn’t whine or complain five Tracker Tickets each.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: What did you think about our Discover Time today? We provided some great items, so you could _____ (build with LEGO bricks, dig in the sand, stack boxes, try a new food, or relay with the rocks) and have some fun. Even though we were going to have fun, I heard students complaining and whining. Was everyone content with the supplies provided? *If you heard students complain, ask why they were complaining.*

Today, in our lesson, we are going to learn more about the Israelites. They were God's special people, so I'm sure *they* didn't complain...or did they?

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: *Encourage one of your students to open the class in prayer. Explain to the class that it is an honor to lead the class in a prayer, which is a conversation with God.*

Find it: Do we learn about Moses in the Old Testament or the New Testament? (OT) Let's open our Bibles to Exodus 15:22. *Write the verse reference on the whiteboard. Younger students and visitors may need assistance. For some visitors this is the first time they have opened a Bible.*

Timeline: On the count of three, let's see who can find Moses on the timeline first. *Optional: Add an arrow above your Bible timeline to highlight the lesson, so students can clearly see that you are studying the OT this quarter.*

Introduction to the Bible Lesson:

Last week, and throughout the previous quarter, we saw the incredible plan God had for Moses and the Israelites. Let's do a quick quiz on the things we've learned.

Older students: I will say a word or name, and you can tell me what you know. *Students can be rewarded with Tracker Tickets for quick answers.*

- Egypt (The place where the Israelites were slaves)
- Moses (God's leader for the Israelites)
- Slaves (People who work for others without pay; the Israelites)
- Pharaoh (The ruler of Egypt who did not love God)
- Plagues (Water to blood, frogs, gnats, flies, all the livestock died, boils, hail, locusts, darkness, and death of firstborn)
- Passover (The last meal before the Israelites left Egypt)
- Red Sea (God used Moses to lead the Israelites through the Red Sea as they left Egypt)

Younger students: *Use the above topics but reverse the activity. You can also give multiple choice answers as needed. For example: The place where the Israelites were slaves - Egypt or France? Answer: Egypt)*

Could you imagine seeing and experiencing so many incredible miracles of God? How would this transform how you live? Do you think the Israelites' lives were changed? Let's see.

Scripture Outline: Exodus 15:22 – 16:35

The Israelites begin to complain

Read Exodus 15:22-24

Recap: How long would it take for you to grumble or complain if you were stuck in a desert without water? How long did it take the Israelites? But wait, they just saw God divide the Red Sea! Why would they complain? Why wouldn't they drop to their knees and ask God for help? It seems they already forgot how powerful God is.

I do believe I saw some complaining during Discover Time today. It's easy to point fingers at the Israelites, but, even here at church and at home, we sometimes complain rather than being grateful and trusting God.

Older students: *Have students discuss with a friend what is the #1 reason kids often complain. Follow up by asking, "When is it right or wrong to complain?" Challenge students to listen to the rest of the lesson to discover the answer.*

Moses calls out to God

Read Exodus 15:25a

Recap: Have you ever been in a crisis and "cried out" to God for help? That's what Moses did. He didn't complain. Instead, he made a decision to do something about it. The only one who could help him was God. Do you wholeheartedly talk to God about your problems and issues? God answers prayer requests three ways: yes, no, or wait. This time God said "yes" to Moses and provided a miracle to make the water drinkable.

God gives specific instructions and provides rest

Read Exodus 15:25b-27

Recap: What did God tell the Israelites to do? (Listen carefully to God and do what was right in His eyes) Put yourself in the Israelites' sandals. You just crossed over the Red Sea, God just provided a miracle with the water, and now He is providing you with a location to rest. Wouldn't you want to thank God for being so caring? Wouldn't you want to listen to God and obey Him forever?

Moving on

Read Exodus 16:1-3

Recap: Two and a half months after they left Egypt the people started to complain again! Did they already forget to be content with what God had given them? Do you know who is just like the Israelites? I am. Sometimes I forget to be content with what God has given me. I'm guessing you have that same problem, too.

God provides manna and quail

Read Exodus 16:4-12

Recap: When the people were complaining, whom were they complaining against? (God) *Highlight* vs. 8. When you complain, have you ever thought about that verse? When you complain, think about whom you are offending, and then reverse your thinking by asking God to help you be content with what He has given you. What does content mean? (Being satisfied with what you have)

Do the Israelites listen and obey?

Paraphrase of Exodus 16:13-16:

Just like God promised, He provided manna and quail for the Israelites to eat. Moses told them to take what they needed for that day, not more. God would provide them enough food for each day.

Read Exodus 16:17-20

Recap: Some people did not obey. God gives us specific rules and guidelines for our good, and we often don't listen, just like some of the Israelites. This is called sin! What is sin? Anything we think, say, or do that is against God. *Great opportunity to share the Gospel with the Wordless Book.*

Paraphrase of Exodus 16:21-35:

The Israelites continued to gather manna and quail each day, until the sixth day when God instructed them to gather double. This is how God provided for them on the seventh day – the Sabbath. Instead of gathering food on the Sabbath, the people rested. God had Moses and Aaron save a jar of manna to show the next generation (their children and grandchildren) how God provided for them in the desert.

Conclusion

God was watching over and cared greatly for the Israelites, even when they complained. When we study this lesson, we can see how powerful and grace-filled our God is!

Do Right and Feel Right

God loves you just as much as He loved the Israelites. He has blessed you in so many ways and wants you to be thankful and content with what you have. 1 Thessalonians 5:18 says, "Give thanks in all circumstances, for this is God's will for you in Christ Jesus." This isn't always easy, but with God by our side, we can learn to be content and thankful in all situations. This week, will you make a huge effort to not complain, but rather to be thankful for what God provides?

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. What does it mean to complain? (Letting others know I am not satisfied)
2. Does it honor God to whine and complain? (No)
3. What does it mean to be content? (To be satisfied with what you have)
4. What type of food did God provide for the Israelites? (Manna and quail)
5. Do you think the Israelites were really thankful for the food? Why? (No, they continued to complain)
6. Does God provide for you? How?
7. Do you ever whine or complain? Why?
8. As a family, how can you hold each other accountable to be content and not complain?

Lesson 3 – September 22, 2024

Exodus 17

Know Right:	The Israelites trust God for water.
Think Right:	“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways, acknowledge Him, and He will make your paths straight.” Proverbs 3:5-6 (Top 12)
Do Right:	I will trust in God.
Feel Right:	I can feel peaceful when I trust in God.

GET READY!

Are you facing a situation in which you need to trust God? He loves you and wants you to cast your cares on Him. He’s an all-powerful God who can handle anything! Before serving this week, let’s spend some time in prayer and ask Him to work in our lives.

Pray: As you prepare to serve, ask God to lead you and bless you with creativity and wisdom. Also, pray that your students will learn to trust God in all stages and circumstances of their lives.

Read: Exodus 17

Know Right: The Israelites trust God for water

Even after seeing the hand of God, the Israelites continued to complain due to lack of water. This showed their lack of trust in God. Moses cried out to God, and the Lord provided. Their journey continued when the evil Amalekites attacked the Israelites, but because Moses trusted in God, they saw victory. We, too, can trust in God.

GET SET!

Lead Teacher’s Notes:

- Definition of trust – having complete confidence in God

Creative Ideas for the Bible Lesson:

1. Create a 3D scene from the Scripture passage on a cookie sheet, tarp, or box lid. Include sand, army people, and a toothpick for the staff.
2. Have a student hold up their arms as you teach the lesson. If the student drops their arms, stop the lesson momentarily until the arms are raised. Provide support as needed.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Trust test

Goal: To help students understand the concept of **trust**.

Kindergarten: Sand Station

Supplies:

- Water (make sure sand is wet so students can easily shape the sand; if necessary, have extra buckets of water available to keep the sand wet)
- Buckets
- Shovels
- Tracker Tickets

Setup instructions: Divide the sand into four sections.

Instructions for the DT Leader:

1. Divide students into four teams.
2. Have students stand around the Sand Station with their teams as you present the project.
3. Groups will work together to create the most beautiful sandcastle. All leaders should be ready to encourage groups to work together as a team (this may be new for kindergarten students). The team with the most creative sandcastle will win five Tracker Tickets each.
4. Give the students ten minutes to complete their project.
5. When time is up, select the best sandcastle and then congratulate the sand. (Yes, the sand!) Even give the sandcastle the Tracker Tickets.
6. After the students look confused, stop, and say: Wait! Why are we congratulating the sand? Did we trust in the sand to build itself? No, we trusted that you - the students - would form the sand into a beautiful sandcastle. Our trust was not in the sand, but in you, the builders. So, congratulations to the winning builders!
7. Give the winning team five Tracker Tickets each.

1st Grade: Art Station

Supplies:

- Cardstock with “I will **trust** in God” in large bubble letters (see appendix)
- Art supply ideas: glue, glitter, sequins, paint, markers, colored pencils, crayons, etc.
- Tracker Tickets

Instructions for the DT Leader:

1. Present the challenge: The person who creates the best poster will win five Tracker Tickets.
2. Have students look at all the art supplies and think about how they could use them to decorate their posters.
3. Say “Go!” and allow the students ten minutes to design whatever they want.
4. As students are working, have them recite Proverbs 3:5-6 as a class a few times.
5. When time is up, select the best poster and then congratulate the art supplies. (Yes, the art supplies!) Even give the art supplies the Tracker Tickets.
6. After the students look confused, stop and say: Wait! Why are we congratulating the art supplies? Did we trust in the art supplies to create the poster? No, we trusted that you - the students - would pick out the colors and design and create a beautiful poster. Our trust was not in the art supplies, but in you, the artists. So, congratulations to the winning artist!
7. Announce the winner and give them five Tracker Tickets.
8. Have students write their names on their projects and take them back to class.

2nd Grade: Food Station

Supplies:

- Simple smoothie recipes (see appendix)
- Assorted ingredients to create a variety of fruit smoothies (see recipes)
- Blenders
- Measuring cups
- 8 oz. cups (one per student)

Instructions for the DT Leader:

1. Divide students into teams of six.
2. Inform students that each team will get to create the smoothie of their choice.
3. Hand out recipes. Have students look at the smoothie supplies and think about the delicious drinks they could make.
4. Give students a specific amount of time to create the smoothies.
5. When time is up, allow students to drink their smoothies.
6. As the students are enjoying their smoothies, congratulate the ingredients for making great smoothies. (Yes, the ingredients!)
7. After the students look confused, stop and say: Wait! Why are we congratulating the ingredients? Did we **trust** in the ingredients to create the smoothies? No, we trusted that you - the students - would use the ingredients to create delicious smoothies! Our **trust** was not in the ingredients, but in you, the smoothie makers!

3rd Grade: Play-Doh Station

Supplies:

- Creative supplies, such as: toothpicks, plastic forks and knives, rolling pins, Play-Doh machines to create shapes, etc.
- Tracker Tickets

Instructions for the DT Leader:

1. Present the challenge: The student who builds the best Play-Doh castle will win five Tracker Tickets.
2. Encourage students to be super creative and add as many details as possible.
3. Say “Go!” and give students ten minutes to make their incredible castles.
4. When time is up, select the best castle and then congratulate the Play-Doh. (Yes, the Play-Doh!) Even give the Play-Doh the Tracker Tickets.
5. After the students look confused, stop and say: Wait! Why are we congratulating the Play-Doh? Did we trust in the Play-Doh to build itself? No, we trusted that you – the students – would form the Play-Doh into a beautiful castle. Our trust was not in the Play-Doh, but in you, the builders. So, congratulations to the winning builder!
6. Award five Tracker Tickets to the winning builder.

4th Grade: Water Station or large open space

Supplies:

- Remote-control cars (make sure they are on different frequencies; one per team)
- New batteries
- Cones (one per team)
- Painter’s tape
- Flags (to add color)
- Obstacles (for cars to drive around or through)
- Whistle
- Tracker Tickets

Setup instructions: Using painter’s tape, create a large racetrack on the floor. Add in a limited number of obstacles for cars to drive around or through. Place a cone and a controller for each team along the side of the track. The remote-control cars should be lined up on the starting line of the track. Make sure each team knows which car is their team car.

Instructions for the DT Leader:

1. Divide students into teams based on the number of cars. Have each team line up behind their cone.
2. The goal is to complete the obstacle course as a team relay. The first student, who is “in control” (or has the controller), will drive the car until they hear the whistle blow. At this time, the student should pass the controller to the next person in line – the car should remain in the same place as students switch – and then run to the end of the line. The winning team will receive two Tracker Tickets each.
3. Blow the whistle and switch controllers often.
4. After a team wins, congratulate the car. (Yes, the car!) Even give the car the Tracker Tickets.
5. After the students look confused, stop and say: Wait! Why are we congratulating the car? Did we trust in the car to drive itself? No, we trusted that you – the students – would control the car. Our trust was not in the car, but in you, the drivers. So, congratulations to the winning team!
6. Award two Tracker Tickets to the winning team.

Discover Time Tips: You may want to divide your students into two locations, so your teams are smaller. Control frequencies may become an issue. Also, students with special needs may have difficulty manipulating the controller and may need assistance operating the remote. Pair these students up with a leader.

5th Grade: LEGO Station

Supplies:

- Green LEGO boards
- Tracker Tickets

Instructions for the DT Leader:

1. Present the challenge: Design the best LEGO castle. The best castle will win five Tracker Tickets.
2. Optional: Students can work as teams or with partners.
3. Say “Go!” and give students ten minutes to create their LEGO castle.
4. When time is up, select the best castle and congratulate the LEGO bricks! (Yes, the LEGO bricks!)
5. After the students look confused, stop and say: Wait! Why are we congratulating the LEGO bricks? Did we trust in the LEGO bricks to build themselves? No, we trusted that you – the students – would use the LEGO bricks to create a beautiful castle. Our trust was not in the LEGO bricks, but in you, the builders. So, congratulations to the winning builder(s)!
6. Award the winning builder(s) five Tracker Tickets.
7. Display the LEGO scenes between services so parents, siblings, and friends can see.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: What did you create in Discover Time today? Was it fun to take the item and do something interesting with it? What would have happened if we would have trusted the _____ (sand, art supplies, smoothie ingredients, Play-Doh, cars, LEGO bricks) to build itself? That would be foolish! They needed a creator – someone that could really be trusted to do what was needed. We were the creators of the _____, but God is the Creator of the universe! God gives you a choice to **trust** Him. The question is, do you **trust** God? This is a big choice. Today, in our Bible lesson, we will discover if the Israelites trusted God.

Pray: If Moses was sitting in our class right now, how would he pray? (Boldly, confidently, he would ask for big things, he would believe God answers prayers) *Challenge one of your students to open the class in prayer and pray confidently, just like Moses did.*

Find it: Do we learn about Moses and the Israelites in the Old Testament or the New Testament? (OT) Let’s open our Bibles to Exodus 17:1. *Write the verse reference on the whiteboard and cover it with paper. Reveal the reference and have the children race to find it.*

Note: *The goal is to have all students in Kindergarten – 5th grade bring their own Bible to class. This helps students personalize their Bible and take ownership of it. It also helps them to feel more comfortable opening their Bible on their own to do their personal devotions. The Bible is a treasure they can cling to for the rest of their lives. Occasionally give students a bookmark, so they can easily find and re-read the verses during the week.*

Timeline: Ask students, on the count of three, to point to Moses and the Israelites on the timeline.

Introduction to the Bible Lesson:

Last week, we discovered the Israelites had an issue with being content. Instead of trusting in God, they often complained and whined! What did they complain about? (Water and food) How should they have handled these issues? (They should have been content with what God provided and prayed for help) Who was the leader of the Israelites who stood firm and obeyed God? (Moses) When Moses talked to God, how did God respond? (He provided manna, quail, fresh water, and rest by the palm trees)

What did our lesson last week teach you personally? Did you apply this to a real-life situation? *If yes, have a few students share.* Let's see what happens this week to the Israelites.

Scripture Outline: Exodus 17

The Israelites quarrel with Moses

Read Exodus 17:1-3

Recap: Why would people complain and quarrel even after all God had done for them? Would you do that? By their actions, you could tell they honestly still did not trust God. If they did trust God, what would they have done? (Prayed and given thanks) How much do you trust God when you have problems?

Older Students: *Have students rank themselves between 1-10 in how they trust God at school or when they have a problem with a friend. Have students hold their fingers up showing their level of trust.*

Moses trusts God

Read Exodus 17:4-7

Recap: How was Moses' response different from the Israelites? (He trusted and prayed to God) When Moses went to God, did God answer him? (Yes) Does God always answer our prayers with a yes? (No) Why? (Because He knows what is best for us) Does this mean we should still trust Him? (Yes) God always has a reason for answering yes, no, or wait. *Have students recite Proverbs 3:5-6.*

Do you think the Israelites learned to trust in God after He provided for them again? Let's continue and read about another situation they faced. But before we read, understand that the Amalekites were a tribe of people that lived in the desert. They were similar to pirates; they would raid other groups and kill people for pleasure. They were very evil people.

The Amalekites attack

Read Exodus 17:8-9

Recap: When the Israelites went to battle, what did Moses take with him? (The staff of God) Why is this so important? (It shows that the people were trusting in God)

Moses holds up his hands

Read Exodus 17:10-13

Recap: What was so important about Moses' arms being lifted up? (It signaled that Moses was praying to God. It was a banner or reminder to those who were fighting that their victory would only come with God's help.) Moses and the Israelites trusted God. With God by their side, they overcame the Amalekite army.

Never forget what God has done

Read Exodus 17:14-15

Recap: Why was this so important? God wanted the Israelites to always remember that they can trust Him.

Conclusion

What about you? Do you remember to trust God? Do you understand that what is written in the Bible is written for you?

Do Right and Feel Right

We often talk about how Jesus can become the leader of your life. *Hold up the Wordless Book and quickly review.* It is a personal choice to surrender and trust the most incredible loving God with our lives. Some people in this room have made this decision and others have not yet trusted in God's Son, Jesus.

If you have made this decision, it means you have decided to make Jesus the leader of your life. This means you should trust God at home, at school, on good days, and on bad days! Maybe your seat at school is right next to a bully. Why would God allow that? Maybe God wants you to grow to be more loving or forgiving; can you trust God in that? Maybe you wish you were a really great athlete, but instead God has given you the gift of music. Can you trust that God created you just the way He wanted you to be? Are you willing to trust God no matter what happens during the upcoming weeks, months, and years?

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. When the Israelites did not have water, what did they do? (Quarreled and complained)
2. When Moses heard the people complain, what did he do? (He trusted God and prayed to Him)
3. Who were the Amalekites? (Evil people who killed and raided other people in the desert)
4. What did Moses do while the Israelites battled the Amalekites? (Lifted his hands and prayed to God)
5. Are you a person who trusts God 100%?
6. Should those who trust God whine and complain? (No)
7. If you have a problem, what should you do? (Stop and pray to God; remember God answers prayer: yes, no, or wait)
8. How can you trust God this week? Give specific examples.

Lesson 4 – September 29, 2024

Exodus 19 – 20

Know Right:	God gives Moses the Ten Commandments.
Think Right:	“My son, do not forget my teaching, but keep my commands in your heart, for they will prolong your life many years and bring you prosperity.” Proverbs 3:1-2
Do Right:	I will desire to obey God’s commands.
Feel Right:	I can feel happy when I desire to obey God’s commands.

GET READY!

Children don’t always love the rules they are given. If we’re honest, adults and teens don’t always love the rules given to us either! God is the ultimate authority to tell us what is good and what our rules for life should be. Why do you think God gave us the Ten Commandments? Why should we follow them? Discover the answers as you prepare to serve by reading the Scripture passage and the lesson plan below. When God teaches you first, it’s even more exciting to bring the lesson to your students!

Pray: Pray that God will work in the hearts and minds of your students, not only while they are in your class, but every day of the week. Ask God to protect them both spiritually and physically.

Read: Exodus 19 – 20

Know Right: God gives Moses the Ten Commandments

God gave the Ten Commandments to Moses and the Israelites. He knew what was best and, out of love, communicated it clearly for His people to obey. The question becomes, do we desire to obey God’s commands?

GET SET!

Lead Teacher’s Notes:

- Why are we teaching this lesson? We are not teaching a list of “Do’s and Don’ts.” We are teaching Christian students about living a life that is truly honoring God. It is very important to present the Gospel early in this lesson, so students can understand living a holy life is an outcome of a personal relationship with Christ.
- Definition of God’s holiness: perfect purity in thought, word, and action; worthy of worship
- Definition of consecrate: to set apart so you can be fully used by God

- To fit this lesson into thirty minutes or less, effectively paraphrase portions of Scripture. Know your lesson very well, so you can teach it from your heart rather than referring to your notes. As you prepare, put yourself in the Israelites' sandals. How would you feel, what would you do, what would you smell, what did you hear? Talk like an Israelite who was actually there when you paraphrase, rather than reading or reciting bullet points.

Creative Ideas for the Bible Lesson:

1. When reading Exodus 19:16-19, have students put their heads down and close their eyes and imagine actually standing in the sandals of the Israelites.
2. Turn a corner of your room into Mount Sinai using stacked chairs and a brown sheet or tarp. Use an action figure for Moses to create a 3D image of the lesson.
3. Pull props from boxes or buckets as you teach each point of the lesson.
4. Older students: Collect articles from the internet that illustrate how people break the Ten Commandments and keep the Ten Commandments, and how each impacts our society. Divide your whiteboard into two sections and emphasize how doing things God's way often brings God's blessings.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: God's Top Ten

Goal: To introduce and teach God's **Ten Commandments**. This will also help teachers measure how familiar students are with the **Ten Commandments** before class. If DTs are at the end of class, it will assist in reviewing what was taught in the lesson.

Kindergarten: Art Station

Supplies:

- Paint stir sticks (one per student; from your local hardware store)
- Velcro dots or strips (in advance, attach Velcro to both sides of a paint stick for each student – either a strip on each side or five Velcro dots on each side; students will attach their Ten Commandment cards)
- Ten Commandments cards printed on cardstock (in advance, cut apart and place in a baggie for each student along with the other side of the Velcro (see appendix)
- Fine tip markers or colored pencils

Instructions for the DT Leader:

1. Students will color their **Ten Commandments** cards, attach Velcro to each card, and then attach them to their paint stick in any order.
2. Back in the classroom, have students remove the cards and then attach them to the paint stick in order as the lesson is taught. Students will take them home, where they can teach the lesson to their parents and siblings.

Alternate Option: Have students color the Ten Commandments activity sheet (see appendix).

1st Grade: Box Station

Supplies:

- Two sets of 20 boxes; each set should have 10 boxes numbered 1-10 and 10 boxes with a commandment and a picture (print each set on different colored paper) (see appendix)
- Ten Commandments poster (see appendix)

Instructions for the DT Leader:

1. Briefly review the Ten Commandments poster, then divide the class into two teams and have a race to see which team can vertically stack the commandments in order.
2. The boxes will need to be stacked: number, **commandment**, number, **commandment**, etc.
3. A poster with the **Ten Commandments** will be available for reference.
4. If boxes tip over, the team should start over.
5. Repeat if time permits.

2nd Grade: Play-Doh Station

Supplies:

- Ten Commandments PlayDoh-nary cards (see appendix)
- Ten Commandments poster (one per team) (see appendix)

Instructions for the DT Leader:

1. Students will play a game called PlayDoh-nary, which is similar to Pictionary, but with Play-Doh.
2. Divide students into equal teams of four to five students.
3. Have one person from each team come to the DT Leader.
4. The DT Leader will show the card to the students (one from each team) and they will go back and mold an object, without talking, to represent one of the **Ten Commandments**.
5. The team that guesses the answer first will get a point.
6. Post the **Ten Commandments** poster by each team to help assist students with the answer.
7. Shepherds and teachers should give ideas on how to create an item to represent their commandment.
8. Repeat until all **Ten Commandments** are molded or time runs out.

