

# PRIMARY PALS

## TEACHER'S GUIDE



Units 1,2,3

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*Note: At times, the lessons are taught out of sequence to coincide with holidays. See the accompanying datesheet for the current lesson schedule, which is also available online at [www.apostolicfaith.org](http://www.apostolicfaith.org).*

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## Primary Pals Teacher's Guide

(USPS 757-970)

Vol. 1 No. 1

**Apostolic Faith Church**

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

Primary Pals Teacher's Guide is an official publication of the Apostolic Faith Church, and is published quarterly. Periodicals postage is paid at Portland, Oregon.

POSTMASTER: Send address change to

APOSTOLIC FAITH CHURCH

5414 SE Duke Street

Portland, Oregon 97206, U.S.A.

*The Primary Pals Teacher's Guide has been written to help you—the teacher. This guide will be a source of background information, lesson outlines, discussion questions, suggestions for in-class activities, and other pieces of information that will be helpful as teaching aids.*

*This guide is for those who teach primaries, with supplemental helps for those teaching the same lessons at a beginner level. Choose the ideas that are most applicable to the age and interests of the class you teach.*

*In order to be prepared for teaching this material, it is suggested that you obtain a set of coordinating handouts for students. By familiarizing yourself with the stories and activities contained in them, you will be better able to relate the textual materials to what the students have already studied at home.*

*Each student handout includes a story related to the Bible text chosen for that lesson, activities which help the child learn what the lesson is about, a memory verse, and suggestions for the parents on something they could do with their child to help get God's Word into his/her heart.*

*This guide should be taken to your Round Table where additional notes can be entered. Use the space provided following each lesson. The information in this book is not a substitute for your own research of the lesson, but it is to enhance your study each week. May God bless you as you study this material and prepare to teach it to your students.*

# The Plan of Salvation

## Lesson 1A Our Goal — Heaven

## Lesson 1B All Have Sinned

## Lesson 1C The Blood of Jesus

## Lesson 1D A Clean Heart

## Lesson 1E We Must Grow

The Plan of Salvation must be very plain when we are dealing with the primary child. In this unit, we are exploring some vital concepts which need to be brought down to the primary level of understanding.

By this age, children are beginning to understand what sin is. They know that certain things they do are wrong and deserve to be punished. However, they may not yet understand how the death of Christ is related to their wrongdoings. Even those from Christian homes may repeat, "Christ died for our sins," without understanding the phrase. Our aim for this quarter is to help them understand why they need forgiveness for their

sins, and, in a simple way, the steps to receiving salvation.

We have chosen to begin this quarter with a positive approach, so Heaven as our goal is the initial focus. By stressing the wonders of Heaven, you can establish a basis for the following weeks which will explain the way to be sure we are ready to go there. The quarter concludes with an emphasis on continuing with Christ. We want the students to realize that salvation doesn't stop when they are born again, but is a living, growing relationship with their Savior.

### GAMES FOR REVIEW

There are a number of reviews and object lessons that can be purchased through Child Evangelism Fellowship.

Play "Catch the Bean Bag" with your students. Bean bags are made in Wordless Book colors and one is thrown at a time. If the child who catches it can tell what that color represents, he gets a small treat such as a sticker, balloon, etc.

Cut 11 pieces of flannel to form a large letter "V" (representing "Victory") when placed together like a puzzle. The base of the V will be placed on the board. Divide your group into two teams, each team receiving five pieces of flannel, one for each color of the Wordless Book. Then, with each correct answer to the review questions, a different colored flannel piece is placed on the board by the child who answered correctly. The team to build their side first is the winner. Be sure the colors are placed in the right order. Then the Gospel can be reviewed as instructed in the Wordless Book. Another version of the above could use the word, "SAL-

VATION." Give each team a set of flannel letters and the team which answers correctly and spells its word first is the winner.

### CONTEST IDEAS

Make a white paper crown for each child. If they know the memory verse add a green star. If they bring a Bible add a red star. If they are a missionary add a gold star, attendance a silver star. Or you may wish to add the colored star which matches the Wordless Book color being studied on each Sunday — either for attendance, memory verse, good behavior, etc.