3rd Grade: Mission Station – *The Mission Lesson is in the appendix.*

4th Grade: LEGO Station

Supplies:

- Ten Commandments posters (one per team; print on 8.5x11 paper) (see appendix)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into several teams (maximum of four students per team). Be sure to mix regular attenders, visiting students, and students with special needs.
2. Give each team a **Ten Commandments** poster.
3. When you say, “Go!”, teams need to create a LEGO item to represent each commandment.
4. The goal is to create an item for all **Ten Commandments**. Encourage team effort!
5. At the end of the time, allow a team spokesperson to name the **commandment** that each item represents.
6. The team with the most accurate **Ten Commandment** representations wins five Tracker Tickets each.

5th Grade: Sand Station

Supplies:

- Water (the sand should be damp)
- Shovels
- Clipboards (one per team)
- Index cards (ten per team; on a clipboard)
- Spring loaded clothespins (ten per team)
- Pencils (two per team)
- Ten Commandments poster (the poster should be hidden from students' view) (see appendix)
- Yardsticks with a cloud attached to the top (since the cloud may get wet, make it from a plastic plate or another plastic object) (one per team)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into teams of equal size, based on the size of your Sand Station (students with Bible knowledge should be mixed with visitors). Teamwork is important to this challenge.
2. Each team will make a model of Mount Sinai. Let them know how tall the mountain must be (height requirement depends on the size of your Sand Station - at least one foot is recommended) and have them build it around a yardstick to ensure that the height requirement is met.
3. Using prior Bible knowledge, students will write a **Commandment** on each index card and attach to the yardstick/cloud using a clothes pin.
4. If students get stuck while writing the **Ten Commandments**, occasionally and quickly (five second sneak peek) show them the **Ten Commandments** poster.
5. The team who finishes first (with all the cards attached and a mountain of the specified height) will win five Tracker Tickets each. (Note: If no team can complete the challenge, there will not be a winner.)

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: How many of you knew all the Ten Commandments during Discover Time? For some of you, they were new, and for others, you had them memorized. We often hear about the Ten Commandments, but how did we get them and why are they important today? Let's dig into our Bibles and discover what God has to say about this topic.

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: Challenge one of your students to open the class in prayer. Remind them that as they are leading the class in prayer, it is important they pray loud enough that everyone can hear and pray along with them.

Find It: Do we learn about Moses and the Israelites in the Old Testament or the New Testament? (OT) Let's open our Bibles to Exodus 19:1. Write the verse reference on the whiteboard.

Timeline: If you look at the Bible timeline, when was it the easiest to obey God? Give students time to think about it. Today, we'll learn that God talked to the Israelites and Moses about obedience in the Old Testament. Point to the correction location.

Introduction to the Bible Lesson:

It's been about three months since the Israelites left Egypt and reached Mount Sinai. During this time, they camped at this location. God gave them specific instructions on how to live and how to worship. God also gave them Ten Commandments (laws), so we could see how perfect and holy God is. *Use the Wordless Book to define the difference between clean and sin. Then share the Gospel, emphasizing that once we trust Christ as our Savior, God sees us as clean because Jesus took our punishment when He died on the cross. Following the Ten Commandments for those of us who have trusted Christ is part of growing to be like Jesus (green page).*

Scripture Outline: Exodus 19 – 20

God speaks and the people agree

Read Exodus 19:1-8

Recap: It's so encouraging to hear that the Israelites made a commitment to do everything the Lord asked. I think they finally learned the value of trusting and obeying God. What about you? For the past couple of weeks, you have been challenged to be content, to not complain, and to trust in God. Have you actually applied what you have learned? *Have students share specific examples.*

Consecration of the people

Paraphrase of Exodus 19:9-15:

God told Moses to prepare the people to listen to God. Another word for this is "consecrate." This means to set apart so you can be fully used by God. For Christians today, this is something you would do after you trust in Jesus as your Savior. The people were obedient and did what they were told.

God is holy and powerful

Read Exodus 19:16-19:

Recap: This is our God! Sometimes people act like God is small or no big deal. This is not true. Our God is real, alive, and holy! Holy means perfectly pure in thought, word, and action; worthy of worship.

Paraphrase of 19:20-25:

Moses went up to Mount Sinai and listened to God. God told him to warn the people to stay at the bottom of the mountain, but to bring Aaron up with him.

And God speaks these words

Read Exodus 20:1-2

Recap: Wow, how would you feel if you heard this voice? Would you listen carefully or kind of "blow off" what He would say next? Let's think about what each commandment means to us today.

God's Ten Commandments

Exodus 20:3-17 (see chart for Read/Paraphrase)

Commandment 1	Read 20:3	Make God #1 in your life. Wait, does this mean God is the one true God? (Yes) And, because of this, we should make Him #1 in our life all the time? (Yes)
Commandment 2	Paraphrase of 20:4-6:	Have no other gods. Anything from a "good luck" charm to a wooden carved statue that you worship, or trust, is an idol. It is also anything you put before God.
Commandment 3	Read 20:7	God's name is holy. Whenever you use God's name as a swear word or in a thoughtless way, this is breaking commandment #3.
Commandment 4	Paraphrase of 20:8-11:	Keep the Sabbath. Stop and rest from work so you can worship God.
Commandment 5	Read 20:12	Honor (show respect to) your parents.
Commandment 6	Read 20:13	Do not murder.
Commandment 7	Read 20:14	Love the husband or wife God has blessed you with.
Commandment 8	Read 20:15	Do not take what does not belong to you (stealing). This includes cheating.
Commandment 9	Read 20:16	Be honest and tell the truth. Do not lie.
Commandment 10	Read 20:17	Do not be greedy; instead, be content with what you have.

God speaks

Paraphrase of Exodus 20:18-20:

God speaks to people in different ways at different times. He spoke to the Israelites in a very powerful way. He didn't want them to forget how powerful and holy He is. God usually speaks to us today through the Bible. The question is, do you listen to and obey the one and only holy God?

Conclusion

If you have made Jesus the leader of your life, obeying the Ten Commandments is part of your life because you have a desire to do what is right for God.

Do Right and Feel Right

Following the Ten Commandments won't make God love you more; He already loves you perfectly! Following the Ten Commandments doesn't make you a Christian either (Ephesians 2:8-9); it is only by faith in Jesus Christ that you can be saved.

God wants Christians to honor Him by doing things His way, including following the Ten Commandments. Think about each commandment and think about your life. Do you use God's name in vain when you are angry or just joking around? Do you put other things before God, like sports or good grades or video games? Do you cheat or steal? Isn't it amazing that even though the Ten Commandments were written a long time ago, they still apply today? My question to you is, will you obey the Ten Commandments so that you honor God? When you do, you can feel happy knowing you bring honor to the one and only true God.

I'm sure after the Israelites realized how holy God was, they were eager to memorize and obey every specific commandment, right? Or maybe not; they did have a history of complaining. Come back next week to find out what happens.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. The people arrived at Mount _____? (Sinai)
2. Explain what it means when we say God is holy. (God's holiness is perfect purity in thought, word, and action; worthy of worship)
3. When Moses went to the top of Mount Sinai, whom did he talk to? (God)
4. What did God give him? (The Ten Commandments)
5. How many of the Ten Commandments can you list? (Test yourself against Exodus 20:3-17)
6. Why should you obey the Ten Commandments? (To honor and obey God)
7. When you don't obey the Ten Commandments, what is that called? (Sin)
8. Does obeying the Ten Commandments make you a Christian? (No – Ephesians 2:8-9)
9. Who is the only One who can forgive your sin? (Jesus, God's perfect Son)

Lesson 5 – October 6, 2024

Exodus 32:1-26

Know Right:	The Israelites worship a golden calf.
Think Right:	“Jesus answered, ‘I am the way and the truth and the life. No one comes to the Father except through me.’” John 14:6 (Top 12)
Do Right:	I will remain focused on the one true God.
Feel Right:	I can feel strong when I focus on God.

GET READY!

Our God is amazing, loving, and all-knowing. Even though we know this, we are prone to allowing weak and worthless idols of this world to distract us from Him. As we prepare to serve this week, let’s recommit to staying fully focused on our amazing God.

Pray: As you prepare to serve, ask God to lead your preparation. Pray specifically for the students who will be sitting in your class this week. Pray that their parents will be convicted to invest deeply into the spiritual lives of their children.

Read: Exodus 32:1-26

Know Right: The Israelites worship a golden calf

Moses remained on Mount Sinai for forty days, so God could give him the commandments, laws, and instructions for worship. Sadly, the Israelites became tired and impatient and lost their focus on God. In sin they created a golden calf to replace the one true God. This is a reminder to us to remain focused on the one true God.

GET SET!

Lead Teacher’s Notes:

- Please refer to the Children’s Ministry Resource Bible: page 117 (Israelites Dishonor God by Worshiping the Golden Calf).
- Exodus 32:11-14: Did God change His mind? It’s easy to read these verses and think that Moses was just effectively persuasive. God didn’t change His mind; He changed His behavior to show mercy rather than justice. God still did what He promised.

Creative Ideas for the Bible Lesson:

1. When reviewing the holiness of God, refer to a brand new/sealed whiteboard or piece of cardstock. It's an object that has never been marked on. The same is true with God. He is holy. He has never sinned and never will!
2. Cover two cereal boxes with paper to create a "Ten Commandments" visual.
3. Create the scene using a stack of chairs with a brown sheet over it, a golden calf, action figures, and army men.
4. When talking about making choices, use painter's tape to divide your room. Have students stand on one side or the other. Remind students they cannot stand on the line – they need to make a choice.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Focus factor!

Goal: To challenge students to remain **focused**.

Kindergarten: Box Station

Supplies:

- Two sets of 20 boxes (40 total); each set will have one box that says God is #1 and one of the following pictures on the other 19 boxes: TV, video games, sports, money, trophy, gifts, movies, toys, bike, cell phone, suitcase (travel), books, friends, school, camping, playground, clothes, teddy bear, and food (print each set on different colored paper) (see appendix)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into two teams.
2. Challenge students to remain **focused** on the task ahead of them.
3. Tell students their goal is to stack the boxes to the ceiling while keeping the "God is #1" box on the top of the stack. As students stack boxes, all other boxes should come below the "God is #1" box.
4. Periodically ask, "Who should be on the top box?" Have students shout out the answer.
5. Challenge students once again to remain **focused** during this activity while they stack the boxes.
6. Throughout the activity, have the Shepherd tempt students to stack money or sports ahead of God.
7. The DT Leader and Lead Teacher should remind students to remain **focused** on the box stacking and to keep the "God is #1" box on the top.
8. The fastest team to stack all 20 boxes with the "God is #1" box on the top wins five Tracker Tickets each!
9. Repeat if time permits.

1st Grade: Food Station

Supplies:

- Frosted cake (cut in advance and place on small plates) or cookies
- Sprinkles or mini-M&M's (in a portion cup for each child)
- Poster with "God is #1" written in fun colors (see appendix)
- Small white paper plates
- Permanent markers in fun colors
- Sample of a completed piece of cake or cookie

Setup instructions: In advance, write "God is..." in bright colors on the edge of each paper plate.

Instructions for the DT Leader:

1. Students will be given a plate with a piece of frosted cake or a frosted cookie, along with a portion cup of colorful sprinkles or mini-M&M's. They will be challenged to carefully create a large "#1" on their cake or cookie.
2. Students must remain very **focused** while carefully lining up each sprinkle.
3. Occasionally have the Shepherd try to distract students from focusing. For example, they could say, "Hey, kids, look at that incredible bird outside." Or they could bounce a ball, or chew bubble gum and try to blow a bubble, or use a fly swatter to swat at a bug, etc.
4. Challenge students to keep their **focus** by repeatedly saying "God is #1," and encourage students to remain **focused** on this challenge.
5. When students accomplish the goal, and it is approved by the leaders, they can **focus** on eating the snack.

2nd Grade: Mission Station – *The Mission Lesson is in the appendix.*

3rd Grade: Water Station

Supplies:

- Four different colored sets of 50 glass stones or marbles (50 green stones, 50 blue stones, etc.)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide students into four teams – each team will be assigned one color. For smaller classes, divide into fewer teams.
2. The goal of each team is to find their colored stones in the Water Station and then create the phrase "God is #1" with their stones.
3. Students must remain **focused** as they collect the stones.
4. The first team to find all 50 stones and spell the words "God is #1" wins three Tracker Tickets each.
5. Occasionally try to distract students. You could loudly refer to other features in the area, begin to tell a story, bounce a ball, chew bubblegum and try to blow a bubble, use a fly swatter to swat at a bug, etc. When this happens, a different leader should yell out, "Remember to stay **focused!**"
6. Winning team members will get three Tracker Tickets each.
7. Repeat if time permits.

4th Grade: Sand Station

Supplies:

- Wet sand (or a bucket of water for each team)
- Poster with “God is #1” (see appendix)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into teams of three students. The goal of each team is to create the phrase “God is #1” in the most creative way. For example: dig into the sand like a river or build up in the sand like a mountain range.
2. Students must remain **focused** as they create the “word art.”
3. Occasionally try to distract students. You could loudly refer to other features in the area, begin to tell a story, bounce a ball, chew bubblegum and try to blow a bubble, use a fly swatter to swat at a bug, etc. When this happens, have a different leader yell out, “Remember to stay **focused!**”
4. When time is up, the team that created the best “God is #1” word art will each receive five Tracker Tickets.

Optional: Take a picture of the winning team; send a digital copy to the winners or print and mail to the winners during the week.

5th Grade: Art Station

Supplies:

- Postcard-sized cardstock with “Focus on God” lightly printed on the paper (see appendix)
- Magnets (or print the postcard on magnetic paper)
- Glue
- Multi-colored sequins
- Tweezers (one for each student)
- Sample of a finished product with each letter a different color of sequins (this is a project they should want to keep)

Instructions for the DT Leader:

1. Students will make a magnetic sign that says “Focus on God.” Students must remain **focused** as they create their sign. Each letter needs to be covered with the same color of sequins as the sample. Students must use tweezers to attach the sequins to their sign.
2. Occasionally try to distract students. You could loudly refer to other features in the area, begin to tell a story, bounce a ball, chew bubblegum and try to blow a bubble, use a fly swatter to swat at a bug, etc. When this happens, have a different leader yell out, “Remember to stay **focused!**”
3. Due to limited time, students must remain **focused** to accomplish this task. The Art Station should be pretty quiet as students concentrate on this activity.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: During your Discover Time, were you really focused on what you were doing? What does it mean to be focused? (To give your full attention to one cause or purpose) Did you ever feel distracted during today's Discover Time? What happened when you were distracted? When it comes to being a Christian, on whom should we remain focused? (God) How are people distracted from focusing on God? Is focusing on God a once-a-week event or something we do all the time? Last week, in our Bible lesson, the Israelites seemed to be really focused on God and what He said. This week, I think we will discover a very different situation.

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: Before a student prays today, explain to the class how group prayer typically works: the person praying out loud is leading the class in prayer. This means that while the person is praying out loud, we as a class are thinking about and praying the same thing in our hearts. When we say "Amen" at the end, that means "I agree."

Find it: Do we learn about Moses and the Israelites in the Old Testament or the New Testament? (OT) Let's open our Bible to Exodus 32:1. *Be quick to assist first time visitors or students who struggle with finding references in their Bible.*

Timeline: If you could live during any time on this timeline, when would you choose? *Allow two students to answer why they chose a particular time, and then point out where our current lessons are on the timeline.*

Introduction to the Bible Lesson:

When we left off last week, Moses was on Mount Sinai talking with God. God was giving Moses some important rules for the people to follow. I wonder what the Israelites were doing while Moses was on the mountain talking with God. Remember, they just heard the voice of God and saw His power. They consecrated their lives to Him. I'm sure they were patiently waiting for Moses to come down, right? Let's open our Bibles to Exodus 32 to find out.

Scripture Outline: Exodus 32:1-26

The Israelites lose their focus

Read Exodus 32:1-6

Recap: Moses was up on the mountain for a long time receiving all the laws from God – almost six weeks (Exodus 24:18). The Israelites probably thought Moses had died on the mountain. Since he had been their main contact with God, they may have thought that they had lost contact with God, too. Because they saw many idols in Egypt, the people decided to make their own idols. That seems crazy, doesn't it? But before we start picking on the Israelites for losing their focus, let me ask you this question: Do you ever lose your focus and put other things such as sports, money, or friends before God?

Older students: Talk with another student and ask what they think. What causes them to lose their focus?

You need to remember our God is the same holy and powerful God that did all these miracles in the Old Testament. He wants us to remain focused on Him.

God speaks to Moses about the Israelites

Read Exodus 32:7-10

Recap: While God was talking to Moses, God knew that the Israelites had lost their focus. He knew they were worshiping idols and disobeying the Ten Commandments that they had just agreed to follow. This made God angry.

Why was God so angry? Last week we heard about how holy God is. We learned He is perfect, all-knowing, all-powerful, and He will have nothing to do with sin. Why? Because He has a complete understanding of how evil sin is and how it will destroy us.

How does this connect with Romans 3:23 and our relationship with God? Our all-powerful, holy God loves us so much that He sent a way for us to be forgiven of our sin. His name is Jesus Christ, God's only perfect Son. Without forgiveness of sin, we would not be able to have a relationship with God. Have you personally trusted in Jesus to forgive your sin, so you can have a relationship with Him? *Share the Gospel using the Wordless Book and give an invitation for salvation.*

Moses prays to God

Read Exodus 32:11-14

Recap: As we learned a few weeks ago, Moses didn't complain, he prayed. God listened. Because Moses listened to God, the Israelites were saved from God's punishment.

The Ten Commandments

Read Exodus 32:15-16

Recap: Could you imagine holding the Ten Commandments? How do you think Moses felt as he walked down the mountain with them?

Moses walks into a festival of sin

Read Exodus 32:17-20

Recap: Moses went from meeting with the one true and holy God to walking into a festival for false idols. *Hold up the dark and clean pages of the Wordless Book.* Our reaction to sin should be like Moses' reaction to sin. As Christians, we should ask God to help us stay close to Him, so we can remain focused on Him and not get sidetracked by other things or fall into temptation.

Aaron lies

Read Exodus 32:21-25

Recap: You can't cover sin with other lies. Moses knew Aaron was not telling the truth. He lost his focus on God and was not a good leader anymore.

Older Students: What type of leader are you at your school? Do you stand firm for God? Or do you slip into patterns that do not please God, such as cheating, swearing, telling bad jokes, gossiping, showing disrespect, etc.? How about at home? Are you a good leader to your younger siblings, or is sin affecting your ability to influence your siblings for Christ?

Moses challenges the people to make a choice

Read Exodus 32:26

Recap: If you were an Israelite, what would you have done? Some of the Israelites chose to come, and others chose to remain worshiping idols.

Conclusion

The Israelites, even though they are God's chosen people, always seem to make some pretty big mistakes, don't they? That's why they needed God; He is the only One who could care for them and save them from their sin. Do you know who is a lot like the Israelites? (We are!)

Do Right and Feel Right

Just like the Israelites, each of us needs a Savior. And we need to decide if we will believe in and follow the one true God. John 14:6 says, "Jesus answered, 'I am the way and the truth and the life. No one comes to the Father except through me.'" Trusting in Jesus is a commitment that will result in a transformed or changed life! He gives you the Holy Spirit to help you stay focused on God.

How do you feel about this? *Point to the Feel Right poster and discuss how the Israelites felt, and how your students can feel when making this decision.*

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. What was Moses doing on the mountain? (Talking with God and receiving the Ten Commandments)
2. Why didn't the Israelites remain focused on God? (They became impatient while Moses was on Mount Sinai with God, and they listened to a leader who lost his focus on God)
3. What did the Israelites build and then worship? (A golden calf)
4. Why is worshiping idols wrong? (There is only one true God)
5. Who do you worship?
6. Is God #1 in your life?
7. How do people know God is #1 in your life? (Through your words, actions, and lifestyle)

Lesson 6 – October 13, 2024

Exodus 35:4 – 36:38

Know Right:	The Israelites build the tabernacle.
Think Right:	“Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.” 1 Corinthians 15:58 (Top 12)
Do Right:	I will serve God.
Feel Right:	I can feel joyful as I serve God.

GET READY!

When we joyfully serve the kids in our ministry, we are joyfully serving God! As we faithfully serve, we can have true joy because we know that God is always at work. Our labor in the Lord is never in vain!

Pray: As you prepare to serve, think about each student in your class, then ask God to lead your preparation based on your students' spiritual needs.

Read: Exodus 35:4 – 36:38

Know Right: The Israelites build the tabernacle

But God's faithfulness continued, and He called the Israelites to serve Him by building their first place of worship, the tabernacle. God commanded them to contribute their God-given time, talent, and treasure. They responded to that command by giving more than was needed. This is how we should all serve God.

GET SET!

Lead Teacher's Notes:

- Optional cross reference: Children's Ministry Resource Bible: pages 122-127 (The Tabernacle).
- Even though we teach about the tabernacle, we need to remember to emphasize the people who used their gifts to build the tabernacle.
- Be sensitive to students who have challenges reading. Please do not make students read Scripture in class.

Creative Ideas for the Bible Lesson:

1. Create a 3D LEGO tabernacle in advance and use it as you teach the lesson.
2. Bring in props that represent items that were found in the tabernacle.
3. Bring in tools that represent the skills that people used to serve God by building the tabernacle.
4. Show a video rendering of the tabernacle. For example:
<https://www.youtube.com/watch?v=a5jnu61UYaQ&index=4&list=RDJggLsnzG6gM>

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Serve God!

Goal: To give students an opportunity to **serve** God.

Kindergarten: Food Station

1st Grade: Play-Doh Station

2nd Grade: Water Station

3rd Grade: LEGO Station

4th Grade: Art Station

5th Grade: Box Station

Supplies:

- Invitation to your children’s ministry program – about five per student (see appendix or [click here for an editable template](#) in Canva.com)
 - a. One side of the invitation should be preprinted with your church name and location, and the ages of children included in your children's ministry program. The other side can be used for students to draw a picture or write a favorite verse.
 - b. Additional invitations, so students can hand out plenty of invitations to their friends.
 - c. Optional: Have two versions – one for K-2nd grade and one for 3rd-5th grade.
- Lollipops (five per student; optional: ask parents to donate lollipops for this project)
- Lunch-sized paper bag (one per student)
- Markers/crayons
- Tables or hard surfaces to work on
- Tape (to attach candy to the invitations)

Instructions for the DT Leader:

Say: We are so excited to make a difference in our community. Are you ready for an important **service** project? We are going to create invitations that you can give to your classmates at school, your friends, and/or your neighbors to invite them to church. We would love for you to write your favorite verse and color a picture on the back and then add a candy lollipop on the front of each invitation. At the end of class, you can take home what you created and hand them out to your friends. You are **servicing** God by helping other kids to know Him!

Optional: Select a central location for students to pick up additional invitations if they want to go above and beyond with this service project.

Optional idea for U.S. churches: Children could hand out invitations to friends and/or school classmates on October 31.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Can you recite 1 Corinthians 15:58? Do you know that many of you just did exactly what this verse says? You worked for the Lord by serving Him! As you give your invitations away, you're giving a friend the chance to hear the Good News of Jesus. Remember, if you want to go above and beyond with this service project, pick up more invitations after class. Continue serving God throughout the week by praying specifically for your friends who will receive your invitations. Remember, the candy is not for you, it is for others.

Pray: *Encourage one of your students to open the class in prayer. If no one volunteers, stop and explain what an honor it is to lead a group of Christians in prayer. It's like going to battle with a group of warriors, rather than just going alone. You, as the teacher, pray this week, but let the students know that you will be encouraging one of them to pray next week.*

Find it: Do we learn about Moses and the Israelites in the Old Testament or the New Testament? (OT) Find a partner and as a team open your Bibles to Exodus 35:4 when I say "Go!" First team to have both Bibles open to this verse wins two Tracker Tickets each. *Students should help each other as needed.*

Optional: *Give students a bookmark or sticky note, so they can refer back to the lesson during the week.*

Timeline: Today we are going to learn about the Israelites building a tabernacle where they could worship God. God's people had to go to a specific place, the tabernacle, to worship Him. We live in the Church Age (*point out on the timeline*) – after Jesus died and rose again – so we can worship God anywhere, anytime.

Introduction to the Bible Lesson:

Last week we talked about remaining focused on God all through the week. Did anyone in your house notice that you were more focused on doing things God's way this past week, rather than your way? Let's take a look at what happened to the Israelites after they all made a decision to follow God at the end of our lesson.

Scripture Outline: Exodus 35:4 – 36:38

The offering

Paraphrase of Exodus 35:4-19:

God gave Moses very specific instructions to build a tabernacle, which is a place for the Israelites to gather and worship God.

Older students: Read Exodus 35:5-9

Recap: Why was the tabernacle so important? It was a place where God would dwell, or live, among His people. It would also be the place where people would worship God while they traveled to the land that God promised them. The tabernacle was very important to the Israelites.

Read Exodus 35:20-29

Recap: Wow! The Israelites were so generous and willing to serve God! They gave many offerings to help build the tabernacle, like gold, special yarn, gems, and spices, and they used their skills for God.

Older students: *Discuss the words offering, willing, and skilled, and how they connect to effectively serving the Lord.*

Serving with excellence

Paraphrase of Exodus 35:30 - 36:2:

The Lord chose Bezalel and Oholiab, who were two Israelites. He gave them skills, abilities, and knowledge in all kinds of crafts to build the tabernacle with excellence. God also gave them the ability to teach others who were willing to serve.

Read Exodus 36:3-7

Recap: The people were so willing to serve and give offerings to God that Bezalel, Oholiab, and the building crew actually received too many supplies. Could you imagine if this happened at our church?

Older students: *Allow students to discuss with a friend sitting next to them: "Imagine what would happen if people in our church gave of their time and money like the Israelites did?"*

Wait, you are the church! What was your attitude like when you prepared the invitations so others would be invited to learn about Jesus? Were you serving like the Israelites? What is your attitude about going out and giving these invitations to your friends? Do you serve joyfully?

The tabernacle

Paraphrase of Exodus 36:8-38:

Some of the specific details listed below are from Exodus 37 and 38.

God gave specific instructions for:

- the tabernacle, where the people would worship God,
- the Ark of the Covenant, which was a gold-covered wooden chest that held the Ten Commandments,
- the curtain that divided the sacred rooms and symbolized Jesus, the only way that sinful people can be near to a holy God,
- the altar of incense (scented smoke) which represented prayers going up to God, and
- the basin that symbolized the need for us to be clean before God.

Every item and every color used had a specific meaning to point the Israelites (and us) to God and the coming Savior, Jesus.

Conclusion

When you joyfully serve God, it is amazing what can happen. God allowed the Israelites to serve Him, and they did their best work with their whole hearts. Rather than out of duty or because someone made them do it, they served God because they loved God and wanted to honor Him with their life and the gifts that God had given them.

Do Right and Feel Right

The Israelites served God; are you willing to serve God? This may be as simple as helping clean up after class or giving money to church to help tell others about Jesus. Maybe you would be willing to be trained to become a missionary. Let's pray and ask God to show each of us how to serve Him throughout our whole lives.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. What were the Israelites building? (The tabernacle)
2. What would the Israelites do in the tabernacle once it was finished? (Worship God)
3. How did the Israelites serve God? (They used their God-given gifts and talents to work on the tabernacle)
4. Describe the attitudes of the Israelites as they served. (Joyful)
5. Describe some of the details that went into building the tabernacle. (See Exodus 36:8-38 for details)
6. How much did the Israelites give to build the tabernacle? (They gave more than what was needed – they gave abundantly)
7. If you were asked to serve God, what would you say? Why?
8. How has God gifted you?
9. Are you currently serving God joyfully? If not, will you?

Lesson 7 – October 20, 2024

Numbers 13:1 – 14:35

Know Right:	The spies explore Canaan.
Think Right:	“Have I not commanded you? Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.” Joshua 1:9 (Top 12)
Do Right:	I will do things God’s way, not my way.
Feel Right:	I can feel safe when I do things God’s way.

GET READY!

If the Israelites had trusted God, they would've been able to enjoy life in the Promised Land right away. Instead, their doubt led to disobedience, which led to forty years of wandering in the desert. It might feel risky to surrender control and choose to do things God's way instead of our way, but in reality obeying God is the safest choice we can make! God's plans for us are good, and we can trust that He will always be with us along the way.

Pray: As you prepare to serve, ask God to bring all your students to class this week and to move in a very powerful way. Also pray for your co-volunteers. Pray that they will remain physically, spiritually, and emotionally healthy so they can serve wholeheartedly.

Read: Numbers 13:1 – 14:35

Know Right: The spies explore Canaan

Finally, the Israelites approached the Promised Land. Although God had promised to give the Israelites this land, they chose to send spies. Ten of the twelve spies discouraged the people from entering the land. The Israelites chose their own way instead of God’s way. When they refused to enter Canaan, they reaped forty years of wandering in the desert. The Israelites should have recognized the importance of doing things God’s way, not their way.

GET SET!

Lead Teacher's Notes:

- Please refer to the Children's Ministry Resource Bible: pages 189-190 (The Spies Sent Out).
- Deuteronomy 1:19-25 tells us that it was the Israelites' idea to send the spies. Numbers 13:1-3 tells us that God gave the instruction to send the spies. Here is a simple explanation – it was the Israelites' original idea to send the spies because the Israelites were walking by sight instead of by faith. God allowed them to have their way, and therefore He gave Moses the command to send the spies. *Note: This is not a teaching point for the students; it is only insight for the teacher.*
- In Numbers 13:16, we learn that Moses renamed Hoshea to Joshua. Hoshea means salvation. Joshua means God is our Salvation. It is significant that Moses renamed him because Moses represented the law. The law was always intended to bring us to the knowledge of our need for salvation by God alone – not by works. That's why Moses never entered the Promised Land – he represents works and the law – and those things are also not going to get you into the Promised Land. Only by receiving (Joshua received his new name from Moses, the law) will you get in. We need the law to show us our need for God's salvation.



Creative Ideas for the Bible Lesson:

1. Draw out a map or make your room into a living map by marking locations with labels or painter's tape. Allow students to follow the spies' route.
2. Cover your table with a tarp. Add sand and create a 3D map of the event that was taking place. Add in additional small props such as: a pomegranate (easy to share between students; each student could eat a "seed"; pomegranates are still popular in Israel today), dark soil (Israel's "fertile crescent" had good soil), olives or olive leaves (olive trees), dates/figs (common dried fruit).
3. Use your DT scavenger hunt items as you teach the lesson.
4. Use action figures and props as you teach the lesson.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Canaan Scavenger Hunt

Goal: To challenge students to **do things their leader's way** while on a fun scavenger hunt.

Kindergarten – 5th Grade

Note for DT Leaders: Your children’s ministry director/leader will create a map or list of instructions for each class (for larger classes, you may need two or three maps or instructions for each class). Each map or list of instructions will direct students to find four specific items hidden throughout your children’s ministry area. If using a list of instructions, the instructions could be written with clues, reverse letters revealed only with a mirror, riddles, or written in codes. If using a map, you could include short obstacles or physical activities that students need to complete before taking an item.

Supplies:

- Map or list of instructions for each class (larger classes may need to divide into two or three teams) – see note above
- Items to search for: grapes, figs (fig cookies), honey sticks, and cartons of milk. You will need one of each item per student. Substitute honey-based candy or cereal for the honey stick if needed.
- Brown bags to collect items (one per student)
- Actors to be the “bad guys” (for 2nd-5th grade classes)
- Squirt guns
- Air horn or bell (to announce when the scavenger hunt is finished)

Set up instructions:

- Each map or list of instructions should lead students to different locations at different times.
- Depending on the number of students, you could have multiple stations for each item. Stations should be clearly labeled, so students are picking items from the correct locations. The older the students, the more difficult the search.
- For 2nd-5th grade: Bad guys (actors) should be hidden throughout the area and will occasionally shoot water at students with squirt guns. They will try to take treasures away from students. Encourage actors to wear a “bad guy” bandana on their heads or some other type of costume.

Instructions for the DT Leader:

1. Huddle as a class and explain that they will be secret explorers (spies) and they will need to follow the map or list of instructions that will lead them to specific items hidden throughout a designated area. They must **follow the leader’s way, not go their own way.**
2. For larger classes, divide your class into two to three teams of secret explorers (spies) with a Shepherd, DT Leader, or Lead Teacher to lead each team.
3. Give each student a brown paper bag.
4. They will have 15 minutes to follow their map or list of instructions to locate four hidden items that were found in the Promised Land. Students must stay with their teams.
5. Students will collect items in brown bags and bring them back to class. When the horn blows, Discover Time is over, even if they haven’t found all four items.
6. 2nd-5th grade: Students will need to watch out for “bad guys” who may try to take away their treasures or squirt them with water.
7. Stress that, as a team, they must use the map to **follow the leader’s way, not go their own way.**
8. Once the horn blows, Discover Time is finished, and teams should go to their classroom.
9. If you have multiple services, collect the maps for additional classes to use.

Note for Directors/children’s ministry leaders: *Find a creative volunteer who may not even serve in your children’s ministry to prepare this Discover Time activity. Inform the DT Leaders/Teachers/Shepherds where items are found in advance (preferably make a map and send via email so questions are limited on the day of this DT). This hunt can be super fun and challenging when done well!*

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Did you do things your leader's way by following the map and finding all the treasures, or did you just do things your own way and run around and grab items? If you followed the map, you did the scavenger hunt the right way. What did you find? What do these items have in common? Can anyone guess the lesson we are studying today? (Spies going to Canaan) We'll investigate these clues a bit when we open our Bibles to the book of Numbers.

Pray: Let's open our class up in prayer. When we pray before a lesson, we are asking God to help us understand His Word.

Find It: Is the book of Numbers in the Old Testament or the New Testament? (OT) Let's open our Bibles to Numbers 13:1. *Do a Sword Drill to make finding the verse fun. Remind students of the value of bringing their own Bible to class.*

Optional: Give a Tracker Ticket to one student who can recite the books of the Old Testament up through Numbers.

Timeline: *The purpose of the timeline is to teach students to see the Bible as a big picture rather than individual lessons that do not connect. Our goal is that students can talk through the Bible using the timeline when they complete 6th grade.*

Introduction to the Bible Lesson:

Last week we learned about the Israelites and how they served the Lord by building the tabernacle. The Israelites were finally listening to and obeying God! The Israelites knew that God had promised that someday they would enter the Promised Land of Canaan (as was promised to Abraham in Genesis 12:1-3). Abraham's descendants (Joseph's family) moved to Egypt because they needed food during a famine. Moses led the people out of Egypt after they were enslaved there for many years. *This was covered in the previous quarter's curriculum.*

Canaan is a real place; it just has a different name now. Canaan is usually called Israel or Palestine. Have any of you heard those names on the news? *Point out the location on a map.*

Scripture Outline: Numbers 13:1 – 14:35

Explorers sent to Canaan

Paraphrase of Numbers 13:1-2:

As the Israelites were nearing Canaan, the Lord told Moses to send explorers to the land of Canaan. They did things God's way, and twelve men went, including Joshua.

Skip Numbers 13:3-16

Moses gives specific instructions to the explorers

Read Numbers 13:17-20

Recap: What were some of the specific instructions for the spies? Do you think they did things God's way or their way?

Paraphrase of Numbers 13:21-25:

The spies found grapes, figs, and pomegranates. The grapes were so big they cut off one cluster of grapes and two men carried it on a pole between them. This was amazing!

The report

Read Numbers 13:26-29

Recap: The explorers reported that the land was indeed flowing with milk and honey, but the people of Canaan were physically larger and stronger. This made the Israelites fear that they would never be able to enter the Promised Land.

Read Numbers 13:30-33

Recap: Caleb suggested taking the land, but the other spies gave a bad report. Did they report the information God's way or their way? Have you ever changed the story or doubted the power of God?

Older Students: *Briefly discuss why the Israelites would have feared the Canaanites after they saw God do so many amazing things during their journey.*

The Israelites doubt God

Read Numbers 14:1-4

Recap: The Israelites whined, complained, and rebelled against God again! Does this bring back memories from our previous lessons? You would think they would have learned by now to walk by faith and not by sight. Why couldn't they just do things God's way, instead of their own way? Are we a lot like the Israelites? (Yes)

Joshua and Caleb do things God's way

Read Numbers 14:5-9

Recap: With God all things are possible. It is always best to do things God's way, instead of our own way.

God speaks

Paraphrase of Numbers 14:10-16:

The people continued to complain and whine and even threatened to stone Moses and Aaron. The people were sinning against God because they were doing things their way instead of God's way. How often do you do this? It could be as simple as disrespecting your parents, lying, or even stealing something small. It could be not caring about other people. This is called sin, and it's what separates us from God. *Review the Gospel using the Wordless Book and then offer an invitation for salvation.*

Moses continued to talk to God, and God showed great mercy to the Israelites.

Skip Numbers 14:17-19

Consequences of sin

Read Numbers 14:20-25

Recap and Paraphrase of Numbers 14:26-35: Even though the Israelites saw God's miraculous signs in Egypt and in the desert, they continued to disobey and test God. Because they did things their own way, God gave them some bad news – all the adults who left Egypt would not enter the Promised Land. Only the children and Caleb and Joshua would enjoy the goodness that God promised. Then God sent the Israelites back to wander for forty more years in the wilderness.

Conclusion

Our God is holy, all-powerful, and righteous. Many people in our world think God is almost a “push over”, meaning we can do whatever we want, and God can't or won't do anything. Our God is a just (fair) God who loves us and because He loves us He has rules for us to follow. When we do not follow His rules or ways, there will be consequences for our sin. But through the consequences, He doesn't leave us. He loves us and can help us live a holy life.

Do Right and Feel Right

What about you? Do you do things God's way or your way? When you become a Christian, you begin to change. The Holy Spirit lives inside of you, and you get to know Jesus better by reading the Bible and talking with Him. That changes you on the inside, and then it starts to show on the outside. People around you see that you are a Christian, just by the way you act and talk. This week, make it a priority to do things God's way, so others see Jesus in you. When you live God's way, you can feel safe knowing that He wants what is best for you.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. How many spies were sent to Canaan? (Twelve)
2. What did ten of the spies say about the land? (It flows with milk and honey, but the people are stronger than the Israelites and the cities are large and fortified)
3. What did Caleb and Joshua say? (Trust God and go into the land)
4. Did the Israelites do things God's way or their way? (Their way)
5. Did God approve of the Israelites' behavior? (No, He loved the people, but He was angry with their disobedience)
6. What does this Bible lesson teach us about God? (God's way is right)
7. This week, are you going to do things God's way or your way?

Lesson 8 – October 27, 2024

Deuteronomy 31:1-8; Joshua 1

Know Right:	Joshua becomes the new leader.
Think Right:	“Obey your leaders and submit to their authority. They keep watch over you as men who must give an account.” Hebrews 13:17a
Do Right:	I will obey those in authority.
Feel Right:	I can feel obedient when I obey authority.

GET READY!

As we learn how Joshua became the new leader of the Israelites, let's consider how we can encourage and honor those in authority over us this week.

Pray: As you prepare to serve, ask God to lead you. Pray also for your students; that God will bless them and move in their lives in amazing and eternal ways.

Read: Deuteronomy 31:1-8; Joshua 1

Know Right: Joshua becomes the new leader

The mantle of leadership then passed from Moses to Joshua. The penetrating truth from this lesson is that God places those He chooses in authority, and we are commanded not only to obey those in authority – our leaders – but above all, to obey God.

GET SET!

Lead Teacher's Notes:

- Optional: Children's Ministry Resource Bible: page 228 (Israel and the Canaanites).
- Joshua's name is symbolic of the fact that although he is the leader of the Israelite nation during the conquest, the Lord is the conqueror.

Creative Ideas for the Bible Lesson:

1. Make your classroom into a living map by placing labels for locations and then walk the students from place to place during the lesson.
2. Use several poster boards on the floor to map out the events of the lesson. Use army men and plastic livestock to represent the Israelites.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Simon Says!

Goal: To teach students how to follow and respect **authority**. Also, to place students in an **authority** position and allow them to appreciate the value of others who follow the leader with respect.

Kindergarten: Mission Station – *The Mission Lesson is in the appendix.*

1st Grade: Water Station

Instructions for the DT Leader:

1. Challenge students to a game of “Simon Says”.
2. Remind the class that whoever is “Simon” has been placed in **authority** (emphasize the word “**authority**”).
3. Say: You need to listen and obey whomever I place in **authority**. They are going to give you a command. If they say “Simon Says” before the command, then you should do it. If they don’t say “Simon Says”, then don’t do it. If you do, you will have to sit out! It is important to listen to the person in **authority** very carefully.
4. You (the DT Leader) should set the pace by being the leader first. Speak and lead with confidence. Use a strong, loud voice so all students can hear. Maintain good eye contact with the students. Model what a good Simon Says-leader looks like.
5. Prepare a list of challenges in advance to fill the time. Ideas include: take off one shoe, put your foot in the water, pick up a rock with your toe, move the rock outside the water area, jump up and down, put both hands in the water, shake your wet hands off above your head, both hands on your knees, etc.
6. Most commands should start with “Simon Says.” Occasionally give a command that doesn’t. Lead Teacher and Shepherd should carefully watch the students. Any student that does a command that does not begin with “Simon Says” must sit out until the next round.
7. After leading the game for a while, allow a student who has leadership skills to lead the Simon Says actions. Coach them as they lead.
8. Repeat with different students leading as time permits.

2nd Grade: Sand Station

Supplies:

- Water (sand should be damp)

Instructions for the DT Leader:

Students will complete the same activity as 1st Grade / Water Station (see instructions), except the activity will be done in the sand. Include challenges such as: take off your shoe, remove your sock, dig a hole, place your hand in the hole, place your foot in the hole, cover your foot, etc.

3rd Grade: Art Station

Supplies:

- Paper
- Crayons
- Markers
- Any other additional craft supplies you would like to add

Instructions for the DT Leader:

Students will complete the same activity as 1st Grade / Water Station (see instructions), except the activity will be done at the Art Station. Include challenges such as: use a red crayon and write your name on your neighbor's paper, use a blue crayon and write your name on your own paper, use a green marker and write your birthday on the paper belonging to a student wearing green, use an orange marker and make a smiley face on your own paper, etc.

4th Grade: Food Station

Supplies:

- Chef's choice (select a favorite recipe; optional idea: Have students create a fun shish kebab by placing fruit items in the correct order on the stick and then have them eat the fruit items in the proper order. Possibly use grapes, strawberries, canned pineapple, mandarin oranges, marshmallows, etc.)

Instructions for the DT Leader:

Students will complete the same activity as 1st Grade / Water Station (see instructions), except the activity will be done at the Food Station. Students need to listen and obey each command to create the recipe in the correct order and then eat the finished product. Any student that does a command that does not begin with "Simon Says" must sit out for the next command (instead of sitting out until the next round). In addition to using commands to create the recipe, make it more fun by adding in different challenges such as: stand on one leg, only use your left hand, etc.

5th Grade: Play-Doh Station

Instructions for the DT Leader:

Students will complete the same activity as 1st Grade / Water Station (see instructions), except the activity will be done with Play-Doh at the Play-Doh Station. Include challenges such as: stand on one leg and make a pancake, make a ball behind your back, only use one hand to form the first letter of your name, etc.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: I was amazed at how well you listened to “Simon”, the person who was placed in **authority** during Discover Time. You were quick to obey what they said, and you never questioned their commands. Many of you were even disappointed when you failed to obey what they said or made a mistake. How does this relate to your life? Let me ask you this question: Do you listen to your parents and teachers as well as you listened to Simon? God wants us to listen and respect the people in **authority** that He places over us. Hebrews 13:17a says, “Obey your leaders and submit to their authority.” I wonder how well the Israelites respected authority. If you think they did well, raise your hand; if you think they failed, leave your hand down.

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: Encourage one of your students to open the class in prayer. This will help them learn to pray in a public setting, build confidence, and develop their spiritual leadership skills.

Find It: Is the book of Deuteronomy in the Old Testament or the New Testament? (OT) Let’s all recite the books of the Bible up to Deuteronomy. Let’s open our Bibles to Deuteronomy, chapter 31, verse 1.

Timeline: Who are some of your favorite leaders in the Bible? Did the people always obey them? Today we are going to find out if the Israelites respected and obeyed their new leader, Joshua.

Introduction to the Bible lesson:

Last week we learned that Joshua, Caleb, and the other Israelites were sent out to wander in the wilderness for 40 years because they disobeyed God. That is a long time! During this time, Moses died, but before he died, he had something to say to the Israelites. Open your Bibles to Deuteronomy 31:1.

Read Deuteronomy 31:1-8. Do these verses remind you of a Top 12 verse? (Joshua 1:9) Then what happened? Would the Israelites ever get into the Promised Land? Let’s turn in our Bibles to the Book of Joshua, where we will learn about Joshua, the new leader of the Israelites.

Today’s lesson begins with the Israelites camped along the east bank of the Jordan River, at the edge of the Promised Land. Joshua was their new leader.

Who was Joshua?

- He was young when the Israelites were freed from Egypt.
- He was Moses’ personal aide for forty years.
- Exodus 33:11 gives us insight into Joshua’s devotion to God when it tells us that Joshua, as Moses’ young aide, did not leave the Tent of Meeting (tabernacle) where Moses spoke face to face with God.
- Joshua was one of the twelve spies, but he did things “God’s way...not his way.”

It was Joshua’s job to lead two million people into the Promised Land. That is a lot of people. Do you think he will be able to do it? Will the Israelites listen to him? How will it get done? Let’s find out.

Scripture Outline: Deuteronomy 31:1-8; Joshua 1

The Lord gives Joshua several promises

Read Joshua 1:1-5

Recap: Wow, these are some big promises! Does God always keep His promises? (Yes) Did you know that God says, “I will never leave you or forsake you,” in Hebrews 13:5? He promises the same to Christians today!

Specific instructions to Joshua

Read Joshua 1:6-9

Recap: What type of leader did God want Joshua to be? Describe specific traits of a leader from God’s perspective. (Strong, very courageous, humble, obedient, meditates on God’s Word day and night, a person who does not get discouraged easily)

Older Students: Talk with your neighbor and ask, “What type of leader are you at school, on your sports team, or in your family? Do you lead like Joshua?”

Joshua gives specific instructions

Read Joshua 1:10-15 *This part of the lesson should be very exciting!*

Recap: Joshua, the leader, is giving specific instructions to the people and preparing them to enter the Promised Land.