Fill a large jar with red, yellow, white, green and black gumdrops. Have the children come up one at a time, reach into the jar for one, without looking. Then they must tell you what the color stands for before they eat their gumdrop.

For a wrap-up to this unit, compile a series of questions reviewing the lessons of the past four Sundays along with the final lesson. Divide your group into two teams. Alternate asking questions of each team. When the

children answer a question correctly, draw the head of a stick figure man. Continue adding body parts for each correct answer. The first team to complete their man is the winner.

## BULLETIN BOARDS

The colors of the Wordless Book lend themselves well to bulletin boards that cover all five lessons in this unit. Also each lesson brings out the steps to salvation, so this could be a possible theme for a board. Consider making a board which can be added to each Sunday, as a part of your teaching the lesson.

## UNIT SONGS

## “Into My Heart”

**"Take All of Me" — Kids Praise 4**

**"Welcome to the Family" — Kids Praise 3**

## “Power in the Blood”

## UNIT PROJECTS

Use the Wordless Book to teach the Plan of Salvation. This can be referred to and used as a method of review, over and over again. The children never get tired of telling you the story out of the Wordless Book.

Each child should have a Wordless Book of his own

during this unit (see Patterns). The goal is for them to tell you the story and verse that goes with each page, by the end of the unit. For the younger children this may take more repetition and review than it will for the older children. Once they know the story and the verses, they love to answer your review questions, repeat the story for you, or tell it to someone new in the class.

Familiarize yourself with the Wordless Book and its teaching applications which will be explained in detail in the material for each lesson. As a preliminary, we will list the colors and their applications.

Gold — Heaven

Black — Sin

Red — Blood of Jesus

White — Whiter than snow

Green — We must grow

## CHART IDEAS

Use a picture of a kite (see Patterns) divided into four sections with a wide cross in the middle. Each section has a Scripture text that goes with the lessons. Every Sunday have the students read a verse and shade in a part of the kite. Use the color that matches the Wordless Book that week.

## NOTES

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# Our Goal — Heaven

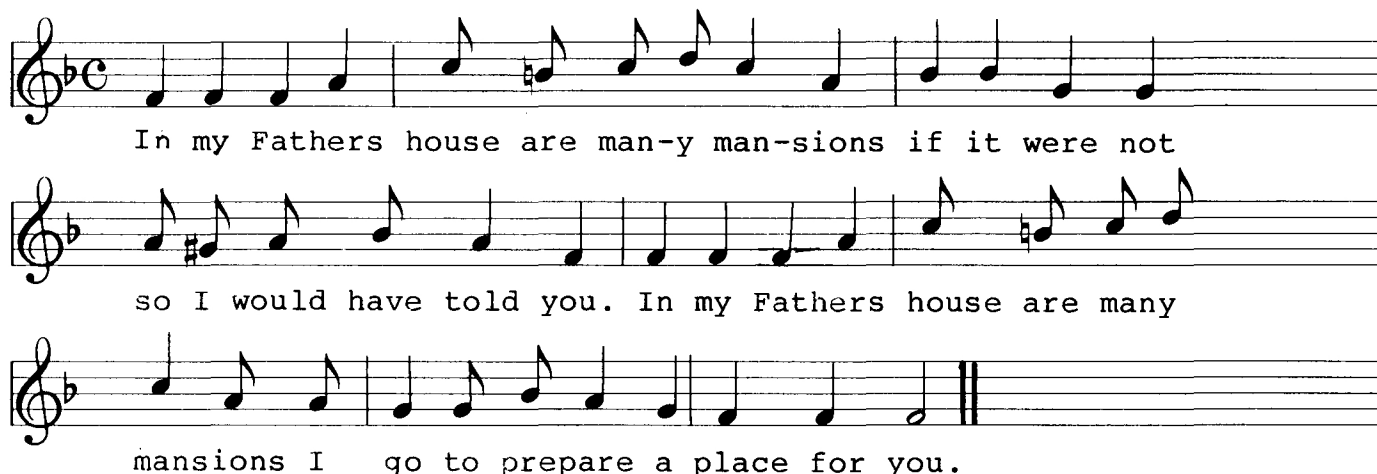
**TEXT** Revelation 21:10-12,18-23; 22:1,2

**SUPPLEMENTAL SCRIPTURES** Revelation 21,22

**OBJECTIVE** The students will understand that our goal is Heaven. They will be able to describe some of the characteristics of Heaven.