How are you at following instructions from your leaders? Do you listen carefully and do what they say? What holds you back from obeying your leaders? (Often sin – our own selfish pride keeps us from listening to and obeying our leaders)

Respect for leadership

Read Joshua 1:16-18

Recap: How did the people show respect to Joshua? What about you? Do you respect your teachers, leaders, and coaches? Why or why not? What is it called when you disobey those in leadership? (Sin) What’s the big deal about sin?

Review the Gospel using the Wordless Book.

There is one thing we should think about that’s a bit tricky. Sometimes you may not be able to obey your leader. What if they are asking you to do something that is wrong, like hurting someone, telling a lie, or stealing something that doesn’t belong to you? At times like this, you should pray and ask God to give you the courage to do what is right. You can also find another leader or authority who can help you. But almost always we should respect and obey our leaders, even when it’s not exactly what we would want to do.

Conclusion

Hebrews 13:17a says, “Obey your leaders and submit to their authority.” Are you obedient or disobedient to the leaders in your life? When someone respects their leader, how do they act, what do they say, what is their attitude?

Do Right and Feel Right

Today I want to challenge you to go home and shock your parents! Make it a priority to not only obey them, but also to encourage them. This could be as easy as thanking them for providing you with a great lunch, or quickly getting up to help **before** they ask you to do something. It may be as simple as saying, “Mom and Dad, you are the best parents in the world.” Also, during the week, listen to what they say and respond by doing what they say with a truly positive attitude. You will feel obedient, and they will feel encouraged!

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. Who was Israel’s new leader? (Joshua)
2. What did God promise Joshua? (He would enter the Promised Land)
3. What type of a leader was Joshua? (Strong and courageous)
4. Describe a good leader. (Meditates on God’s Word, very courageous, strong, not afraid, humble)
5. How did the Israelites show they respected Joshua as a leader? (They obeyed Joshua)
6. Who are the leaders in your life?
7. Do you respect the leaders in your life?
8. How are you a strong and courageous leader to others in your life?

Lesson 9 – November 3, 2024

Joshua 2

Know Right:	God uses Rahab to save the spies.
Think Right:	“For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life.” John 3:16 (Top 12)
Do Right:	I will trust in God to save me.
Feel Right:	I can feel secure when I know God saved me.

GET READY!

Take time to reflect on the moment Jesus rescued you from the punishment of your sin. What a day that was! This is what we are talking about today – being saved by the one and only Jesus Christ. Without Jesus, the consequence for our sin would be ours to experience and live out for eternity. Praise God for what He has done to save us from our sin!

Pray: Spend some time this week praying Scripture, Proverbs 2:1-11, over your students.

Read: Joshua 2

Know Right: God uses Rahab to save the spies

The Israelites marched on toward Jericho, where we learn a critical lesson from a woman named Rahab and two Israelite spies. Rahab believed in God. She believed the Israelite spies who told her how she and her family’s lives could be saved. She believed the truth that God saves us when we trust in Him alone.

GET SET!

Lead Teacher’s Notes:

- Please refer to the Children’s Ministry Resource Bible: page 261 (Rahab).
- Walls of Jericho – check out this website from Answers in Genesis:
<http://www.answersingenesis.org/articles/cm/v21/n2/the-walls-of-gericho>
- Questions that might come up:
 - Joshua 2:1 is paraphrased in the lesson, but if questions come up, you can explain what a prostitute/harlot is like this: Rahab was a woman who ran an inn and did wrong things with many men. (If students have additional questions, they should ask their parents.)
 - Did Rahab lie? Yes, she did. Even though lying is wrong and it is sin, Hebrews 11:30 speaks of Rahab’s faith: “By faith the prostitute Rahab, because she welcomed the spies, was not killed with those who were disobedient.” God saved Rahab because she had faith! Her lying was forgiven.

Creative Ideas for the Bible Lesson:

1. Prop: red cord. *This is referred to in the lesson.*
2. Create a 3D scene of the walls of Jericho and Rahab's house. Use a simple box with a smaller box in the corner.
3. Place a sign on your door that reads "Welcome to Jericho." The walls of your classroom are now the walls of Jericho. Create Rahab's house in one corner of the room.
4. Teach the lesson "theater style." In advance, ask parents to come to class and read/role play the verses connected with Joshua, Rahab, and the king. Bring in props or costumes as needed. As students walk into class, have the guests sitting in the front of the room talking with each other. Have guests look at the students as if they are interrupting their conversation. Guests should then transition into telling their story while encouraging students to read it for themselves in the Bible.
5. Create masks using paper plates and popsicle sticks for main characters of the lesson. Have students, classroom leaders, or parents act out parts.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: The "Red Thread" Mystery

Goal: To introduce the lesson by highlighting the **one red cord**.

Note for ALL leaders: *Students should become very curious about the red cord in the DT. Leaders should NOT reveal its meaning during the DT activity. We want students to be eager to solve the mystery in class.*

Optional Setup Instructions: Hang the "Red Cord Mystery" signs (see appendix) near each DT and around your children's ministry space.

Kindergarten: Water Station

Supplies:

- Red painter's tape or rope (three feet)
- Blue painter's tape or rope of a different color (the majority of the lines)
- Two referee shirts
- Tracker Tickets

Setup instructions: Create a challenging line tag course by making a "web" of lines out of blue tape in a large open space. Your web should include a three-foot red line that shoots out from the web of lines. This line will be used as a "safe zone."

Instructions for the DT Leader:

1. Students will play line tag, staying on the lines at all times. They are only safe when they're on the **one red line**, but they can't stop on the **red line**, they must keep moving.
2. If students step off the tape, they are automatically out! (Note: A student could hop to another line, but if they step off the line they are out.) Referees should watch for students who step off the lines.
3. Select the person who will be "It." This person must remain on blue lines only.
4. As you lead this activity, continue to emphasize that the **one red line** will keep them safe. Students cannot be tagged out on the red line.
5. After most of the students are out, the referees should announce that all the students left are the winners. Give those students two Tracker Tickets each.
6. Repeat the game if time permits.
7. Before you head back to class, encourage the students to think about the **one red line** and how it might be a clue for today's lesson. They will solve the mystery in class!

1st Grade: Mission Station – *The Mission Lesson is in the appendix.*

2nd Grade: Art Station

Supplies:

- Cards with "Jesus saves" (the "J" looks like a candy cane) and John 3:16 (see appendix)
- Markers or crayons
- Red glitter
- School glue on plates with Q-tips
- Optional: envelopes (this will keep the glitter from getting everywhere)

Instructions for the DT Leader:

1. Students will decorate cards with markers or crayons.
2. After students decorate their card, have them put glue on the red stripes of the candy cane using Q-tips, and then sprinkle red glitter on the glue. This should be the only glitter on the card.
3. Before you go to class, encourage students to think about the **red glitter** and how it might be a clue for today's lesson. They will solve the mystery in class!

3rd Grade: Box Station

Supplies:

- Two sets of 25 boxes (50 total) with a picture of a red rope segment taped to each box (print each set on different colored paper) (see appendix)
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into two teams.
2. Challenge each team to work together to connect the **red rope** by stacking the boxes.
3. Stack boxes against the wall. Lift boxes and put the next box under the bottom box. Regularly remind students to connect the **red rope** all the way to the ceiling.
4. First team to reach the ceiling or stack all of their boxes wins five points.
5. Repeat if time permits for an additional five points.
6. At the end, the team with the most points will receive three Tracker Tickets each.
7. Before you head back to class, encourage students to think about the **red rope** and how it might be a clue for today's lesson. They will solve the mystery in class!

4th Grade: Play-Doh Station or large open space

Same activity as Kindergarten / Water Station

5th Grade: LEGO Station

Supplies:

- One small piece of red yarn/cord
- Multiple Green LEGO boards

Setup instructions: Connect all the green boards into one large square on the floor (the larger the better). Start the city by building several houses in the center.

Instructions for the DT Leader:

1. The whole class needs to work together to create a large city with a giant wall surrounding it.
Note: The wall is more important than the city.
2. Have a select group of students create one house with at least one window that sits tightly against the wall edge.
3. When time is up, stop students and point out the house built against the wall. Add the **one red cord** (piece of yarn) out the window.
4. Before you head back to class, encourage the students to think about the **one red cord** and how it might be a clue for today's lesson. They will solve the mystery in class!

Discover Time Tip: If you have multiple services, remove the red yarn/cord, and have the next group continue to build on previous hours' work. Add in the red yarn at each hour.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Some clues were given during Discover Time about what we're going to study today. What do you think the clues were? (Walls, city, red cord, safe zone) Does anyone know what lesson we might be studying? Why do you think we had only one red cord/line/ribbon in our DT?

Encourage the older students to figure out the significance of the red cord during the lesson.

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: Ask students if God answers prayers. (Yes!) Highlight how we need to pray with confidence, knowing God listens to us when we pray. Then challenge one of your students to open the class in prayer.

Find It: Is the book of Joshua in the Old Testament or the New Testament? (OT) Let's open our Bibles to Joshua 2:1. Write the verse reference on the whiteboard.

Timeline: When you look at the timeline, where are the historical events that we are studying this fall? Have students point. Today, I want you to think about how our lesson connects with the New Testament. That is part of solving the mystery!

Introduction to the Bible Lesson:

Last week, we found out about the new leader of the Israelites. His name was Joshua. Can anyone explain to me what type of leader Joshua was? (Strong, very courageous, humble, obedient, meditated on God's Word day and night, did not get discouraged easily) Let's dig into God's Word, the Bible, and find out what happens next with the Israelites.

Scripture Outline: Joshua 2

Spies sent to Jericho

The Israelites were finally very close to entering Canaan. Jericho was the specific city God told the Israelites they needed to conquer. A huge wall and a large army surrounded the beautiful city to protect it from enemies. Even though the city was beautiful, it was filled with people who were very evil.

Paraphrase of Joshua 2:1:

Two spies were sent to Jericho. They found a safe location with a lady named Rahab. Rahab was known for making choices that dishonored God (sin). Just like Rahab, each of us has sinned and dishonored God. *Share the Gospel using the Wordless Book.*

Rahab lived on the edge of the city wall. Many visitors often went to her house.

Spy alert

Read Joshua 2:2-3

Recap: The king of Jericho heard there were Israelite spies in town, and he wanted them captured.

Rahab hides the spies

Read Joshua 2:4-7

Recap: Rahab saved the spies by hiding them on the roof of her house and by telling the king's men she didn't know where they went.

Rahab makes a deal with the spies

Read Joshua 2:8-13

This is a great time to review previous lessons and think about God's power.

Recap: Because Rahab ran an inn, she had heard about the one and only great God of the Israelites. She didn't just hear the stories; she believed the truth about God! Do we do the same as Rahab? Do we know the power of God, believe it, and then talk about it?

Older Students: Talk with your neighbor about a time when you told someone about God.

The oath

Read Joshua 2:14-21

Recap: An oath, which is a serious promise, was made between the spies and Rahab. The promise was that:

- Rahab would keep the spies secret and safe.
- The spies would keep Rahab and her family safe when the Israelites attacked Jericho. The scarlet (red) cord was the sign in her window.

Rahab trusted in the one true God of the Israelites, and she knew she would be saved!

The scarlet cord reminds me of the one and only way we can be saved. *Hold up the red page of the Wordless Book.* It is only through Jesus that we can be saved from our sin. Just as much as Rahab needed to be saved from a future battle, we need to be saved from the punishment of our sin. *Hold up the red page of the Wordless Book next to the “red cord” that will save Rahab.*

The spies return to Joshua

Read Joshua 2:22-24

Recap: Isn't it amazing how powerful God is?

Conclusion

Something that happened way back in the Old Testament was a clue about Jesus coming to save us from our sin many years later. The whole Bible connects together!

Do Right and Feel Right

The Israelites and Rahab believed in the one true God. Do you believe in Him? Let's recite John 3:16. How do you choose to believe in Him? *Review the Wordless Book and give an invitation for salvation.*

The people of Jericho were so scared because they weren't secure in God (Feel Right) – they were alone and weak. When you know and believe in God, you will have peace and security. You are on God's side, and your life is changed. I can't wait! In a couple of weeks, we'll find out if the Israelites finally enter the Promised Land and if the spies keep their oath with Rahab.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. How many spies were sent to Jericho? (Two)
2. With whom did the spies stay? (Rahab)
3. Describe Rahab. (An innkeeper who made many bad choices – sin)
4. What did Rahab do for the spies? (She protected them from the king of Jericho)
5. What did the spies tell Rahab? (How to be saved)
6. Rahab and the spies made an oath/promise. What was the oath about? What was the symbol of their oath? (The spies' lives for the lives of Rahab's family – she and her family had to do what they said to be saved; the red cord had to be hung in the window)
7. Rahab believed in the one true God. Do you?

Lesson 10 – November 10, 2024

Joshua 3 – 4

Know Right:	Joshua leads the Israelites across the Jordan.
Think Right:	“Know that the Lord is God.” Psalm 100:3a
Do Right:	I will follow God.
Feel Right:	I can feel confident when I follow God as my leader.

GET READY!

As we continue to study the Israelites, let's consider what it would look like to be fully committed to following God. If we were fully committed to following God as our Lord, Savior, and Leader, how would our words change? How would our actions change? How would our thoughts change?

Pray: Pray specifically for the students in your class who have not made a personal decision to receive Jesus as their Lord and Savior. Ask God to open their hearts, so they can hear and accept the truth.

Read: Joshua 3 – 4

Know Right: Joshua leads the Israelites across the Jordan

Once the spies returned from surveying Jericho, the Israelites could be found on the east bank of the Jordan River. God miraculously stopped the flow of the river waters, so the Israelites could cross and enter the Promised Land. Just like the Israelites, if we want to have success in our journey, we must recognize that God is our leader, and we need to follow Him.

GET SET!

Lead Teacher's Notes:

- Definition of consecration: To spend time praying, reading your Bible, asking for forgiveness, and preparing yourself to be used by God.
- God commanded Joshua to set up twelve stones as a sign to remind future generations of what God had done for them. There are other signs in the Bible that remind us of God's faithfulness: <http://www.answersingenesis.org/articles/au/its-a-sign>

Creative Ideas for the Bible Lesson:

1. Visual Idea: If possible, bring twelve rocks to your classroom. If you can't find large rocks, crumple up brown grocery bags to represent rocks.
2. Use maps to show the locations of the Israelites.
3. Create a Play-Doh scene using blue Play-Doh for the Jordan River and action figures to represent the people crossing.
4. Create the scene using food: blue finger Jell-o for the Jordan River, graham cracker tents, Sour Patch Kids for people, a Hershey's Golden Nugget for the ark of the covenant, and Milk Duds for rocks.

GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: God first!

Goal: To challenge students to memorize and recite with **confidence** our Think Right verse, "Know that the Lord is God." Psalm 100:3a

Kindergarten: LEGO Station

Supplies:

- Sign with "Know that the Lord is God. Psalm 100:3a" (see appendix) or write it on a whiteboard or poster board
- Sample of a large "1" made from LEGO bricks (the "1" should be at least twelve inches tall, thick, and have a solid base; it should be sturdy, so it doesn't fall apart)
- Whistle
- Tracker Tickets

Instructions for the DT Leader:

1. Have students **confidently** recite Psalm 100:3a several times as a group.
2. Tell students their goal is to each make the largest possible 3D number "1" with LEGO bricks. The number 1's may get large! To help support them, encourage students to make a solid base or make the number thick, using multiple bricks, rather than just stacking one block on top of another.
3. Whenever you blow the whistle (every 1-2 minutes), students should freeze and **confidently** shout out the reference and verse.
4. Remind students that since this is true, they should make God #1 (the leader) in their life and follow Him.
5. Award five Tracker Tickets to the student with the largest #1.
6. If possible, display the number 1's for parents to see after class.
7. As students walk back to class, have them **confidently** shout out Psalm 100:3a.

1st Grade: Sand Station

Supplies:

- Water (the sand should be damp)
- Sign with “Know that the Lord is God. Psalm 100:3a” (see appendix) or write it on a whiteboard or poster board
- Verse cards with individual words of the verse and reference on each card (see appendix)
- Yard sticks, yarn, or rope (use to help guide the size and spacing of the letters)
- Whistle
- Tracker Tickets

Instructions for the DT Leader:

1. Have students **confidently** recite Psalm 100:3a several times as a group.
2. Challenge the class to see which student or group of students can make the best 3D word. Assign individual words as listed on each card. Words should be created in order, so that at the end you will have a complete 3D verse wrapped around the Sand Station.
3. Whenever you blow the whistle (every 1-2 minutes), students should freeze and **confidently** shout out the reference and verse.
4. Remind students that since this is true, they should make God #1 (the leader) in their life and follow Him.
5. Give the student or group of students with the best 3D word five Tracker Tickets.
6. As students walk back to class, have them **confidently** shout out Psalm 100:3a.

2nd Grade: Box Station

Supplies:

- Two sets of 20 boxes (40 total) that have the words “Know that the Lord is God. Psalm 100:3a” (one word per box; each team will stack the verse twice vertically; print each set on different colored paper) (see appendix)
- Sign with “Know that the Lord is God. Psalm 100:3a” (see appendix) or write it on the Chalk Wall, a whiteboard, or a poster board

Instructions for the DT Leader:

1. Divide class into two teams.
2. Have students **confidently** recite Psalm 100:3a several times as a group.
3. Each team will work together to stack the verse twice, from the center of the room (not next to the walls).
4. Any time a box or boxes fall, students from both teams must sit down and **confidently** shout out the reference and verse.
5. Then stacking resumes until the next box or boxes fall and the same thing happens – everyone must sit down, recite the verse, and then resume stacking.
6. Repeat as time permits.
7. As students walk back to class, have them **confidently** shout out Psalm 100:3a.

3rd Grade: Food Station

Supplies:

- Alphabet pasta
- Verse card with “Know that the Lord is God. Psalm 100:3a” (one per student) (see appendix)

- Whistle
- Tracker Tickets
- Plastic bags

Instructions for the DT Leader:

1. Have students **confidently** recite Psalm 100:3a several times as a group.
2. Students will race to match the alphabet letters to the verse on their paper.
3. Students can break letters to turn them into different letters as needed.
4. Whenever you blow the whistle (every 1-2 minutes), students should freeze and **confidently** shout out the reference and verse.
5. Remind students that since this is true, they should make God #1 (the leader) in their life and follow Him.
6. The first person to complete the verse will win five Tracker Tickets.
7. Repeat as time permits.
8. Allow students to place alphabet pasta in a bag and take it home.

4th Grade: Mission Station – *There is a second Mission Lesson option in the appendix since this is the second time the 4th grade class is going to the Mission Station. The Lesson is titled “Around the World Challenge”. As an additional option, this group could do the current Mission Lesson a second time.*

5th Grade: Water Station

Supplies:

- Different colored foam noodles (one color per team) cut up into pieces; write one word from Psalm 100:3a on each piece of the noodle
- Gutters or large towels for each team (use to place foam noodles in the correct order)
- Sign with “Know that the Lord is God. Psalm 100:3a” (see appendix) or write it on a whiteboard or poster board
- Whiteboard with dry erase marker or paper with writing utensil (to track team points)
- Whistle
- Tracker Tickets

Instructions for the DT Leader:

1. Divide class into teams of four to five students.
2. Show students the sign with the verse and have teams quickly make up hand motions to match the verse.
3. Have students **confidently** recite Psalm 100:3a several times as a large group with each team using their personally designed hand motions.
4. Give the team that can **confidently** recite the verse with the strongest hand motions five points.
5. Then explain the challenge: Each team will relay to the Water Station and grab one team-colored foam word and return it to their team. The first team to put the verse in the correct order will earn five points.
6. When you hear the whistle blow (every thirty seconds), all students should freeze, and boldly shout out the reference and verse. The team that yells with the most **confidence** will earn an extra five points.
7. If the entire team does not freeze and yell out the verse, their noodles will be returned to the water, and they will need to start over.
8. Repeat the relay as time permits.
9. The team with the most points at the end will receive five Tracker Tickets per student.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Can you confidently recite Psalm 100:3a? (“Know that the Lord is God.”) This seems like a super simple verse, but when we really think about what the verse means, and we really believe it, it is powerful! It will help us to follow God even when it’s hard. *Read the full verse.* (Psalm 100:3 – “Know that the Lord is God. It is He who made us, and we are His; we are His people, the sheep of His pasture.”)

Who is God? *Allow students to share.* When we read the entire verse, we discover that it talks about sheep. Sheep follow their shepherd. This is what God wants us to do in our lives. Do you think the Israelites always remembered and followed God? Could you tell by their actions and attitudes? Let’s learn more about the Israelites today.

Note: If your DT was in the Mission Station, please develop a connection to the Bible Lesson.

Pray: Do you believe the God of Joshua hears our prayers today? Do you believe that the same God who parted the sea, led the Israelites in the desert, and wrote the Ten Commandments really hears my prayers, and your prayers? He does! Let’s pray and ask the one true God to help us learn more about Him today.

Find It: Is the book of Joshua in the Old Testament or the New Testament? (OT) Who can recite the books of the Old Testament up to Joshua? *Allow a student to recite the books up to Joshua.* On the count of three, the first person to find Joshua in their Bible will win a Tracker Ticket. *Give the winning student one Tracker Ticket.* Now, the first person to put their finger on chapter three wins another Tracker Ticket, go! *Give the winning student one Tracker Ticket.*

Timeline: When we look at the timeline, we often see people and events, but that is not what the timeline is really about. It’s about God and what He is doing. Let’s look for what God is doing in our lesson today.

Introduction to the Bible Lesson:

The Israelites were getting very excited! Can you guess why? (They knew if they would continue to follow God, they would enter the Promised Land very soon) We begin our lesson camped along the Jordan River. *Point out the location on a map.*

Scripture Outline: Joshua 3 – 4

Specific instructions are given about the Ark of the Covenant

Read Joshua 3:1-4

Recap: What was the “Ark of the Covenant”? It was Israel’s most sacred treasure. It was a symbol of God’s presence and power. It was a gold rectangular box with two angels facing each other on the lid. Inside were the Ten Commandments, a jar of manna, and Aaron’s staff.

Consecration

Paraphrase of Joshua 3:5-6:

God was going to do amazing things! What would you do if you knew God was going to do amazing things tomorrow? How would you feel? Joshua told the Israelites to prepare themselves for this spectacular event by spending time praying and asking for forgiveness, so God could use them effectively. This is called “consecration.”

Skip Joshua 3:7-13

The Lord leads the Israelites across the Jordan

Read Joshua 3:14-17

Recap: As God led the Israelites, He continued to do miracles to show His power. This same God can lead your life, if you are willing to follow Him. *Insert a short personal testimony on how God has led your life.*

Twelve men and twelve stones

Paraphrase of Joshua 4:1-3:

The whole Israelite nation was very large and within it were twelve tribes or groups of people. Each tribe had a leader. After they crossed the Jordan River, God wanted the people to stop and remember how powerful He is. So, the Lord told Joshua to pick up twelve stones and put them where they would stay that night.

Read Joshua 4:4-7

Recap: God doesn't just think about today, He knows the past and the future, too! He understands the importance of telling the next generation about the miracles of God (vs.6). Do you boldly talk about God? Why or why not?

Paraphrase of Joshua 4:8-9:

The Israelites did everything God told them to do.

Paraphrase of Joshua 4:10-13:

The priests stood in the Jordan River and held the Ark of the Covenant until everyone had crossed. Even the 40,000 armed for battle crossed over and then prepared for war in the plains by Jericho.