**MEMORY VERSE** In my Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you. — John 14:2

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

IN MY FATHER'S HOUSE — point up  
ARE MANY MANSIONS — make pointed roof shapes  
tapping finger tips  
IF IT WERE NOT SO — shake head "no"  
I WOULD HAVE TOLD YOU — touch fingers to mouth,  
move arm down, palm up  
I GO TO PREPARE A PLACE FOR YOU — strike fists  
together, one on top of the other

## MEMORY VERSE VISUALIZED

Use sketch of Heaven (see Patterns). Glue to a flannel backing. Cut the three clouds apart and place them in front of the Heaven scene, as shown, on a flannel board as the students say the verse. This puzzle can be enlarged and used in a group session with the entire department.

## BIBLE LESSON OUTLINE

Introduction: Use the In-Class activity depicting earth, Heaven and the cross as a bridge to open your lesson.

Progression of events:

1. Jesus came to earth as a baby.
2. Jesus died and returned to Heaven to prepare a place for us.
3. Give a description of Heaven, using gold page of Wordless Book.
4. Tell who is in Heaven.
5. Tell who is not in Heaven.
6. Describe how long it will last.

Climax: We will spend all eternity in that beautiful place called Heaven.

Conclusion: Heaven is a wonderful place; we don't want to miss it.

Response: Have each student describe some of the characteristics of Heaven.

## BACKGROUND INFORMATION

John, the author of the Book of Revelation was one of the Lord's Apostles. The book was probably written about 96 A.D. while John was exiled on the Isle of Patmos, about 37 miles southwest of Miletus off the western coast of Asia Minor. It is a mountainous island covering only 15 square miles — 10 miles from north to south and 6 miles at its widest point in the north. During Roman times, Patmos was a place of political banishment. John was sent there about 95 A.D., and it is thought he was released about 18 months later.

The Book of Revelation is a book of great hope as well as a book of warning to those who reject the Lamb of God, especially the last two chapters. These chapters are a description of a vision that John had of the final consummation of creation. Eternal life for the righteous and eternal death for the wicked are both described.

The City will measure 1500 miles long, wide and high — it is completely square. One of our miles is equal to eight furlongs. Compared to our country, the City would stretch from the Canadian border to the Mexican border, and from the Pacific coast almost to the Mississippi River.

## SPECIAL UNIT INSTRUCTIONS

Begin your explanation of the Wordless Book with the gold page, which stresses the beauty of Heaven. First show the children the whole book, asking them if they have ever seen a book without pictures or words. Explain that the colors of this book tell the most wonderful story in the world.

Ask them if they have ever looked at the last page of a book first to find out the ending of a story. Then look at the last (gold) page together, and tell them this page is to remind them of Heaven. Describe Heaven as God's home, filled with glory and the shining brightness of God, the streets of gold, etc. Bring out that there is no sadness or sickness in Heaven, and that everyone there will always be happy. The most wonderful thing about Heaven is that Lord Jesus, will be there.

Help them understand that God made Heaven because He loves them, and wants them to be with Him in Heaven someday. Jesus promised, "I go to prepare a place for you," our memory verse for this week.

## IN-CLASS ACTIVITIES

Prepare Wordless Books for each of your students (see Patterns). Familiarize yourself with the explanation for the gold page given under Special Unit Instructions and use this as you teach your lesson.

Prepare a flannelgraph (see Patterns) or chalktalk

showing earth and Heaven with a gap between. To bridge the gap, Jesus died on the cross, creating a way by which we have access to Heaven. If drawn as a chalktalk, you may wish to have your students draw in the cross as a bridge. Explain that sin is on the earth and it separates us from Heaven. The only way to bridge the gap is by having the Blood of Jesus, shed on the cross, applied to our hearts. Close the gap with the cross.