God continues to lead Joshua and gives specific instructions

Read Joshua 4:14-18

Recap: Isn't it amazing how powerful God is? Could God do this same miracle today? The God we know and love today is the same powerful God that Joshua worshiped.

Twelve stone memorial

Read Joshua 4:19-24

Recap: The stones reminded the Israelites of the day they crossed over the Jordan River. God didn't want them to ever forget His great power and how He led the people.

Conclusion

The Israelites never wanted anyone to forget how powerful their God was on this day. They wanted to serve and follow their great God the rest of their lives.

Do Right and Feel Right

What about you? Do you often forget who leads your life? Psalm 100:3 says, “Know that the Lord is God. It is He who made us, and we are His; we are His people, the sheep of His pasture.”

This means that, just like the Israelites needed to follow God, and sheep need to follow the shepherd, so do we. The first step in this is to know that God loves you very much, and He wants to lead your life. To make this decision, you first need to admit you are a sinner and tell Him that you need Him. *Review the Gospel using the Wordless Book and give an invitation for salvation.*

If you are a Christian, stand firm! Continually follow and obey God every day of your life. You can feel confident when you know that God is your leader. This means when you are at school or at a friend’s house, when you are checking out the internet, or going to movies, keep God #1 in the choices and decisions you make. Follow Him, no matter the cost.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. Who led Joshua and the Israelites? (God)
2. Joshua told the Israelites that God was going to do amazing things. What did he mean? (God would stop the water of the Jordan River, so the Israelites could pass through on dry land)
3. What does it mean to consecrate? (To set apart so you can be fully used by God)
4. What happened when the Israelites arrived at the Jordan River? (The upstream water stood still and piled up in a heap, so there would be a place for them to cross)
5. What was the meaning of the twelve stones? (The rocks represented the twelve tribes and would remind future generations of Israelites how God stopped the waters of the Jordan River and let them pass through to the Promised Land)
6. How will people know God is your leader? Do people see you follow and obey God?

Lesson 11 – November 17, 2024

Joshua 5:13 – 6:25

Know Right:	The walls of Jericho fall.
Think Right:	“But thanks be to God! He gives us the victory through our Lord Jesus Christ.” 1 Corinthians 15:57
Do Right:	I will trust in God to give victory.
Feel Right:	I can feel victorious when I trust in God.

GET READY!

Isn't it great to know that through Jesus, we can live a victorious life? We may not see the victory at first, but as we look back, we will see how God orchestrated something beautiful to bring glory to Himself. Let's rejoice that we can be part of God's victorious plan.

Pray: Pray with confidence for the students in your class. Ask God to transform them into spiritual champions!

Read: Joshua 5:13 – 6:25

Know Right: The walls of Jericho fall

On the west side of the Jordan, the Israelites faced the seemingly impenetrable wall that surrounded the city of Jericho. However, amid the sounds of trumpets and great shouts, the Israelites experienced a victory that only the Lord could give. The walls of Jericho fell down flat! Just like the Israelites discovered on this amazing day, we can know that when we trust in Him, God gives us victory.

GET SET!

Lead Teacher's Notes:

- Walls of Jericho – check out this website from Answers to Genesis: <http://www.answersingenesis.org/articles/cm/v21/n2/the-walls-of-gericho>
- When students have a biblical worldview, they can understand what true victory is. It's not about winning a sports tournament or an academic competition; it's about accomplishing God's will and staying close to Him with His help. Even though the world may not see or understand the victory God gives, as believers we trust God and feel victorious!
- Optional Resource: Children's Ministry Resource Bible: page 265 (The Fall of Jericho).

Creative Ideas for the Bible Lesson:

1. Build the walls of Jericho using blocks on a tray of sand. (see picture)
2. Arrange tables in a complete circle/square. Divide students into two groups. Have the “Canaanites” sit inside the walls and the “Israelites” sit outside the walls. Refer to how the different people felt during this event.
3. Sound effects: Bring in different types of sounds that you would hear during the Bible narrative. On your cue, have students make the appropriate sounds (marching, horns, shouting, crumbling of walls, etc.).
4. For older students: Have students write down everything they know about the walls of Jericho. Some students may think they already know everything about this lesson. They may be surprised by what they learn when they open and study the Bible.
5. Visual: Have a large red cord hanging from the class door as students enter.
6. Borrow an inflatable bounce house to represent the walls of Jericho. Let the students march around “Jericho” and then make it come tumbling down by deflating it.
7. Use a box to create the walls of Jericho; in advance, cut the walls apart and use tape or Velcro to temporarily hold them together. At the right time, allow the walls to drop.
8. Make the walls of Jericho! Have children stand in a circle or square and hold the edge of a long narrow painting drop cloth or sheet. They will be holding up the “walls” of Jericho. (see picture)



GO!

Pre-Service Review Game and Worship

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Discover Time: Victory!

Goal: To introduce the concept of **victory**. All classes will have a chance to earn a Class **Victory** Certificate, which is a special award/snack pass for the entire class for the following week.

Discover Time Tip: The goal is for each class to be successful, so they will earn the Class **Victory** Certificate. This would be a great day to take class pictures with their finished projects or their certificates.

Kindergarten: Sand Station

Supplies:

- Damp sand
- String
- Optional: Snow brick/block maker or empty shoe boxes or small plastic bins (one per student)
- Class **Victory** Certificate (see appendix)



Setup instructions: Use string to outline where the walls should be built. The size of the wall should be determined by the size of the class. Make sure, if students work hard, the task can be completed, so they experience **victory**.

Instructions for the DT Leader:

1. Challenge students to work as a class to create the walls of Jericho, the taller and stronger the wall the better. If they complete the challenge, the class will receive a Class **Victory** Certificate for a special award/snack during next week's review game.
2. As students work, say something often like, "Let's work together as a team, so we can have **victory**!"
3. When the wall is completed, have students cheer and even do a short **victory** dance.
4. Present the class with their Class **Victory** Certificate. Explain that it is worth a special award/snack during next week's review game.
5. Before leaving, have the students knock down the walls. Ask students, "Can you guess what we'll be learning today in our Bible lesson?"
6. Post your Class **Victory** Certificate in your classroom.

1st Grade: Art Station

Supplies:

- Roll paper
- Art supplies (paint, markers, etc.)
- Cards with each individual Know Right point from the quarter (see appendix)
- Class **Victory** Certificate (see appendix)

Instructions for the DT Leader:

1. Students will work together as a class to create a large banner that represents an outline of the entire quarter. Have your class work as a team and do their very best! Stick people are fine. Think big...think colorful. If they complete the challenge, the class will receive a Class **Victory** Certificate for a special award/snack during next week's review game.
2. Place the cards at the top of the paper in the correct order. Students should draw something that represents the lesson referenced on the card nearest to them. This will ensure that the finished banner represents a timeline from the quarter.
3. To help ensure that students earn the Class **Victory** Certificate, leaders should give suggestions on what students could create to represent each lesson.
4. As students work, say something often like, "Let's work together as a team, so we can have **victory**!"
5. When time is up, have the class cheer and claim **victory**!
6. Present the class with their Class **Victory** Certificate. Explain that it is worth a special award/snack during next week's review game.
7. Take the timeline banner back to class to review during the lesson or use during Review Week.
8. Post your Class **Victory** Certificate in your classroom.



2nd Grade: Food Station

Supplies:

- Samples of the following (*all food items should be out of sight so students cannot see them; for example, on a cart covered with a tablecloth*):
 - Quail (substitute Cornish hens or chicken if necessary)
 - Manna (use honey-flavored cereal or crackers)
 - Water
 - Milk
 - Honey
 - Pomegranates
- Blindfolds (one per student)
- Class **Victory** Certificate (see appendix)

Instructions for the DT Leader:

1. When students arrive at the Food Station, have them sit down. Check if students have any allergies before they taste anything. Then have students put their blindfolds on.
2. Allow students to taste one food sample at a time while remaining blindfolded. As a class, students must make a united guess about the food item and how it connects to one of the lessons they learned this quarter. If the class can conquer this task, they will receive a Class **Victory** Certificate for a special award/snack during next week's review game.
3. If they complete the challenge, present the class with their Class **Victory** Certificate.
4. Post your Class **Victory** Certificate in your classroom.

3rd Grade: Play-Doh Station

Supplies:

- Cards with each individual Know Right point from the quarter (see appendix)
- Class **Victory** Certificate (see appendix)

Instructions for the DT Leader:

1. Students will work together as a class to create a 3D Play-Doh timeline of the past quarter of Bible lessons. If they complete the challenge, the class will receive a Class **Victory** Certificate for a special award/snack during next week's review game.
2. Assign students different segments of the timeline by passing out the cards.
3. If you have a visitor, a Shepherd should coach them on what to create.
4. As students work, say something often like, "Let's work hard together as a team, so our class can have **victory!**"
5. When time is up, review the timeline with students, so they can see the big picture.
6. Encourage the class to cheer and claim **victory!**
7. Present the class with their Class **Victory** Certificate. Explain that it is worth a special award/snack during next week's review game.
7. Post your Class **Victory** Certificate in your classroom.



4th Grade: Water Station

Supplies:

- Different colored foam noodles (one color for each team; in advance, each team's foam noodle will need to be cut into ten pieces with key events from the past quarter written on each piece)
- Syllabus for the quarter (one copy for the DT Leader; see table of contents for the syllabus)
- Gutter piece(s) or a large towel for each team (long enough to hold all ten pieces)
- Stopwatch
- Class **Victory** Certificate (see appendix)

Instructions for the DT Leader:

1. Divide students into equal teams, with a maximum of ten students per team.
2. Students will relay to the Water Station and grab one of their team's noodles.
3. Once all pieces are collected, students will put the Israelites' journey to the Promised Land in order.
4. Students must call the DT Leader to the gutter to confirm if the order is correct. Optional challenge: When the DT Leader checks the timeline order, if a noodle is out of place, all noodles are dumped back in the water and students must start over. This will increase accuracy and thought before the DT Leader looks at the noodle/timeline order. If they complete the challenge, the class will receive a Class **Victory** Certificate for a special award/snack during next week's review game.
5. As students are running the relay and putting the pieces in order, regularly say something like, "Let's work hard together as a team, so our class can have **victory!**"
6. If all teams conquer the challenge before the end of DT, present the class with their Class **Victory** Certificate for a special award/snack during next week's review game.
7. If time permits, repeat this activity.
8. Post your Class **Victory** Certificate in your classroom.

5th Grade: LEGO Station

Supplies:

- Green LEGO boards
- Cards with each individual Know Right point from the quarter (see appendix)
- Class **Victory** Certificate (see appendix)

Instructions for the DT Leader:

1. Students will work together to create a timeline of the past quarter using LEGO bricks.
2. Assign students (or pairs of students) specific segments of the timeline.
3. To win this challenge, all parts of the timeline must be completed and displayed in a specific order. Time will be limited, so the class needs to work as a team to accomplish the goal. If they complete the challenge, the class will receive a Class **Victory** Certificate for a special award/snack during next week's review game.
4. As students work, regularly say something like, "Let's work hard together as a team, so our class can have **victory!**"
5. If the class conquers the goal, present the class with their Class **Victory** Certificate for a special snack during next week's review game.
6. Post your Class **Victory** Certificate in your classroom.

Bible Lesson Introduction

Lead Teachers ~ Connecting the DT to the Lesson: Victory! We conquered the challenge and now our class gets the Class Victory Certificate for next week! This means that when we do the Football Review Game, we will be getting a fun snack in class. You all did a great job! What was your favorite lesson this past quarter? Can you better understand how God had an ultimate plan for the Israelites? The Israelites went through a lot! Do you think they ever made it to the Promised Land and had victory?

Pray: Challenge one of your students to open the class in prayer. This will help them learn to pray in a public setting, build confidence, and develop their spiritual leadership skills.

Find It: Is the book of Joshua in the Old Testament or the New Testament? (OT) Let's open our Bibles to Joshua 5:13. Write the verse reference on the whiteboard and explain the book, chapter, and verse.

Timeline: The Old Testament is full of battles. For two Tracker Tickets, can you name another battle that happened in the Old Testament? (Gideon, David and Goliath)

Introduction to the Bible Lesson:

After crossing the Jordan River, the Israelites begin to conquer Canaan. Their first city to defeat was Jericho. This city was one of the oldest cities and was known for its military strength. The city had big walls (25 feet tall and 20 feet thick) around it. Only with God as their leader could they conquer this city.

Scripture Outline: Joshua 5:13 – 6:25

The commander of the Lord's army appears

Read Joshua 5:13-15

Recap: Who was this and why did He appear?

Older students: Have students look at the person next to them and brainstorm the answer. Then ask students what they came up with. It was an important reminder to Joshua that it was God who was going to fight this battle.

Jericho prepares for battle

Read Joshua 6:1

Recap: Normally Jericho was busy with people in the streets, but today it was different. Jericho was quiet and the walls were tightly shut. The residents knew a battle was going to begin. Unlike the Israelites, the people of Jericho did not have a powerful God they could call out to.

This reminds me of many people in our world today. They seem to have great lives, but when a crisis comes, they have no true God to turn to. They do not know that only through God can we have true victory in life.

Older Students: This is a good time to explain the difference between a secular and a biblical view of "victory".

The Lord gives specific instructions for victory

Read Joshua 6:2-5

Recap: Wow, God gave Joshua specific instructions for victory. The Israelites needed to listen, obey, and follow what God told them to do.

Joshua and the Israelites obey

Read Joshua 6:6-14

Recap: Can you imagine actually walking around the wall? The walk around the wall was about one half of a mile. It took a long time to get everyone around it because there were so many people who needed to walk around it each day.

Optional: Have students close their eyes and be silent for a period of time imagining what it sounded like as they walked around the walls of Jericho.

The seventh day

Read Joshua 6:15-17

Recap: Can you imagine how excited the Israelites were on the seventh day?

A warning is made to the Israelites

Read Joshua 6:18-21

Recap: Why do you think this was so important? (There was so much evil in the city, and God wanted to keep it away from His people) God did not want any sin to begin to spread throughout the Israelite people in their new land. When we begin to follow Jesus, we focus on Him and get rid of anything in our lives that is sinful and would cause us to lose focus on God. Of course, God does not ask kids to destroy cities. How would a kid get rid of sinful things? (Get rid of music, videos or movies with bad pictures or messages, avoid places where you might be tempted to sin, etc.)

Rahab and her family are saved

Read Joshua 6:22-23

Recap: What happened to Rahab? (The oath/promise was kept, and Rahab and her family were saved; remember, she had to hang the red/scarlet cord outside her window to be saved) Could you imagine being in their house as you heard the walls crumble? When you think about Rahab, be reminded how Jesus has saved you. We deserve the punishment for our sin, but Jesus (represented by the red/scarlet cord) will save us. Trusting Jesus to save us is a choice each of us needs to make for ourselves; no one else can make it for us. *Present the Gospel with the Wordless Book and offer an invitation for salvation.*

God gives the Israelites victory

Paraphrase of Joshua 6:24-25:

The city was burned, and the treasures were put in the Lord's treasury. Did you know that even today you can go to Jericho and see the ashes from the burned city? Rahab and her family were spared. This victory didn't come because of human hands; it came because of God's mighty power and strength.

Conclusion

What a journey the Israelites took to get to the Promised Land! From Joseph to Moses to Joshua, God had a perfect plan. Why do you think God put these events in the Bible? What did you learn from it?

Do Right and Feel Right

1 Corinthians 15:57 tells us that Jesus gives us true victory. If you have personally asked Jesus to forgive your sin and to be the leader of your life, you have victory. Victory over what? (Sin and death) If you haven't made this decision and you want to today, talk with a leader after class or even right now. We would be glad to talk to you more about having victory through Jesus.

End-of-Class Review Game: What did we discover today?

The DT Leader or Shepherd will lead students in a review game. Game ideas are in the appendix.

1. What city were the Israelites preparing to take over? (Jericho)
2. Whom did Joshua meet before they prepared for battle? (The commander of the Lord's army)
3. Who gave Joshua instructions on the battle plan? (The Lord God)
4. How many times did the Israelites walk around Jericho? (One time each day for six days, and on the last day seven times)
5. What did the Israelites do on the seventh time around? (They gave a loud shout)
6. What happened after the loud shout? (The walls fell down)
7. Who was Rahab? What happened to her? (The lady who protected the spies; she was saved)
8. God had victory! How does that make you feel as a Christian?
9. How do you get victory in your life? (Trust in God by believing in Jesus to forgive your sins and make Him the leader of your life)

Lesson 12 – November 24, 2024

Review Day (Football Review Game)

Know Right:	True wisdom comes from God's Word.
Think Right:	"But grow in the grace and knowledge of our Lord and Savior Jesus Christ." 2 Peter 3:18a (Top 12)
Do Right:	I will remember God's Word.
Feel Right:	I can feel wise when I remember God's Word.

GET READY!

As we conclude another quarter, let's reflect on how we saw God at work in our lives and the lives of our students. Praise God for how He loves, transforms, and leads us!

Pray: Praise God for giving us His Word. Pray that your students will love God and live out what was taught this past quarter.

Read: Review the past quarter

Know Right: True wisdom comes from God's Word

As we come to the close of our Old Testament study and before we move on to the New Testament in the next quarter, we take a day to remember all God has taught us. We praise the one true God for all He has done and ask Him to help us remember His Word.

GO!

Pre-Service Review Game and Worship

Note: When the students in your class first arrive and are checking in, mark their hands with two different colors to divide them into two teams of equal ability. This will save you time when you arrive in the classroom for the Football Review Game.

Worship Leaders will lead students in a review game followed by worship. Details are in the appendix.

Note: *Worship will be extended to 20 minutes.*

Discover Time

Note: There will be no Discover Time this week.

At the end of worship, have an actor come out as a “head coach.” The coach should jump in and ask the group, “Are you ready for some football?!” The coach should then lead the students in doing ten jumping jacks, ten push-ups, and ten sit-ups. After that is finished, have students briefly run in place and then line up with their teacher and head to their classroom.

Football Review Game!

Supplies and set-up:

- Lesson Review and On Track Map questions (see appendix; turn these questions into multiple choice, fill in the blank, or true/false based on your students’ abilities)
- Football field (long green field/rug with yard markings)
- Team chairs placed in a straight line along both sides of the football field
- Scoreboard (whiteboard or poster board)
- Small football that will be a marker for the game
- Halftime snack for the “Class Victory Certificate” from last week’s DT (ideas: popcorn, sports drinks, or hot dogs; optional: set it up like a “concession stand” in the classroom)



Leaders:

- Wear football jerseys or referee shirts and play fun football music in the background. Have fun getting into the theme!
- Two instructional videos are available in the members’ area of the Discovery Land Global website. One is titled “Football Review Game” and it’s a demo of the game being played with actual kids. The other is titled “Football Review with Leaders” and it is a walk through with explanation. Please talk with your Director or ministry leader to access these videos.
- Talk with your ministry leader in advance if there is anything you don’t understand.
- Before class, the Lead Teacher should assign positions based on skills. For example: **Lead Teacher** asks questions, **DT Leader** moves the ball on the field, motivates both teams, and helps students rotate, **Shepherd** keeps track of the score, is the referee as needed, and could help new or shy students.

Instructions:

1. Have students sit in their team chairs when they enter the class.
2. Team names will be the color used to mark their hands when they arrived, such as Red vs Blue.
3. Start the ball at the 50-yard line, and make sure each team knows which end zone is theirs.
4. The leader asking the questions should stand or sit at the end of the field in the end zone.
5. The two chairs closest to the leader asking the questions are the “question seats.” When asked the question, the “question seat” students should jump up if they know the answer. The student that jumps up first gets to answer the question.

6. Inform students that each question answered correctly by the “question seat” student will equal 20 yards down the field for their team. If the question is not answered correctly, it will go to the opposite team. This answer is worth half the yardage (10 yards). If neither student in the question chairs knows the answer, the question is given to the first student who pops up off their chair, and 5 yards will be awarded to that student’s team.
7. If the question is answered correctly, the DT Leader will move the ball towards that team’s end zone.
8. When that “play” is finished, the DT Leader should yell “Go!” and the students should rotate chairs. How to rotate: The students in the question chairs will race to the last chair on their side of the field. All other students scoot one chair over towards the “question chair.” This should take around three seconds. The first team to rotate earns 1 point for the team (not yardage, just points on the board). This keeps students engaged, makes the game fun, and ensures that all students are involved.
9. Repeat questions until a touchdown is scored.
10. When a touchdown is scored, give the team 7 points.
11. Repeat starting at #3 above.

Tips for the person asking questions:

1. During the first ten minutes, ask quick On Track Map questions to get the teams warmed up and moving.
2. Move to Bible Lesson Review questions. *In advance, highlight your favorite questions since you will not get to all the questions.*
3. During the last two to five minutes of class, return to fast On Track Map questions to bring excitement and suspense to the game.
4. Call short timeouts to explain questions that the students get wrong.
5. Try to put a first-time visitor and newer student across from each other. Ask them easy true/false questions or questions such as, “In class, we study an historically accurate book called the _____.”
6. During halftime, when your students are enjoying a snack, review the Wordless Book.
7. At the end of the game, pull all the students together to do a team huddle and yell, “Go Jesus!”

Lesson Review Questions

Year 2 – Quarter 1

Leader's Note: *Reword questions to better suit the developmental age level of the students you're working with or to better fit the game/activity. They can be revised to be multiple choice, true or false, or fill in the blank. The purpose of the review questions is to reinforce what students have learned, not to stump students. Incorrect answers should always be kindly and positively corrected, so all students clearly hear the correct answer. Note: Lesson Review Cards are available in the appendix.*

Topical Lesson: Work for Him!

1. Name the person in our lesson that worked for God. (Paul)
2. Why should we work for God? (He had the victory and saved us from our sin, we love Jesus, etc.)
3. When we work, should our work be average or excellent? (Excellent)
4. Can you recite 1 Corinthians 15:58?
5. How can you work for God?

Lesson 1

1. The Israelite people were slaves in what country? (Egypt)
2. Did God love the Israelites? (Yes)
3. What was the name of the Israelite baby hidden inside the basket? (Moses)
4. What was God's plan for Moses? (To lead the Israelite people out of Egypt and out of slavery)
5. Pharaoh didn't want to listen to Moses, so God sent plagues. What were some of the plagues? (Water to blood, frogs, gnats, flies, all the livestock died, boils, hail, locusts, darkness, and death of firstborn)
6. What does the Passover remind us of? (What Jesus did for us on the cross - His blood covered our sin)
7. What happened to the Israelites after Pharaoh allowed them to leave? (Pharaoh changed his mind, and the Egyptians pursued them, but God parted the Red Sea and saved them)
8. Does God have a plan for your life? (Yes!)

Lesson 2

1. What does it mean to complain? (Letting others know I am not satisfied)
2. Does it honor God to whine and complain? (No)
3. What does it mean to be content? (To be satisfied with what you have)
4. What type of food did God provide for the Israelites? (Manna and quail)
5. Do you think the Israelites were really thankful for the food? Why? (No, they continued to complain)
6. Does God provide for you? How?
7. Do you ever whine or complain? Why?
8. As a family, how can you hold each other accountable to be content and not complain?

Lesson 3

1. When the Israelites did not have water, what did they do? (Quarreled and complained)
2. When Moses heard the people complain, what did he do? (He trusted God and prayed to Him)
3. Who were the Amalekites? (Evil people who killed and raided other people in the desert)
4. What did Moses do while the Israelites battled the Amalekites? (Lifted his hands and prayed to God)
5. Are you a person who trusts God 100%?
6. Should those who trust God whine and complain? (No)
7. If you have a problem, what should you do? (Stop and pray to God; remember God answers prayer: yes, no, or wait)
8. How can you trust God this week? Give specific examples.

Lesson 4

1. The people arrived at Mount _____? (Sinai)
2. Explain what it means when we say God is holy. (God's holiness is perfect purity in thought, word, and action; worthy of worship)
3. When Moses went to the top of Mount Sinai, whom did he talk to? (God)
4. What did God give him? (The Ten Commandments)
5. How many of the Ten Commandments can you list? (Test yourself against Exodus 20:3-17)
6. Why should you obey the Ten Commandments? (To honor and obey God)
7. When you don't obey the Ten Commandments, what is that called? (Sin)
8. Does obeying the Ten Commandments make you a Christian? (No – Ephesians 2:8-9)
9. Who is the only One who can forgive your sin? (Jesus, God's perfect Son)

Lesson 5

1. What was Moses doing on the mountain? (Talking with God and receiving the Ten Commandments)
2. Why didn't the Israelites remain focused on God? (They became impatient while Moses was on Mount Sinai with God, and they listened to a leader who lost his focus on God)
3. What did the Israelites build and then worship? (A golden calf)
4. Why is worshipping false idols wrong? (There is only one true God)
5. Who do you worship?
6. Is God #1 in your life?
7. How do people know God is #1 in your life? (Through your words, actions, and lifestyle)

Lesson 6

1. What were the Israelites building? (The tabernacle)
2. What would the Israelites do in the tabernacle once it was finished? (Worship God)
3. How did the Israelites serve God? (They used their God-given gifts and talents to work on the tabernacle)
4. Describe the attitudes of the Israelites as they served. (Joyful)
5. Describe some of the details that went into building the tabernacle. (See Exodus 36:8-38 for details)
6. How much did the Israelites give to build the tabernacle? (They gave more than what was needed – they gave abundantly)
7. If you were asked to serve God, what would you say? Why?
8. How has God gifted you?
9. Are you currently serving God joyfully? If not, will you?

Lesson 7

1. How many spies were sent to Canaan? (Twelve)
2. What did ten of the spies say about the land? (It flows with milk and honey, but the people are stronger than the Israelites and the cities are large and fortified)
3. What did Caleb and Joshua say? (Trust God and go into the land)
4. Did the Israelites do things God's way or their way? (Their way)
5. Did God approve of the Israelites' behavior? (No, He loved the people, but He was angry with their disobedience)
6. What does this Bible lesson teach us about God? (God's way is right)
7. This week, are you going to do things God's way or your way?

Lesson 8

1. Who was Israel's new leader? (Joshua)
2. What did God promise Joshua? (He would enter the Promised Land)
3. What type of a leader was Joshua? (Strong and courageous)
4. Describe a good leader. (Meditates on God's Word, very courageous, strong, not afraid, humble)
5. How did the Israelites show they respected Joshua as a leader? (They obeyed Joshua)
6. Who are the leaders in your life?
7. Do you respect the leaders in your life?
8. How are you a strong and courageous leader to others in your life?

Lesson 9

1. How many spies were sent to Jericho? (Two)
2. With whom did the spies stay? (Rahab)
3. Describe Rahab. (An innkeeper who made many bad choices – sin)
4. What did Rahab do for the spies? (She protected them from the king of Jericho)
5. What did the spies tell Rahab? (How to be saved)
6. Rahab and the spies made an oath/promise. What was the oath about? What was the symbol of their oath? (The spies' lives for the lives of Rahab's family – she and her family had to do what they said to be saved; the red cord had to be hung in the window)
7. Rahab believed in the one true God. Do you?

Lesson 10

1. Who led Joshua and the Israelites? (God)
2. Joshua told the Israelites that God was going to do amazing things. What did he mean? (God would stop the water of the Jordan River, so the Israelites could pass through on dry land)
3. What does it mean to consecrate? (To set apart so you can be fully used by God)
4. What happened when the Israelites arrived at the Jordan River? (The upstream water stood still and piled up in a heap, so there would be a place for them to cross)
5. What was the meaning of the twelve stones? (The rocks represented the twelve tribes and would remind future generations of Israelites how God stopped the waters of the Jordan River and let them pass through to the Promised Land)
6. How will people know God is your leader? Do people see you follow and obey God?

Lesson 11

1. What city were the Israelites preparing to take over? (Jericho)
2. Whom did Joshua meet before they prepared for battle? (The commander of the Lord's army)
3. Who gave Joshua instructions on the battle plan? (The Lord God)
4. How many times did the Israelites walk around Jericho? (One time each day for six days, and on the last day seven times)
5. What did the Israelites do on the seventh time around? (They gave a loud shout)
6. What happened after the loud shout? (The walls fell down)
7. Who was Rahab? What happened to her? (The lady who protected the spies; she was saved)
8. God had victory! How does that make you feel as a Christian?
9. How do you get victory in your life? (Trust in God by believing in Jesus to forgive your sins and make Him the leader of your life)

Lesson 12

Review Day: No new review questions.

On Track Map Questions

Q1 – Fall

Know the Books of the Bible

Purpose: To teach students how to pronounce and memorize the books of the Bible and to learn basic facts about the Bible.

Keep repeating up to a certain book and let the students fill in the next book.

Samples:

- Matthew, Mark, Luke, _____
- Matthew, Mark, Luke, John, Acts, Romans, _____
- Genesis, Exodus, Leviticus, Numbers, _____
- Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Ruth, _____

Sample questions:

- The Bible is divided into two main parts. What are they? (OT and NT)
- How many books are in the Bible? (66)
- How much of God's Word is true: just certain parts of it or all of it? (It's **ALL** true!)

OT vs NT – Book specific

Purpose: To challenge students to think about where the individual books of the Bible are found – the Old Testament or the New Testament.

Samples:

- Matthew is in the _____. (NT)
- Jonah is in the _____. (OT)
- Hezekiah is in the _____. (Not a book of the Bible)

Wordless Book – Matching key words to colors

Purpose: To introduce the Wordless Book with key colors.

Sample questions:

- What color reminds us that God loves us and is preparing a place for us? (Gold)
- What is the name of the place He is preparing? (Heaven)
- What will be gold in heaven? (The streets)
- How does it make you feel knowing the God of the universe loves you?

- What page reminds us that we have all sinned? (Dark)
- What is sin? (Anything we think, say, or do that is against God)
- Why is sin such a big deal? (One of many answers...It is what separates us from God)

- What color reminds us of Jesus? (Red)
- Why? (The blood of Jesus)
- Why is this so important? (It's the only way to be saved from our sin)

- What page reminds us of being forgiven of our sin? (Clean)
- Why? (The punishment is wiped away clean)
- How does it make you feel to know your sins are forgiven?

- What color reminds us to grow spiritually? (Green)
- Why? (Grass, trees etc. grow just like we should grow)
- Give me an example of how you can grow. (Read the Bible, attend church, stop and think about what you learned, etc.)

Top 12 – Finish the verse

Purpose: To introduce and fine tune the Top 12 verses for students.

Repetition is key for kids learning the verses. Note: at the beginning of the quarter, students will listen to almost the full verse before they get to fill in the blank. As the quarter progresses, move the fill-in blank earlier in the verse.

1. **Romans 3:23:** For all have sinned and fall short of the glory of _____. (God)
2. **John 3:16:** For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal _____. (life)
3. **Proverbs 3:5-6:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths _____. (straight)
4. **John 14:2:** In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for _____. (you)
5. **Joshua 1:9:** Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you _____. (go)
6. **2 Peter 3:18a:** But grow in the grace and knowledge of our Lord and Savior _____. (Jesus Christ)
7. **John 14:6:** Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through _____." (me)
8. **Hebrews 9:22b:** ...and without the shedding of blood there is no _____. (forgiveness)
9. **Acts 16:31:** Believe in the Lord Jesus, and you will be saved – you and your _____. (household)
10. **Ephesians 2:8-9:** For it is by grace we have been saved, through faith – and this not from yourselves, it is the gift of God – not by works, so that no one can _____. (boast)
11. **1 Corinthians 15:58:** Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in _____. (vain)
12. **Mark 12:30-31:** "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength." The second is this: "Love your neighbor as yourself." There is no commandment greater than _____. (these)

Pre-Service Review Game

Year 2 – Quarter 1

Option 1 (K-2nd): Hidden Treasures!

Big Idea: Students will answer questions and earn numbered tickets. At the end, two numbers will be chosen, and those students will each choose a treasure chest and keep the prize inside.

Supplies:

- Laminated tickets numbered 1-25 (the number of tickets depends on the number of questions you will get through)
- Three treasure chests with a small prize inside each one; ideas include: fun candy, Tracker Tickets, funny props like a mustache or funny glasses, Wordless Book bracelets, etc.

Instructions:

1. Ask On Track Map and Lesson Review questions. For each correct answer, give the student one numbered ticket. Hand out tickets in numerical order.
2. Three minutes before the pre-game ends and worship begins, select two numbers. The students that have the selected numbers can come to the front and choose a treasure box.
3. Before they open their boxes, the leader should ask, “Is this your final choice? Or do you want to pick a different box?” As they debate which box to pick, the other students should cheer about which box they should pick. Again, clarify if this is their final decision.
4. Have the two students open the treasure boxes they selected and reveal their prize.
5. Collect the tickets and treasure boxes, so they can be used again next week.

Tips to make things even more fun for everyone!

- Ask a mix of easy and challenging questions. Visitors should feel included with simple questions such as, “What book do we learn from in church?”
- Students can earn as many tickets as they wish, but be sensitive to include the entire audience. Honor those who know much and encourage those who are newer. This can be done by the style/topic of the questions and how you select a student to answer.
- If you have a larger group, have one person ask the questions and a few select leaders in the audience hand out tickets.
- Make it extra fun by acting like a game show host. Use game show music occasionally throughout the event. Those who pass out tickets can also have fun by being “assistants” of the show.
- Make sure to rotate what is in the boxes each week. Students should never know what is going to happen.
- This game should motivate students to come early! The earlier they arrive, the more chances of winning each week.

Option 2 (3rd-5th): Hidden Treasures!

Big Idea: Students will answer questions and earn tickets. At the end, one number will be chosen, and that student will choose a box with either a prize or a fun experience.

Supplies:

- Laminated tickets numbered 1-25 (the number of tickets depends on the number of questions you will get through)
- Mini baby pool (optional: create a “Slime Time” booth – a baby pool with a shower curtain around the sides – where students would get their “surprise”)
- Two brightly colored large boxes:
 - One box should have a fun prize; ideas include: fun candy, Tracker Tickets, a gift card, a two-liter bottle of soda, etc.
 - One box should have a fun experience; ideas include: slime to dump on the child, silly string attack, whipped cream to spray on their head (with a shower cap on the student), super soaker fun, etc.
- Goggles, shower cap, and a cape (to keep them semi clean if they select the box with the fun experience; optional: if you have extra summer t-shirts, give one to the child as a “good sportsmanship prize”)

Instructions:

Follow the instructions for Option 1 (above), using this instruction instead of #2:

- a. Five minutes before the pre-game ends and worship begins, select one number. The student that has the selected number can come to the front and choose a box. If a student is selected and they do not want to participate, they can select a friend.

Option 3: Plinko!

Big Idea: Students will play Plinko! The team with the most points will win. An example of someone playing Plinko can be found here: <https://www.youtube.com/watch?v=tNd8JaAXHic>

Supplies:

- Giant Plinko board (basic instructions can be found at: <https://drowland.wordpress.com/2012/11/16/plinko-game-construction/> (the options at the bottom of the board should be a mix of points and special prizes)
- Game “pucks”
- Special prizes such as candy or Tracker Tickets
- Whiteboard or some other way to keep track of points



Instructions:

1. Divide students into two teams, such as boys vs. girls.
2. Ask Lesson Review Questions and On Track Map questions (see appendix).
3. Select a student who raises their hand to answer the question. If they answer correctly, they will get a puck for the Plinko game. The student will drop the puck into the game, earning either a prize or points for their team. If they give an incorrect answer, allow the other team to answer. If they answer correctly, they will earn a puck for the Plinko game. If both teams give incorrect answers, announce the correct answer, and move on to the next question.
4. When time is up, the team with the most points is the winner.

End-of-Class Review Games

Ring In (supplies: two bike bells or any other type of bells)

1. Bring two contestants to the front of the class.
2. Ask a review question.
3. The first person to ring their bell and answer correctly earns a Tracker Ticket.
4. Repeat.

Sink or Swim

1. Divide students into two teams.
2. Have all students stand up.
3. Ask a question to a student who is standing.
4. When a student answers a question correctly, they can “sink” an opposing player, who then must sit down, or they can “save” someone on their team who has already been sunk. When a student is sunk, they will sit down and wait for someone to “save” them, or for the game to end.
5. Once an entire team is sunk, the other team is declared the winner!

Waterfall

1. A sheet with review questions must be prepared by the teacher in advance.
2. Copies of the review sheet and pens/pencils will be needed for all students.
3. Divide students into two or more teams.
4. Give each student a review sheet.
5. Students have 15 seconds to answer as many questions as possible.
6. After 15 seconds, the leader will say “Waterfall!” Students will then pass their paper to the teammate next to them. Continue passing for 2 minutes.
7. The team who answers the most questions after 2 minutes wins!
8. Repeat several times with review sheets that focus on different topics such as Top 12, Wordless Book, review questions from the curriculum, etc.

The Big Race

1. Divide students into two or more teams.
2. Ask to use one shoe from each team as their team token.
3. Place shoes at the end of the table or against a wall.
4. When a student answers correctly, their team shoe moves forward one step.
5. The first team to get their shoe across the room/table wins!

Dice Roll

1. Divide students into two or more teams.
2. Ask a review question.
3. When a student answers a question correctly, they will roll a die and their team will receive the corresponding points.
4. The team that has scored the most points at the end wins!

Note: You can use an average-sized die or make it even more exciting with a large inflatable die.

Tic-Tac-Toe

1. Divide students into two teams.
2. Draw a Tic-Tac-Toe board on a whiteboard, chalkboard, or large piece of paper.
3. Ask a review question.
4. When a student answers correctly, they will pick a spot on the Tic-Tac-Toe board to place their mark.
5. The first team to get three in a row wins.

Hole in One (supplies: plastic golf ball and putter)

1. Do not divide students into teams.
2. Ask a review question.
3. When a student answers correctly, they will earn a chance to putt.
4. If the student gets a hole-in-one, they will earn three Tracker Tickets.

Trash Can Basketball

1. Do not divide students into teams.
2. Call on a student to answer a review question.
3. If they answer the question correctly, give the student a scrap piece of paper which they will shoot into a trash can.
4. Award the student two Tracker Tickets if the shot is successful.

Spin and Win

1. Divide students into two or more teams.
2. Ask a review question.
3. When a student answers the question correctly, they spin a wheel and earn the corresponding number of points for their team.
4. The team with the most points at the end wins!

Note: If you have a magnetic whiteboard, the “SpinZone® Magnetic Whiteboard Spinner” works great. Add point values or special prizes around your spinner (on your whiteboard). You can also use a spinner from a board game, or you can make your own! Google “DIY Game Spinner” to find many ideas.



All In

1. In advance, arrange numbered envelopes on a bulletin board or wall. Inside each envelope should be a point value.
2. Divide students into two or more teams.
3. Ask a review question.
4. When a student answers correctly, they choose one of the envelopes and their team earns the corresponding point value.
5. The team with the most points at the end wins!

Score Big

1. In advance, mark review questions by point value, with more difficult questions being worth more points (difficult = 20 points, medium = 15, easy = 10).
2. Divide students into two or more teams.
3. The team should choose their question based on point value.
4. When a team answers a question correctly, they will receive the points for their team.
5. The first team to reach 100 points wins!

Cup Stacking (supplies: two sets of cups)

1. Divide students into two teams.
2. As students answer questions correctly, they earn a cup for their team to stack. Team should start their pyramid and continue to build as they earn cups.
3. First team to successfully earn all their cups and finish their pyramid wins.

Push-Ups

1. This game is students vs. leaders.
2. There is no winner.
3. Ask the students a review question.
4. If the students answer correctly, the leader must do 10 push-ups.
5. If the students answer incorrectly, they must do 10 push-ups.

Cup of Goodness (Limited prep needed in advance)

1. In advance, mark popsicle sticks with point values, both positive and negative. Put the popsicle sticks in a colorful cup. Be sure to put them in the cup point-side down so the students cannot see the point values.
2. Divide the students into two or more teams.
3. Ask a student a review question.
4. When a student answers a question correctly, they choose a popsicle stick and earn the corresponding number of points for their team.
5. The team with the most points at the end wins!

Four Corners

1. Do not divide students into teams.
2. Label the corners of your room with numbers 1-4.
3. Write the numbers 1-4 on slips of paper and put them into a hat or container.
4. Shout “Four Corners!” and have students run to any corner.
5. Choose one of the numbers from the hat and ask the students in that corner a review question.
6. If the students are successful in answering the question, they can stay in; if they are incorrect, then they sit down in their seats.
7. Repeat steps 4-6.
8. The winner is the last student standing.

The Hot Seat

1. Divide students into two teams.
2. Have one student sit facing the class, with a marker board or chalk board behind them. This is the “Hot Seat” student.
3. Write the name of a person the class learned about in a previous lesson on the board behind the “Hot Seat”.
4. The students raise their hands, and the “Hot Seat” student calls on three students for clues to guess the person.
5. If the student guesses correctly, they receive one Tracker Ticket.
6. The person who gives the best clue can take over the “Hot Seat.”
7. Repeat.

Just Give Points

1. Divide the class into two (or more) teams.
2. Ask a review question.
3. Call on the first hand raised, and if the student answers correctly, give their team a point.
4. If they answer incorrectly, the other teams get a chance to answer.
5. Keep a tally of points on a whiteboard, chalkboard, or piece of paper.
6. The team with the most points at the end wins!

Beach Ball

1. Do not divide students into teams.
2. Write a variety of review questions on a white beach ball that could apply to multiple lessons. For example: Who was the main person of this lesson? What did we learn from the DT? What is our “Think Right” verse of the day? Where in the Bible was our lesson found?
3. The students should volley the ball around while music is playing.
4. When the music stops, whoever is holding the ball must answer the question that their right thumb is touching.
5. Award the student one Tracker Ticket if they answer correctly.

Around the World

1. Do not divide students into teams; have students sit in a circle (on the floor or on chairs).
2. Choose two students to stand up in the center of the circle to compete against each other.
3. Ask a review question.
4. Whichever of the two students shouts the answer first wins that round.
5. The winner remains standing, while the other student sits back down.
6. The winner then competes against the next student.
7. The goal is to move around the circle as far as you can before losing, at which point the losing student sits in the seat of the person who beat him or her.
8. The student who makes it “around the world” and back to his or her own seat is the winner.
9. Note: Time may run out before a student wins. In that situation, the person who traveled the furthest wins.

Swatter

1. Divide students into two or more teams.
2. On a whiteboard or chalkboard, write multiple answers to a review question.
3. Choose one student to come up to the board; hand that student a fly swatter.
4. Ask a review question.
5. The student uses their swatter to swat the correct answer.
6. Repeat until time is up.
7. There is no winner in this game.

Dig in! (supplies: two tubs – each filled with shaving cream and props to match the lesson)

1. Divide students into two teams.
2. Select a student from each team who is paying attention, learning, and answering questions.
3. Ask a question related to one of the hidden props. Have the selected students close their eyes and try to grab out the correct prop. Enforce a five-second rule for choosing.
4. Give each team one point if the correct item is found.
5. Return items to the tub before asking the next question.

Mission Lesson

Year 2 – Quarter 1

Unreached People Groups: The Fulani People

Goal: To introduce students to the concept of unreached people groups and specifically the Fulani people in West Africa.

Supplies:

- PowerPoint (see appendix)
- TV or screen (to display the PowerPoint presentation)
- Music from the Fulani people; here is a sample: <https://www.youtube.com/watch?v=jAdY7Dko2g>
- Safari adventure outfit for the leader (sun hat, cargo vest and/or cargo pants, hiking boots, canteen/water bottle, etc.)
- World map
 - Add dot stickers on the world map to show where all of the unreached people groups are located (see the map located at this website to see where to place the dots: <https://reachbeyond.org/pray-for-unreached-people-groups>)
- Props to represent the Fulani lifestyle (item to represent cattle, shepherd's crook, rustic school bench, stack of schoolbooks, toy car made from a tin can, etc.)
- Prayer bookmarks (see appendix)

Mission Station Set Up: Set up the space to look like you've stepped into a West African village, incorporating the props representing the Fulani people.

Ways to “Turbo Charge” your Mission Lesson:

- Set up your Mission Station with chairs/benches to create a large safari vehicle for students to board. Set the props up along the sides of the vehicle and place the TV and world map at the front of the vehicle.
- Use white stickers on the world map, then use a black light to illuminate the stickers when talking about where unreached people groups are in the world.
 - Note: You will need a leader to dim the overhead lights and turn on the black light (do not turn lights completely off)

Lesson:

(Slide 1)

Have Fulani music playing as students enter the Mission Station. The Mission Station Leader should be dressed in the safari outfit and should welcome students as they arrive.

Welcome to West Africa! I am so glad that you have arrived and will be joining me on today's adventure. On our journey, I'm going to introduce you to some of my friends. They're part of the Fulani people group. I'm sure you've heard of them. *Pause and look surprised when students say they haven't heard of the Fulani people.* What?! You don't know of the Fulani people?

(Slide 2)

There are 41 million Fulani people living all over West Africa! *Motion to the world map as you speak.* They live in the country of Senegal all the way through the country of Chad. Let's visit a Fulani village, and I'll tell you more about these people! *(Slide 3)*

Highlight the various props representing Fulani culture as you speak.

Most Fulani people do not live in one place forever. Instead, they travel around and set up temporary homes and villages along the way. *(Slides 4 and 5)* They work as herdsman, which means they care for livestock as their job. They travel around following their herds, usually herds of cattle. Cattle are very, very important in their culture.

(Slide 6) Many large families live in the villages. The women often walk long distances to get water for their families, and carry the water in large jugs on their heads. The children walk to school. At school, children wear uniforms, and their families must pay for the bench they sit on and the books they use. After school, the children play. Most children don't have store-bought toys, so they are very creative with what they can find. For example, they build cars out of tin cans and bottle caps.

(Slide 7) Let's look back at my world map. Did you notice the dots all over the map? These dots represent unreached people groups that live all over the world. Unreached people groups are groups of people where almost no one knows who Jesus is, and there are very few opportunities for them to hear about Jesus. There are very few people in these groups who believe in Jesus as their Lord and Savior, and if they do, they are often forced to leave their families and they experience persecution for their faith.

The Fulani people are an unreached people group, that means very few people have heard about and believe in Jesus as their Savior. So, what do most Fulani people believe?

Most Fulani people are Muslim, which means they believe in a false god called Allah and a religion called Islam. *(Slide 8)* Hundreds of years ago, the Fulani people conquered other tribes and spread their belief in Islam all over West Africa. *Use the world map to demonstrate how the Fulani spread southwards and eastwards from Senegal/Guinea all the way through Chad.*

(Slide 9) I want you to close your eyes for a moment and think about what I'm about to tell you. Can you imagine if God was BOTH good and evil? *Pause to let students consider.* And what if God sometimes loved you but sometimes wanted to hurt you? *Pause again.* That is what Muslims believe about their god, Allah. You can open your eyes.