Bring some sparkling pins with jewels or stones, or a piece of crystal, to illustrate what the foundations and streets of Heaven will look like.

Make a shadow box depicting Heaven, either ahead of class time to use as a teaching aid, or with your students as an in-class project. Draw a sketch of Heaven (or use the pattern provided for the memory verse visualized). Cut hinged doors or windows in various places on the sketch. Assemble a group of stickers, pictures cut from greeting cards or other sources, showing things which we will find in Heaven. These should include a picture of Jesus, angels, bells, children, flowers, trees, a River of Life, crown, etc. Mount your sketch on a backing and paste in a shadow box. Then open the hinged areas and paste in the pictures you have collected.

Have your students make individual posters illustrating the steps to salvation as you introduce them in class. Dirty heart: we have all sinned. Cross: Jesus paid the price for our salvation by dying on the Cross. Praying hands (see Patterns): We tell God we're sorry for the sinful things we have done. Clean heart: Jesus cleanses our heart and comes in to live there. (Add sticker of Jesus in the clean heart if you wish.)

Give your students an opportunity to draw the way they envision Heaven, or something that will be in Heaven.

Do a chalktalk on some of the things that would spoil Heaven. You might want your students to get involved by letting them draw the items they mention.

Bring a notebook covered with gold foil to represent God's Book in Heaven. Put each student's name on a page. You might also want to put names of famous Bible characters on some pages, and review why their names were included among those who will be in Heaven.

## QUESTIONS

How do we get to Heaven?

Will everyone get to Heaven? Why or why not?

Why do you want to go to Heaven?

What are some of the things you will find in Heaven?

What are some of the things you won't find in Heaven?

Who are some Bible people we will see in Heaven?  
 Why is it important to go to Heaven?  
 What do we say to Jesus when we want our sins forgiven?  
 What will Jesus do when He hears us?  
 In the Bible Jesus tells us how to get to Heaven. He says, "I am the way." What does this mean?  
 Will there be things that make us cry in Heaven? Why?  
 Jesus gave His life for us so that we can go to Heaven.  
 What must we give Jesus in return?

## PRE-SCHOOL SUGGESTIONS

Memory verse — I go to prepare a place for you.  
 — John 14:2

Make a crown for each child. Explain that the Bible tells us that in Heaven we will wear crowns. The crowns may be made of construction paper or you can make them out of wallpaper samples if available. Your children might like to stick on "jewels" made of foil.

Emphasize that Heaven will be full of their favorite things, colors, people, etc. — things that make them happy. Ask them to tell you what some of these are. Show a smiling face and a sad face, explaining that we will see only smiling faces in Heaven. Show a Band-Aid, bringing out that we won't need these in Heaven because there will be nothing to hurt us. Give them a flashlight, asking if they have ever been afraid of the dark, and telling them that Heaven will never be dark. Share a basket of grapes or other seasonal fruit, and describe the tree with twelve kinds of fruit.

Bring a picture of Heaven for each child (see Patterns). Let them paste cotton balls around it for clouds.

The shadow box described under In-Class Activity is something pre-schoolers enjoy. They love to take turns opening the doors and windows to discover what is inside.

Young children are able to understand the Wordless Book and will enjoy telling you what the different colors stand for.

Let your students "build" Heaven. Provide strips of gold foil for your streets, Fisher Price or Playmobile people for the citizens of Heaven. Mansions can be made from small boxes covered with gold or silver foil paper. The Leggs stockings containers in silver, or sprayed with silver or gold paint, make good domed roofs.

Run off a simple picture of Heaven (see Patterns). Allow students to apply glitter to the drawing. Glitter sticks work well for small children. You can also provide stickers of angels, crowns, and Jesus for each child to put on his paper.

## REVIEW IDEAS

There are many reviews that can be purchased on the Wordless Book and Heaven.

Put on a short skit showing three boys planning a baseball game on Saturday. One boy is caught stealing during the week, so he has to stay home on Saturday while the others go to play ball. Compare this to our goal of making Heaven. If we do something wrong (such as stealing) we will not make our goal.