The Fulani people experience a lot of fear because of what they believe about Allah. They are afraid that if they do the wrong thing, or if they don't do enough good things, they will be punished by Allah. And they are afraid that Allah will change his mind and no longer love them.

Does that sound like good news to you?! No, it doesn't. The Fulani people need to hear the truth about the one true God...

- *(Slide 10)* They need to hear that God is always good and everything He does is good.
- *(Slide 11)* They need to hear that God never changes His mind.
- *(Slide 12)* They need to hear that God will always love them and wants to help them.

(Slide 13) The Fulani people need to hear the Gospel: that Jesus came to rescue us from our sin and forgive us.

(Continue the safari using slides 14-17 as you unpack the following paragraphs)

We know that the Fulani people need to hear this, but it is very difficult to tell them this Good News. Why?

First, because it is difficult for missionaries to travel to West Africa and live among the Fulani people. Remember, the Fulani people often don't stay in one place. They follow their herds, and they live all over many countries in West Africa. There are not paved roads, running water, or electricity in most villages.

Second, it is difficult for missionaries to speak with the Fulani people about Jesus because many Fulani people are suspicious of Christians. In their culture, people tend not to trust what the missionaries say, and they don't trust that the missionaries have Good News. If they do hear the Gospel and believe in Jesus, life is often very difficult for these Fulani Christians. They may be forced to leave their families, or they may be hurt or even killed because of their belief in Jesus. This is called persecution.

Even though there are many challenges, we are seeing God working among the Fulani people in West Africa! Let me share a few ways God is reaching these people through missionaries:

1. God is using missionaries and Fulani Christians to share the Gospel, and there are people who are surrendering their lives to Jesus and are trusting Him as their Savior.
2. God is establishing churches of Fulani believers who are standing firm for Jesus and are willing to face persecution.
3. "Places of Refuge" are being built for persecuted Fulani Christians - these are places that provide believers with safe housing. They also provide opportunities to study the Bible, have Christian friends, and learn jobs to help them provide for themselves and their families.

This is exciting news! And guess what... YOU can be part of how God reaches the Fulani people with the Gospel! God hears us when we pray, and we can pray for the Fulani people and for the missionaries who are working to share the Good News with this unreached people group.

(Slide 18) Let's stop and pray right now.

Hand out prayer cards.

For older students: Divide the class into small groups with one leader in each group.

For younger students: The Mission Station Leader can close in prayer.

As the class leaves the Mission Station, encourage students to put their prayer cards somewhere in their home that they will see regularly, so they remember to continue to pray.

Bonus Mission Lesson

An option for classes that visit the Mission Station twice

Option A: Around the World Challenge

Supplies:

- World maps or globes (one per team)
- Magnetic shapes and/or letters
- Magnetic wall*
- Tracker Tickets or a treat from around the world (for the winning team)



*Alternate ideas if you don't have a magnetic wall:

- Have teams use magnetic letters or shapes to write the names on the floor or on tables (directly on the floor or tables, or on poster boards or roll paper).
- Have teams use toothpicks or popsicle sticks to write the names on the floor or on tables (directly on the floor or tables, or on poster boards or roll paper).
- Have teams create a poster on a large poster board with John 3:16 and names of countries from around the world. Award Tracker Tickets or treats to either the team with the most creative poster or the poster with the most countries listed. (Decide the criteria for the winning team in advance.)

Instructions:

1. Divide students into teams.
2. Give each team a world map.
3. Say: Can you guess how many countries there are around the world? (About 200; *give three Tracker Tickets for the closest guess*) Did you know God loves every single person and knows the number of hairs on each of their heads? He loves them so much that He sent His one and only Son to die for them. How do we know this? (John 3:16 and Matthew 10:30; *give three Tracker Tickets if students answer correctly*) This means no matter where you go on this earth, Jesus died for those people. The question is, has every person heard the Good News of Jesus? Let's stop and think about the countries around the world. To do this, we are going to do the "Around the World Challenge." Your goal, as a team, is to write as many names as possible of different countries using magnet shapes and/or letters in 8 minutes. (Hint: Students may want to look for countries with short names)
4. Team with the most countries will win three Tracker Tickets each or a treat from around the world.
5. After the winning team is announced, have students stop and pick a country to pray for. Pray that God will protect the Christians in that country and that the Gospel will be proclaimed clearly to all the people.

Option B: Around the World Challenge

Print a copy of country flags from around the world for each team.

Using magnetic shapes, have teams try to create as many flags as possible using the correct colors.

Bulletin Boards

Year 2 – Quarter 1

Option 1: You did it!

Add the title “You did it!” at the top of the bulletin and then decorate with confetti (tissue paper squares) around the title. Turn the rest of your bulletin board into a grid. Each week have the teacher write in the Do Right point of the week in a square. If students live out the Do Right point of the week, or any previous weeks, they can autograph that square. Optional: Each autograph is worth a Tracker Ticket if the student explains how they lived it out.

Option 2: Who is it?

Fill your bulletin board with question marks and the following four names in big, bold letters, each in a different area of the bulletin board: Joseph, Moses, Joshua, The Israelites. At the end of your Bible lesson, ask the students questions based on these four people. For example: Who had a coat of many colors? (Joseph) Who was known as a great leader? (Joseph, Moses, Joshua) Who whined and complained? (The Israelites) Who hit a rock for water? (Moses)

Bible Timeline Thumbnails



A Ministry of Discovery Land Global • 2693 W Grand Chute Blvd., Appleton, WI 54913 • 920-968-0700 • DLGlobal.org

Old Testament

New Testament

Discovery Land Bible Timeline

Copyright 2022 - Appleton Alliance Association

Worship: K-2nd

Year 2 – Quarter 1

Song, Time, Artist, CD

“Your Everlasting Love” by Jeff Moody, *No Greater Love*, 3:25

“Get Up, Get Up” by Group Publishing, *Sonic Sing & Play - Power Lab*, 2:04

“How Great Is Our God” by Singin’ Praise Kids, *Your Love is Deep*, 3:25

“Don’t Ever Stop” by Passion, *Passion: Take it All*, 5:14 (optional: fade out at approx. 4:02)

“Let the Name (Psalm 113)” by Singin’ Praise Kids, *Your Love is Deep*, 3:51

“Fruit of the Spirit” by Kid Jamz, *Crazy Praise*, 2:54

“I Call You Jesus” by Shout Praises Kids, *Ultimate Kids Worship*, 4:02 (optional: fade out at approx. 2:51)

“Shine” by North Point Kids, *Shine!*, 3:06

“Joy” by Planetshakers, *This is Our Time*, 4:01 (NEW SONG)

“Unchanging” by Chris Tomlin, *Not to Us*, 4:52 (optional: fade out at approx. 3:50)

“Romans 16:19” by Crazy Praise, *Crazy Praise Vol. 2*, 2:58

Worship Schedule: K-2nd

Lesson	Date	Song 1	Song 2	Song 3
	Sept. 1	<i>Topical Lesson: Work for Him! (Worship Leader's choice)</i>		
01	Sept. 8	Your Everlasting Love	Get Up, Get Up	How Great is Our God
02	Sept. 15	Don't Ever Stop	Get Up, Get Up	Let the Name
03	Sept. 22	Don't Ever Stop	Fruit of the Spirit	I Call You Jesus
04	Sept. 29	Shine	Joy	Let the Name
05	Oct. 6	Your Everlasting Love	Joy	Unchanging
06	Oct. 13	Romans 16:19	Shine	Unchanging
07	Oct. 20	Joy	Romans 16:19	Let the Name
08	Oct. 27	Fruit of the Spirit	Shine	How Great is Our God
09	Nov. 3	Your Everlasting Love	Don't Ever Stop	I Call You Jesus
10	Nov. 10	Don't Ever Stop	Joy	Unchanging
11	Nov. 17	Shine	Get Up, Get Up	I Call You Jesus
12	Nov. 24	Joy	Romans 16:19	Unchanging

Worship Plan: K–2nd

Note: Close Worship Time with prayer before dismissing to Discover Time.

Optional: If you collect an offering with your Elementary students, the conclusion of Worship Time is a good place to include it. The Worship Leader should briefly summarize the meaning and purpose of tithing, explain what tithe money is used for, and invite a student to pray over the day's collection.

Topical Lesson: Work for Him!

Music and transitions: Worship Leader's choice

Lesson 1

Transition 1: Is it crazy to believe that God has a plan for us? (NO!) Can I be totally, 100% confident in God's plan? (YES!) All of God's plans are perfect, and because He is our Father whose love never ends, I'm going to be confident in God's plans for me! Are you ready to get a little crazy for Jesus? If you are, jump up and yell "Jesus" with everything you've got! Ready? 1, 2, 3...JESUS! Let's celebrate our everlasting Father and His everlasting love!

Song 1: "Your Everlasting Love"

Transition 2: If we are truly confident in God's plans, then let's not just say it, but let's go out and live it! Go out and tell the whole world how awesome our God is!

Song 2: "Get Up, Get Up"

Transition 3: Jeremiah 29:11 is God telling us – promising us – that His plans for us will give us peace and hope! If you believe that's awesome, raise your hand. If you believe that God is great, then raise your other hand. Look at that, now you are ready to worship our great God!

Song 3: "How Great is Our God"

Lesson 2

Transition 1: Remember last week when we talked about being confident in God's plans? One of the easiest ways to show our confidence in God is to be thankful in all circumstances and content in all God has given us. The best way I know to do that is to never stop worshipping Jesus! Everyone jump up! Girls, let me hear you yell, "Don't Ever Stop!" *Do hand motion.* Now boys! Girls! Boys! All together!

Song 1: "Don't Ever Stop"

Transition 2: Wow! Think about what we just sang: whatever is true, whatever is pure, whatever is right; that is what God's Word is! It is true, it is perfect, and it is always right. When we choose to remember this, we can be content – thankful in any circumstance – whether good or bad. Let's show Jesus how thankful we are by singing this song with everything we've got!

Song#2: "Get Up, Get Up"

Transition 3: Trusting God and giving thanks to Him is easy when we remember how great He is. Let's pray and thank Him now.

Song 3: "Let the Name"

Lesson 3

Transition 1: I'm going to shout "Jesus", and you shout it back! *Repeat a few times. Get students focused and pumped up!* Jesus, You are the way! We don't ever want to stop trusting and following You!

Song 1: "Don't Ever Stop"

Transition 2: We have a million reasons to get up and worship Jesus! Just think of what we learned in the last few weeks. We can be confident in God's perfect plan, and we can be content – thankful in all circumstances – whether bad or good! But to do either of these, you first need to trust in the Lord with all your heart! Let's all shout out Proverbs 3:5-6. Say it like you mean it! "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight."

Song 2: "Fruit of the Spirit"

Transition 3: Freeze right where you are, close your eyes, and fold your hands. Jesus, we want to thank You for who You are, the one and only true God. You are loving, forgiving, and awesome! *Have students kneel down.*

Song 3: "I Call You Jesus"

Lesson 4

Transition 1: Do you know what it means to desire something? Desire means "what you want most". When what we want most is to obey God, that's one way we are different from other people and that is when we shine the brightest!

Song 1: "Shine"

Transition 2: Obeying God isn't something we just talk about, it's something we desire and actually want to do! What does it mean to desire? (To really want something) When Jesus is what we really want most, then He is the source of our joy, and we want to obey Him!

Song 2: "Joy" (NEW SONG)

Transition #3: Let the name of the Lord be praised! Not our name, but HIS!

Song 3: "Let the Name"

Lesson 5

Transition 1: When we are truly focused on something, everything around it just fades away. Like when you're completely focused on a game, your mom could be calling, and you wouldn't even notice! Imagine if we gave that type of focus to Jesus, the one true God! God gave us everything when He gave us Jesus. He didn't have 100 sons to choose from. He only had one Son, and He gave up His only Son for us! That's how His everlasting love works! Our response to that should be praise!

Song 1: "Your Everlasting Love"

Transition 2: All right, it's time to think back to everything we've been learning this fall! *Ask a few quick review questions and have students fill in the blank.* We have learned to trust in God with all our **hearts**, and we do this by **obeying** His Word, and that will help us be content – **thankful in all circumstances**. We know His plans are **perfect**, and we can be **confident** in them! All of this is so amazing that we just have to praise God with a joyful song!

Song 2: "Joy"

Transition 3: Lord, great is Your faithfulness and all Your promises are true! We lift our hands up to worship You, Jesus!

Song 3: "Unchanging"

Lesson 6

Transition 1: Serve God...how do we do that? Our verse in 1 Corinthians says, "Give yourselves fully to the work of the Lord." Which verse says, "Be excellent at what is good"? (Romans 16:19) How awesome would it be if we honored God like that every day? Raise your hand and your voice and shout out Romans 16:19!

Song 1: "Romans 16:19"

Transition 2: We want to serve God with thankfulness and excitement. When we do this, we are showing the world that our God shines!

Song 2: "Shine"

Transition 3: Lord, You are awesome, loving, and amazing.

Song 3: "Unchanging"

Lesson 7

Transition 1: So, I've got some really great ways of doing things. Well, I think most of them are pretty great...or at least kind of great...most of the time. But God's ways are perfect all the time! We need to start doing everything God's way! Since God's way turns my sadness into joy, it seems like that's a wise choice! Let's sing about God's ways!

Song 1: "Joy"

Transition 2: I might be tempted to go back to doing things my way; that's why I need to remember Romans 16:19! Let's say it! *Let students shout it out with you.* "Be excellent at what is good, be innocent of evil." To do that I must be doing everything God's way!

Song 2: "Romans 16:19"

Transition 3: God's ways are always perfect, loving, and beautiful. Let's praise His great and awesome name.

Song 3: "Let the Name"

Lesson 8

Transition 1: The Bible tells us over 100 times to obey. To obey God, to obey our parents, to obey those in authority. Wow that's a lot! How are we gonna do that?! Here's a clue...when you know the answer start shouting it out with me! *Shout out all nine:* Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control!

Song 1: "Fruit of the Spirit"

Transition 2: We honor God when we choose to obey those in authority. And when we are honoring God, we shine!

Song 2: "Shine"

Transition 3: I've got one question for you: how great is our God? *Let students shout out one-word answers.*

Song 3: "How Great is Our God"

Lesson 9

Transition 1: We can say John 3:16, but do we really know it? Trust in it? Live it out? God loves us, He gave us His only Son, and saved us from our sin. How can we respond to such an awesome, holy, amazing gift from God? Let's sing a song to God, so we can thank Him for His everlasting love!

Song 1: "Your Everlasting Love"

Transition 2: Awesome! God is so good! Think about everything we've learned this fall! If I trust in God, choose to do things God's way, and desire to obey His Word, God will help me be content, focused, confident, and willing to trust Him. Wow, those are things I don't ever wanna stop doing!

Song 2: "Don't Ever Stop"

Transition 3: Jesus, we are so in awe of You and all You have done and will do. We bow to our knees and offer You our worship.

Song 3: "I Call You Jesus"

Lesson 10

Transition 1: Psalm 100:3 says, “Know that the Lord is God.” The Lord is the one and only God – there is no other – and we don’t ever want to stop worshipping Him!

Song 1: “Don’t Ever Stop”

Transition 2: Jesus, we want to set our eyes and mind upon Your Word! We want to be excellent at what is good. And we want to be filled with joy as we follow You in all Your ways!

Song 2: “Joy”

Transition 3: As we lift our hands, let us praise and worship the Holy One, Jesus.

Song 3: “Unchanging”

Lesson 11

Transition 1: We are going to read our verse today, and when we get to the word ‘**victory**’, we’re gonna jump up, pump our fist in the air, and shout it out! *Read the verse with tons of energy.* Victory is what Jesus gives us when we choose to trust in Him! Shout it out one more time, “VICTORY!”

Song 1: “Shine”

Transition 2: When a team wins the Super Bowl, does the crowd get quiet? When a team wins the World Series, do their fans just go home and forget about it? (Of course not!) They go out and tell everyone! That is exactly what we need to do. Get up, go out, and tell the world about Jesus’ victory on the cross!

Song 2: “Get Up, Get Up”

Transition 3: Friends, Jesus paid the price for your sin and mine. He gave us His victory over sin, so we can have eternal life in heaven with Him. That is why we praise Him; that is why we worship Him!

Song 3: “I Call You Jesus”

Lesson 12 (Review Day)

Transition 1: Now that we’ve reviewed these a few times this fall, let’s see how many you can remember! **Do this FAST paced.** I need to do things whose way? (God’s) What kind of plans does God have for me? (Good) Who should I put my trust in? (Jesus) If I know God has a plan for my life, how can I feel? (Confident) What’s another word for thankful? (Content) What word means “what I want most”? (Desire) Who should I remain focused on? (God) Who should I obey and follow? (God) What does Jesus give us victory over? (Sin) Wow! It might sound crazy, but these are all things that Jesus freely gives us when we choose to believe in Him! Remembering all that God has done for us should make us realize how much joy we should have!

Song 1: “Joy”

Transition 2: We learned so much in God’s Word this fall! How are you going to remember all of it? I have a verse that sums it all up! Shout it out with me, “Romans 16:19 says, ‘Be excellent at what is good, be innocent of evil!’”

Song 2: “Romans 16:19”

Transition 3: Our God is so amazing, let’s worship Him now and always!

Song 3: “Unchanging”

Worship: 3rd-5th

Year 2 – Quarter 1

Song, Artist, Album, Time

“Marching On” by Rend Collective, *Good News*, 3:39

“Take it All” by Hillsong Kids, *Follow You*, 3:06

“There’s Nothing That Our God Can’t Do” by Kristian Stanfill and Passion, (*Radio Single*), 4:14 (NEW SONG)

“Endless Praise (Live)” by Planetshakers, *Endless Praise (Live)*, 4:07 (*optional: fade out at approx. 3:19*)

“Raise a Hallelujah (Studio Version)” by Bethel Music, Jonathan Helser & Melissa Helser, *Victory*, 4:04

“Sing Wherever I Go (Live)” by We The Kingdom, *Live At The Wheelhouse*, 2:53

“Forever Reign” by Amber Sky Records, *Living Inside Out*, 4:01

“Take You at Your Word (Live)” by Cody Carnes & Benjamin William Hastings, *God is Good! (Live)*, 5:16

“Alive (Studio Version)” by Hillsong Young and Free, *We Are Young & Free (Live)*, 3:48

“Our God” by Group VBS, *Up & Away Sing and Play Music*, 2:14

“Let it be Known” by Amber Sky Records, *Movin’ Me*, 3:10

“God is Alive” by Fee, *Hope Rising*, 3:57

Worship Schedule: 3rd-5th

Lesson	Date	Song 1	Song 2	Song 3
	Sept. 1	<i>Topical Lesson: Work for Him! (Worship Leader's choice)</i>		
01	Sept. 8	Marching On	Take it All	There's Nothing that our God Can't Do
02	Sept. 15	Endless Praise	Take it All	Raise a Hallelujah
03	Sept. 22	Sing Wherever I Go	Marching On	Forever Reign
04	Sept. 29	Take You at Your Word	Alive	Our God
05	Oct. 6	Marching On	Take it All	There's Nothing that our God Can't Do
06	Oct. 13	Take You at Your Word	Let it be Known	Raise a Hallelujah
07	Oct. 20	Endless Praise	Sing Wherever I Go	Forever Reign
08	Oct. 27	Alive	Take it All	There's Nothing that our God Can't Do
09	Nov. 3	God is Alive	Let it be Known	Our God
10	Nov. 10	Take You at Your Word	Marching On	There's Nothing that our God Can't Do
11	Nov. 17	Sing Wherever I Go	Take it All	Raise a Hallelujah
12	Nov. 24	God is Alive	Let it be Known	Forever Reign

Worship Plan: 3rd-5th Grade

Note: Close Worship Time with prayer before dismissing to Discover Time.

Optional: If you collect an offering with your Elementary students, the conclusion of Worship Time is a good place to include it. The Worship Leader should briefly summarize the meaning and purpose of tithing, explain what tithe money is used for, and invite a student to pray over the day's collection.

Topical Lesson: Work for Him!

Music and transitions: Worship Leader's choice

Lesson 1

Transition 1: When people were asked what one thing stressed them out the most, 89% said they were stressed about their future. When you give your life to the Lord and trust in His goodness as your Father, you get to do away with that stress because you know that the plan He has for you is good. We need to just keep our eyes on Him and keep marching on!

Song 1: "Marching On"

Transition 2: God is all-powerful, all-knowing, sees everything, can be everywhere at the exact same time, and is GOOD to those who love Him. Does it make sense to hold anything back from Him? No way! We need to give Him control not only over our future plans, but the guilt we feel about what we did yesterday and the worry we might even have about today. God can see yesterday, today, and tomorrow all at the same time. Knowing that, I think we can agree that it would make sense to tell Him to take it all!

Song 2: "Take it All"

Transition 3: Lots of people tell you that your identity is in what you do. But are we human doings? Or are we human BE-ings?? Right, we are human beings, and since we were each created in God's image, we each have the same opportunity to glorify God. Some might say that you are more important and can have a bigger impact if you are rich or powerful or popular, but God says that each of us, the poor and the rich, the weak and the powerful, the popular and the unpopular, have the same opportunity to glorify God and make His great name known! Not only is there nothing that our God can't do, but there's no one that He can't use either!

Song 3: "There's Nothing That Our God Can't Do" (NEW SONG)

Lesson 2

Transition 1: If you had no food, and someone gave you some, would you thank them? Would you tell others what they did for you? What if you needed a place to sleep and someone gave you a place to stay? Would you thank them? God has given us everything we have and everything we need. We can be content knowing that He will provide for us! We need to remember that God owns all our resources and can provide whatever we need...and we also need to remember that He is good! That should cause us to praise Him without end.

Song 1: "Endless Praise"

Transition 2: God is the source of all power and wisdom. Scripture tells us that everything belongs to Him, and He has authority to do anything He wants to with it. It means that you have exactly what He wanted you to have. If you are short (or insert one of your characteristics), like me, then it's because God wanted you short, not because He ran out of long legs. Once we know that God has the ability to do anything He wants, then we should be able to trust Him with every area of our lives. We should be able to sing "take it all" and mean it!

Song 2: "Take it All"

Transition 3: Let's remember how powerful our God is and raise a hallelujah while we do!

Song 3: "Raise a Hallelujah"

Lesson 3

Transition 1: If you were having a hard time in math, would you ask your math teacher or your English teacher for help? If you needed help throwing a football, would you ask a football player or a master musician? Right! We trust people because they have certain skills and have already proven that they can do something! Well, God is all-powerful and all knowing. The Bible tells us that He is the source of all wisdom! That means we can trust God even when things don't make sense to us because He has it all figured out. Trusting God should result in peace, and when I feel peaceful, it makes me want to sing wherever I go!

Song 1: "Sing Wherever I Go"

Transition 2: Can you imagine if you really did want to throw a good pass in football and you spent years trying to figure out how to do that by asking a master musician? How would you feel if you finally met a professional football player? You might feel like you wasted a lot of time listening to someone who really couldn't answer your questions or help you. That's why it is soooooo important that we go to God, follow Him, and trust Him while we're young! We shouldn't waste even one more day listening to the wrong things when we have God to listen to and trust! We need to take all our marching orders from His Word.

Song 2: "Marching On"

Transition 3: Do you really think God would die for you and then not be able to be trusted? We can trust the One who gave it all for us. We can trust the One who died for us. How long should we trust Him? Forever! Why? Because He will reign forever!