Show a large picture of a familiar place (the coast, a zoo, Yellowstone Park, or some well-known spot near you) and ask how many have been there, and how many would like to go there. Then show a picture of Heaven, asking the same questions. Mention that God has made Heaven a very special place, and only certain people will get to go there. Hold up a map of your city, saying that this map will help us to find your house. Then hold up the Bible, explaining that it is our "map" to Heaven. If we want to be among the people who are permitted to go there, we must follow God's map, doing just what it tell us to do.

Use a variety of objects to illustrate things that will be in Heaven and things that will not be there. Have a large drawing of Heaven on one side. In front of it, place a crown, harp, angel (Christmas ornaments are a good source for some of these objects), picture of Mom and Dad, a picture of Jesus, etc. On the other side, put a garbage can. Into it, put objects symbolic of things that will not be in Heaven. These could include tissues (no tears), Band-Aids (no hurts), light bulb (no darkness), crutch (no injuries), thorns (nothing to make hurts) or weeds (nothing to spoil).

Teach your group the song, "Heaven Is for Kids." This is available on record or tape.

Put together a brief skit of a prospector looking for gold. Show how diligently he seeks it, and his great joy in finding it. Then compare this to those who are seeking the Lord — they will eventually receive treasures in Heaven. This will lead into a description of the streets of gold, gates of pearl, etc.

Getting ready for Heaven can be dramatized by packing a suitcase. Mention each article as you place it in the suitcase, telling why it is needed. Be sure you pack your Bible! Then talk about getting ready for Heaven, telling what is needed for that "trip."

Have two puppets discussing Heaven, bringing out what was learned in class.

## COORDINATING SONGS

"Somewhere Beyond the Blue" by Alfred Smith,

Singspiration, Inc.

"Do, Lord" Arranged by H. Voss, Singspiration, Inc.

"Salvation" — Child Evangelism Fellowship

"Countdown" — Child Evangelism Fellowship

"Jesus, I Heard You Had a Big House" by Bill and Gloria Gaither

"Heaven Is a Wonderful Place"

"Heaven Is a Happy Place" — Action No. 3

"Come and Go With Me to My Father's House"

"Barney's Barrel" — Living Stories, Inc., (This is a flash card story on Heaven using the Wordless Book.)

Wordless Book Visualized — Child Evangelism Fellowship, Inc.

"What Happens When We Die?" — Carolyn Nystrom (Children's Bible Basic Book)

"Jesus, I Heard You've Got a Big House" — Gaither Music Book with record, Impact Books, Benson Music Company