Song 3: "Forever Reign"

Lesson 4

Props: one sign with "I obey so I am saved" and one sign with "I am saved so I obey"

Transition 1: Which one is true? *Hold up signs.* "I obey so I am saved" or "I am saved so I obey"? *If several students cheer for "I obey so I am saved", take a minute to go through the Gospel.* The reason we obey is because of what God has done for us. It's an honor to obey Him after He has done so much for us! And we need to remember that everything that God says in His Word is true, and we can take God at His Word every time!

Song 1: "Take You at Your Word"

Transition 2: The amazing truth is that when we give our lives to God to use for His purposes and His glory, He blesses us by literally making us more alive than ever. Something happens when you obey God out of love – you grow closer to Him! The closer you grow to Him, the more alive you feel!

Song 2: "Alive"

Transition 3: Let's take a minute to remember who our God is! Let's think. What's greater than a tiger? *Wait for answers.* What's greater than a rainstorm? What's greater than an ice cream sundae? What's greater than a best friend? When we say that our God is greater, we need to remember that He is greater because there is nothing sweeter than Him and because there is nothing more powerful than He is! Let's sing "Our God" and remember how incredible He is!

Song 3: "Our God"

Lesson 5

Transition 1: I remember when I was little, I really thought that a little green elf had put a pot of gold at the end of every rainbow. One day I tried to walk to the end of the rainbow, but the closer I got, the further away it seemed. It sure would have been nice if someone had told me the truth! The same is true with Christianity. Right now, many people think there are many ways to heaven, but true Christians believe that Jesus is the only way. Can both beliefs be right? Can there be many ways to heaven AND only one way to heaven? Nope, somebody is wrong. There is more solid proof for Christianity than any other religion out there. We need to march on in the truth of the Gospel and let others know as well!

Song 1: “Marching On”

Transition 2: When we realize that Jesus really is who He said He was, we know that Jesus IS God! Because every sin is against God, God is the only One who can forgive them. He left His perfect home and came down in the person of Jesus to sacrifice Himself in our place, so we could be with Him forever. That amazing truth should result not only in appreciating His sacrifice, but then saying “take it all” about every area of our lives!

Song 2: “Take it All”

Transition 3: The King of the universe left His throne to come to earth to die for us. He is the most powerful being there is, and He knows everything. He is an expert at everything and is always available if you want to cry, scream, or giggle. He never sleeps, so He is awake all night while I sleep – which makes me feel safe. He owns everything and is in control of all things. When I focus on who God is, I gain courage because I realize that there is nothing that our God can’t do!

Song 3: “There’s Nothing That Our God Can’t Do”

Lesson 6

Transition 1: I remember hearing a story about an NBA player that played on the same team as Michael Jordan in 1993. During the game, that nameless player scored 2 points during his 2 minutes of play time. Michael Jordan scored 64 points against the Magic in that game. The nameless player was reported to have said afterwards, “Me and Michael scored 66 points for the win!” Now that player only scored 2 points, but because he was on Michael’s team, he felt like he had contributed somehow. Being on God’s team is like that. We can take God at His Word. He wants to do amazing things and desires to use us to do them.

Song 1: “Take You at Your Word”

Transition 2: Right now, in our culture, the most popular worldview is the one that says “serve me”. When we serve God and put ourselves on His team, His motto is “serve others”. Do you see how completely opposite this is? When we do our part on God’s team and serve others, God says that we will be a witness to those around us just by our actions! There are two ways to proclaim Christ to people. One is by telling them and the other is by showing them. Showing them is best done through serving. Let’s let it be known who God is by serving others!

Song 2: “Let it be Known”

Transition 3: What’s the result of serving God? We will be blessed. Blessed with more connection to Him because we are serving alongside Him. Blessed with a peaceful outlook because we know we are doing God’s work, and when we do God’s work, He will protect us in that. Blessed because we know that in the end, we win! We are on the winning side. God said that in the end, even if it looks dark right now, the light will overcome the darkness. Let’s raise a hallelujah to the God that makes that possible!

Song 3: “Raise a Hallelujah”

Lesson 7

Transition 1: The Bible tells us to rejoice always and to praise God in everything. How can I praise God when I am going through hard things? Let's say that you have a hard test coming up, your family is struggling with money problems, and everyone in your house is fighting. Can you fix all of that? What can you do to add money to your family's income? How can you make your parents stop fighting? You can't. But...when you think about what GOD can do, then you can feel peaceful. God sees and knows everything, and He alone has the power to change circumstances and people's hearts. If I KNOW who God is and THINK about that, I will FEEL peaceful. That will lead to praise for God that has no end!

Song 1: "Endless Praise"

Transition 2: Knowing that God is in charge and has a plan that is better than mine causes me to not only praise Him, but it gives me strength to sing in the middle of trials! I remember a time when my sump pump overflowed in my basement, and I had a BIG mess to clean up. I stood at the edge of that mess and thought, "Either way I have to clean it up, but I do get to decide HOW I do it." I chose to honor God by singing AWANA songs as I cleaned. My daughter had two friends over and one of them remarked to her mom later how she thought it was so cool that I was singing while I cleaned up that mess. Singing wherever we go is one way to show the watching world we accept and trust in God's way over our own!

Song 2: "Sing Wherever I Go"

Transition 3: Our singing should never stop! Our singing will go on forever! Why? Because our God will reign forever!

Song 3: "Forever Reign"

Lesson 8

Transition 1: How many of you feel like you are in control when you have to obey someone else and follow their leadership? Likely not...unless you completely trust the one who asked you to do that! When we give our lives to Jesus, we say that we are willing to do everything He says even if we don't understand it. We do this because we can trust Him. Obeying Him in everything allows us to be alive in Him and realize peace in every situation. Let's sing about that!

Song 1: "Alive"

Transition 2: Do you know what Jesus says about the people that are in authority over us? He tells us in the Bible that He is the One who placed them there, and we should obey them unless they ask us to do something that God commands us not to do. For example, God is pleased when you obey your teachers, but if your teacher tells you that you can't pray by yourself and give thanks to God before you eat, then that isn't something that you need to do. God likes it when we give thanks to Him and doing that is being obedient to God. When God asks us to do things His way, it's because He knows it's for our good – even when it comes to obeying those in authority. Let's remember to tell God to take it all and have ownership over every area of our lives!

Song 2: "Take it All"

Transition 3: Our God who does everything for our good and His glory can be trusted in all areas of our lives. So, when He asks us to obey those He places in positions of authority in our lives, we need to remember who it is that is asking and obey with a smile! Our God is the God who can literally do anything!

Song 3: "There's Nothing That Our God Can't Do"

Lesson 9

Transition 1: Pretend for a minute that you are on vacation with your parents. You accidentally throw your football over the edge of the balcony where your family was staying. Oh, no! You are on the 34th floor of the hotel, too! Well, you run to see where it went and...whoops...you lose your balance and fly over the edge. You grab the ledge at the last second and are hanging by your itty-bitsy pinky finger! Two men are on the ground, and both are great climbers who could climb up to save you...but one is dead and one is alive. Which one is the only one that can save you? Right, the one who is alive. A dead man can't save anyone, and a dead God can't either. That's why it is so important for us to remember that our God is alive and well and able to save! Let's sing about that!

Song 1: "God is Alive"

Transition 2: This should seem obvious, but I have to ask the question. You are now safe, and you are sitting on your balcony with your family and the man who saved you. You look over and see a football fly off the balcony next to you. You wait, knowing what might happen next. Then it happens, a boy, just your age comes screaming to the edge and grabs on by his itty-bitsy pinky finger! What would you do? You would send the man that saved you over to help him, too! That's how it works! We are all in trouble and need someone to rescue us from the punishment of our sin. We need to let it be known to everyone, everywhere, so they can be rescued as well!

Song 2: "Let it be Known"

Transition 3: A man would only be able to save one, maybe two people hanging off the balcony, but our God is above and beyond powerful, and He is omni-present, which means that He is everywhere all the time. That means that He not only sees that everyone is hanging by an itty-bitsy pinky finger, but He is able to save everyone! Let's put our trust in the God who is able to save us! Let's celebrate our God!

Song 3: "Our God"

Lesson 10

Transition 1: When we think of following someone, we can think of this in a few ways. An employee HAS to follow the orders of their employer, or they will get fired. A prisoner HAS to follow the orders of the guards, or they might be punished. But when we talk about following God, it's not a "HAVE to", it's a "GET to". It's like if you were under the direction of a skilled person and you wanted to learn what they knew. You would be happy to be following them and learning from them. You would say, "I GET to learn from so and so!" That's what God says. He says He wants us to view our following of Him as a privilege and an honor! And following God is as simple as taking Him at His Word and doing what He says!

Song 1: "Take You at Your Word"

Transition 2: How many of you had a hero when you were younger? Maybe one of the Avengers or a sports hero? Maybe it was a movie star or a famous musician! Do you think that you will get new heroes or new people to follow as you get older? You bet you will because the heroes that we have here will also get old and they won't be able to do as much as they used to. New superstars will show up and we will start to follow them. Jesus is the only One we can follow when we are young and still follow when we are old because He doesn't change! He never loses power! He will always be the smartest, wisest, richest, and most powerful. We can feel confident when we follow Jesus as our leader! Let's remember that and choose to march on in following Him!

Song 2: "Marching On"

Transition 3: The more I know Jesus, the more I realize His perfection. He did absolutely everything perfectly! Sometimes I questioned what He was doing in my life or the lives of others, but then when I saw His hand at work in ways I couldn't have imagined, I had to admit that He did it perfectly! There's nothing that He can't do and what He does do, He does perfectly!

Song 3: "There's Nothing That Our God Can't Do"

Lesson 11

Transition 1: The longer you follow someone the more you trust them. If you have watched someone come close to defeat many times, but EVERY time they come out as the winner, how nervous would you be if they looked like they were starting to lose? I would probably grab my bag of popcorn and get ready to watch how they were going to pull out another victory! Think of all the stress I saved myself by knowing that they were not only able to be the victor, but after watching them time and time again, I KNEW they would be the victor! This is important when we talk about trusting in Jesus, too. We need to remember that even if things seem really bad, Jesus has proven over and over again that the light will overcome the darkness, and He will win! That should cause us to sing wherever we go!

Song 1: “Sing Wherever I Go”

Transition 2: If you knew that your team would win no matter what, how concerned would you be if you had a setback, a fall, a stumble? Not too much – because you knew that in the end you would pull out a victory! We know from the Bible that God will be the ultimate victor in the end. Genesis 3:15 says that the enemy, Satan, will strike his heel, but Jesus will crush his head. That means that even though sometimes it looks like evil is winning, in the end, good will overcome evil! Knowing that we are on the winning side should make us say “take it all” to God and let Him control EVERY area of our lives!

Song 2: “Take it All”

Transition 3: Only one response is appropriate when we think of all that God has done and given to us through Jesus. Let’s raise a hallelujah and thank Him. In this song, it says that we can even praise God in the presence of our enemies! Why? Because we know we win! Let’s raise a hallelujah together!

Song 3: “Raise a Hallelujah”

Lesson 12 (Review Day)

Transition 1: Let’s review some important things we’ve learned this quarter. One of the most important things we’ve learned is that God is alive! A dead God is not powerful, but an alive God IS! And our alive God is never tired and weary...He’s just as powerful today as He was when He created the world! Which do you think took more of God’s energy? Making the Grand Canyon or making a worm? Neither – they both took the same amount because nothing is hard for God! These are things we must remember about our God, who is very much alive!

Song 1: “God is Alive”

Transition 2: We are living in a world where people are searching for something to hope in. Since we have the answer in our living and powerful God, it is our privilege to let everyone know! We need to let it be known that our God is alive and our God reigns!

Song 2: “Let it be Known”

Transition 3: OK, so quick recap: On Review Day, we want to review the fact that our God is alive and powerful, that our God knows and is in control of everything, and that He has asked us to let that be known to anyone who will listen. We just got done singing about how our God reigns, and we also need to remember that not only did He reign in every account we’ve read about in the Bible, but He reigns today and will reign forever, too!

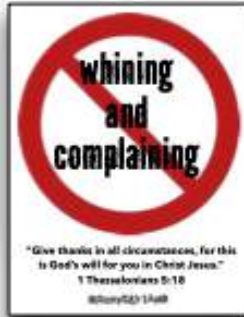
Song 3: “Forever Reign”

Elementary Printable Resources

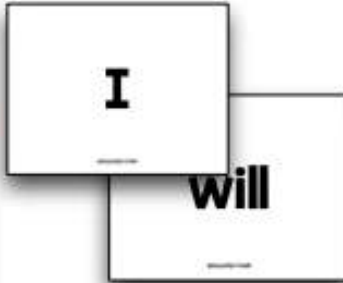
Year 2 — Quarter 1



Lesson 1 - Art
"God has a plan"



Lesson 2
"No whining and complaining" sign



Lesson 2 - Box
"I will not whine or complain" box signs



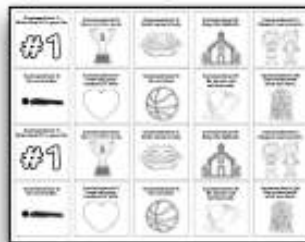
Lesson 2 - Box
"I will not whine or complain" poster



Lesson 3 - Food
Smoothie Recipes
(enough for 4 groups)



Lesson 3 - Art
"I will trust in God"



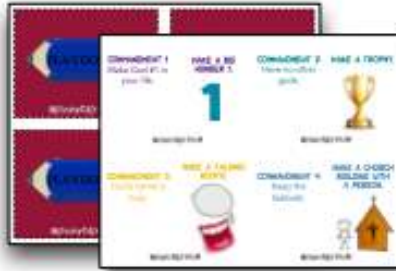
Lesson 4 - Art - "Ten Commandments" cards
(enough for two students)



Lesson 4 - Art
Alternate Option:
"Ten Commandments" activity sheet



Lesson 4 - Box - "Ten Commandments" box signs



Lesson 4 - Play-doh
PlayDoh-nary cards



Lesson 4
Box, Play-Doh, LEGO, Sand
"Ten Commandments" poster



Lesson 5 - Box
"God is #1" box signs



Lesson 5 - Food & Sand
"God is #1" poster



Lesson 5 - Art
"Focus on God" card
(enough for four students)



Lesson 6
Invitation to church



Lesson 6
Invitation to church
(link to editable Canva template is in the curriculum)



Lesson 9 - Box
Red rope box signs



Lesson 9 - Art
"Jesus saves" card



Lesson 9
"Red cord mystery" sign



Lesson 10
Sand
"Know that the Lord is God" word cards



Lesson 10
LEGO, Sand, Box and Water - "Know that the Lord is God" sign



Lesson 10 - Box
"Know that the Lord is God" box signs



Lesson 10 - Food
"Know that the Lord is God" verse card



Lesson 11
Art, Play-Doh, LEGO
"Know Right" cards



Lesson 11
Sand, Art, Food, Play-Doh, Water, LEGO
Class Victory Certificate



Mission Lesson:
Unreached People Groups
PowerPoint Presentation



Mission Lesson:
Unreached People Groups
Prayer bookmarks
(enough for three students)



Elementary Lesson Review Cards

The Wordless Book - Presenting the Gospel to Children



The Wordless Book is the primary way the Gospel is shared with children in the Discovery Land curriculum. You will notice that it is referred to on a weekly basis as you present the Gospel message.

Each color has a simple meaning and a key verse that will help children understand the true meaning of God's love and how they can have a personal relationship with Him now and for eternity.

The Wordless Book is a tool that outlines a clear Gospel message. For older children, you may feel that this tool has become repetitive, but after reviewing test results, we learned our older children know the key word, color, and verse, but often they do not know how to use it as a tool to share or defend their faith. Keep this in mind as you role model the Gospel message to your children each week.

Occasionally try using the Gospel outline without referring to the colors. After you are done, ask children what this reminds them of. Or begin sharing the Gospel by expressing the joy you have by being clean (saved) from the sin in your life.

It is important to tie in the joy of becoming part of God's family. When you become a Christian, God is your Heavenly Father and you join all Christians as part of His church family.

Using the Wordless Book:

Gold - The gold page reminds us of God's love for us and how we, as Christians, can have confidence that someday we can go to heaven. John 14:2 says, "In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you." Heaven is real...and is a perfect, literal place. It will be filled with happiness, joy, streets of gold, a perfect family, and the presence of God Himself.

But there is one thing that is not in heaven...and that is sin.

Dark - The dark page represents sin. Sin is anything we think, say, or do that is against God. Examples of sin are cheating, stealing, and gossiping. These are things that are not going to be in heaven and things that displease God. Romans 3:23 says, "For all have sinned and fall short of the glory of God." The penalty of sin is eternal death, meaning we can't go to heaven, but there is hope...

Red - The red page reminds us of Jesus. Jesus is God's only perfect Son who came to this earth to live a perfect life. Because of His perfect life, only He could take the punishment for our sin. Hebrews 9:22b says, "...and without the shedding of blood there is no forgiveness." Jesus did shed His blood, and because of that, He is the only way to heaven. It is not by good works (Ephesians 2:8-9), it is only through the gift of Jesus. It's a personal choice if we want to accept this free gift of Jesus. But wait, I need to tell you something...Jesus didn't stay dead, He rose again and had victory over sin!

Clean - The clean page reminds us that if we believe in these truths, our sin is forgiven. Acts 16:31 says, "Believe in the Lord Jesus, and you will be saved - you and your household."

Believe and you will be saved from the penalty/punishment of your sin. Your sin can be forgiven and you can be washed clean. But that is a choice that each individual needs to make.

Green - The green page reminds us that once you ask Jesus to forgive your sin, He wants you to grow closer to Him. It's a *relationship*, not a religion. He becomes the leader of your life. Because He is your leader, you will want to grow...like grass in the warm summer months (green). 2 Peter 3:18a says, "But grow in the grace and knowledge of our Lord and Savior Jesus Christ." We grow closer to Him by reading our Bible, praying, and obeying His Word.

This sounds pretty cool, doesn't it? No matter how old you are, it's a choice you have to make for yourself! You can choose today to accept this amazing truth. If you want to choose to ask Jesus to be your Savior and Lord, you need to pray, or talk to God, about it. God is real, and He can hear you when you pray.

If you'd like to make this decision, you can pray about it right now:

1. Admit you are a sinner...tell Him about the sin you struggle with and how you know they displease God. (**dark**)
2. Tell Him you believe that Jesus died and took the penalty for your sin. (**red**)
3. Personally ask Jesus to forgive you of your sin and become the leader of your life. (**clean**)
4. Thank Him for forgiving you and being the new leader of your life.

If you have truly asked Jesus to save you and be the leader of your life, you can know that your sin is forgiven and that you are a child of God!

Additional Tips:

To help coach children toward salvation, the DL program provides the *Coaching Kids for Salvation* card.

Coaching Kids for Salvation

After the Gospel is presented by the teacher...
...during the lesson, invite children to a quiet location if they want to make a decision.

Making sure the child is ready for salvation:
Ask: I think I know why you came to talk to me; but, would you tell me?
Answers may vary from "I want to go to Heaven," "I have sinned," "I love Jesus," or "I don't know." If child says, "I don't know," encourage them to go back to class and you can talk more later.

Checking to see if the child has an understanding of the Gospel:
Ask: Can you tell me anything about the Wordless Book?
Allow the child to explain the Gospel to you. Don't expect perfection. Look for an understanding of sin and the need for Jesus to forgive them of their sin.

Allowing the child to personalize the need for a Savior:
Ask: Have you sinned? How have you sinned?
Show child **Romans 3:23** in your Bible.
If the child denies sin in their life, they are not ready to go further in this discussion. If the child can tell you about sin and personalize that they have sinned, you can continue with the conversation.

Ask: Who can forgive your sin?
Answer should be Jesus.

Ask: What did Jesus do for your sin?
Show child **Hebrews 9:26** in your Bible.
Have child put their name in the sentence, "Jesus died for _____'s sin."

Ask: What happened after Jesus died for you?
Answer: "He rose again!" (**1 Corinthians 15:3b-4**)

DISCOVERY LAND

Making a personal choice:
Ask: What would you like Jesus to do for you?
Answers may vary: "Take away my sin," or "Take the punishment for my sin."

Say: In **Acts 16:31**, it says that if we believe in the Lord, Jesus Christ (point to the red page) you can be saved (dark page) from your sin (clean page).

Ask: Would you like to pray and ask Jesus to take away your sin?
If a child says, "No," tell the child to continue to think about it through the week and end talk to you next week if they would like to.

If a child says, "Yes," say, "Why don't you pray and tell Jesus you have sinned, that you believe in Him, and that you need Him to forgive your sin."

Allow child to pray. If the child needs coaching with words, inform them that you will help them, but they need to remember they are talking to God and they need to really mean what they are saying.

Assurance of salvation:
Following the prayer, ask: What did Jesus just do for you?
Allow child to answer: "He saved me from my sin."

Ask: How do you know?
Allow child to answer: "The Bible tells me so."

Hebrews 13:5b teaches us that when we ask Jesus to be part of our lives, He will never leave us. Use your fingers (starting with your pinky) and say, "Jesus will never leave _____."


"I am so excited about the decision you made today. Why don't we go back to class and tell the Teacher/Shepherd about what happened." (Allow the child to explain what happened.)

Adapted from CEF salvation training.


DISCOVERY LAND

To assist you with presenting the Gospel and beginning to disciple a child, the DL program provides the *Believe It or Not?* booklet, the *Now What?* booklet, and the *I Believe* bookmark.

The *Believe it or Not?* booklet explains the Gospel using Scripture, kid-friendly definitions, and the Wordless Book framework. It is a great tool to explain the Gospel to an interested child, and/or to send home with a child who wants to consider trusting Jesus as their Lord and Savior.



If a student chooses to trust Jesus as their Lord and Savior, the *Now What?* booklet is a great introduction to what it means to live the Christian life. It briefly covers topics such as who they are in Christ, spiritual disciplines, such as worship and prayer, and being a part of the family of God.



I BELIEVE!

Believe in the Lord Jesus Christ and you will be saved, you and your household (Acts 16:31)

Name: _____ Date: _____

And just like that, BELIEVE!
Name: _____ Date: _____
Let's take a moment to pray and ask Jesus to take away your sin (dark page) from your sin (clean page).

Following a child's decision to trust Christ as their Savior, the *I Believe* bookmark can be filled out as a reminder of this important decision. The bookmark remains with the student and the tab at the end is filled out and turned in to your director or staff person, so they can rejoice with the student.

Acknowledgements and Permissions

Sincere thanks to Shawn Thornton, Pastor of Calvary Community Church in Westlake Village, CA for the use of the Think, Do, and Feel Right concept. This idea, with the addition of Know Right, became the structure of each Bible-centered lesson in this curriculum. We greatly appreciate that he has allowed this idea to land and remain in this curriculum, so others can be equipped to teach children to Know, Think, Do, and Feel Right.

We are grateful for the invaluable partnership we have with Awana International and for granting us permission to reference Awana® within the Discovery Land curriculum and training materials. We have seen God use the relationship between this Sunday curriculum and mid-week Awana® ministries to create a strong and lasting impact on students around the world.

Awana is a registered trademark of Awana Clubs International. Used with permission. Appleton Alliance Association, Inc. operates independently from Awana Clubs International and is solely responsible for the contents of this curriculum.

Scripture taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION®. NIV®. Copyright © 1973, 1978, 1984 by International Bible Society. Used by permission of Zondervan. All rights reserved worldwide.

LEGO® is a trademark of the LEGO Group. All rights reserved.

Play-Doh® is a trademark of Hasbro, Inc. All rights reserved.