"Where is Heaven?" — Sandra Ziegler (book), Standard Publishing

"Heaven Has a Floor" — Evelyn Roberts

## SUPPORT MATERIAL

"The Bible Story" by Arthur S. Maxwell

## NOTES

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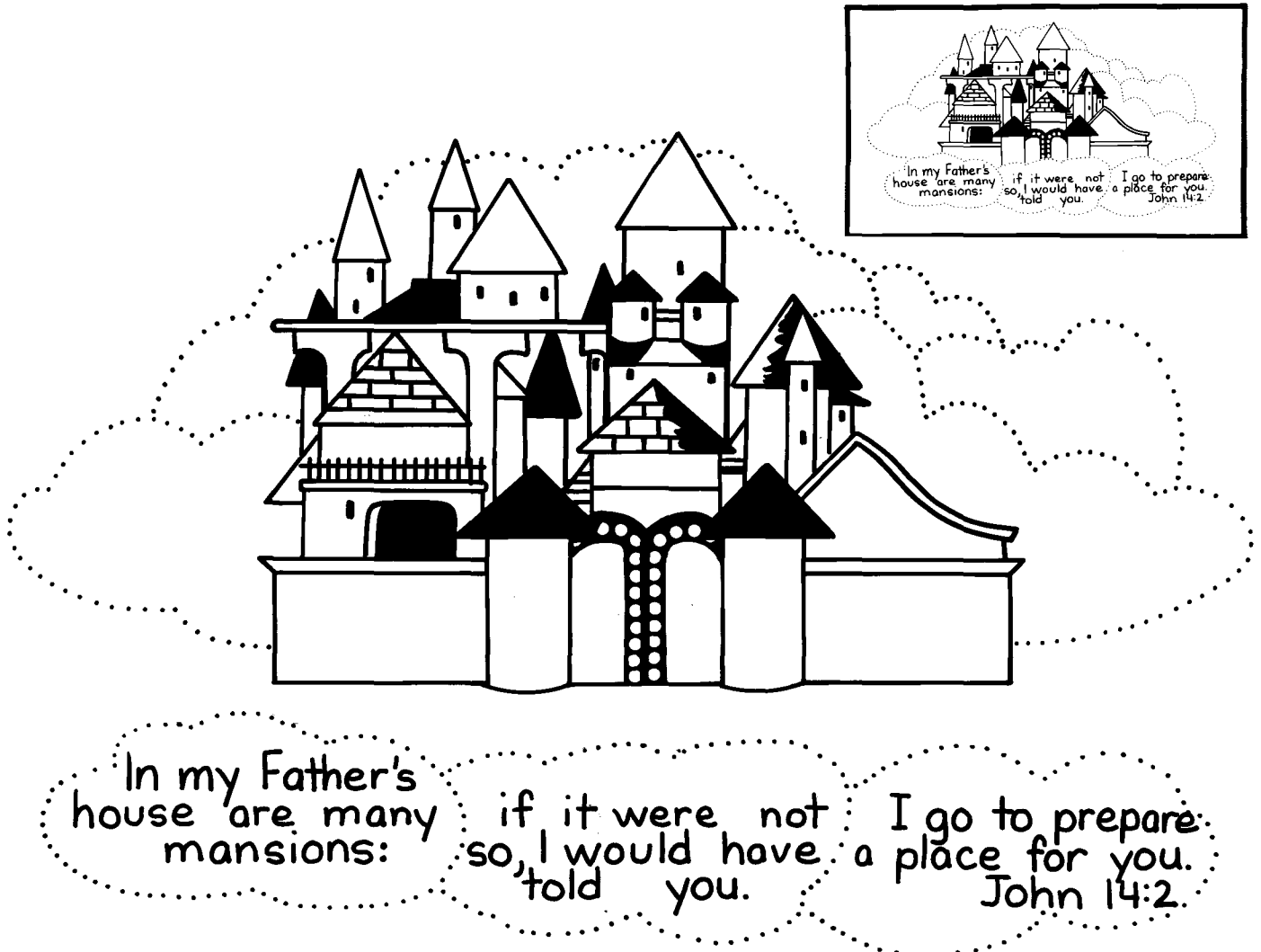
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# All Have Sinned

**TEXT** Genesis 3:1-6

**SUPPLEMENTAL SCRIPTURES** Genesis 3:1-24; Isaiah 55:7

**OBJECTIVE** The students will understand that everyone has sinned and must repent and ask forgiveness for the things they have done wrong. They will be able to identify behavior which is sin.

**MEMORY VERSE** For all have sinned, and come short of the glory of God. — Romans 3:23



## MEMORY VERSE IN ACTION

FOR ALL — move open hand, left to right  
 HAVE SINNED — make fists with index finger pointing to each other and then to self  
 AND COME SHORT — shake head “no”  
 OF THE GLORY — hold left palm out facing up, right finger tips touch left palm, raise right hand wiggling fingers  
 OF GOD — point up

## MEMORY VERSE VISUALIZED

Use puzzle picture (see Patterns). Glue to a flannel backing. Cut out the puzzle pieces and place them together on a flannel board, one at a time, as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show a picture of a child misbehaving. Ask the question: What is the child doing? What makes him do this?

Progression of events:

1. God's creation was perfect.
2. The serpent tempted Eve to sin. She yielded, and gave of the fruit to Adam also.
3. Because of their disobedience, sin came into the world.
4. Identify behavior which is sin: lying, stealing, cheating, disobeying, etc.

Climax: Since that time, every person is born with sin in his heart. Use the black page of the Wordless Book.

Conclusion: The sins that we commit reflect the darkness of sin with which everyone is born.

Response: Have each student identify behavior which is sin, and conclude that each of us has committed some of these sins.

## BACKGROUND INFORMATION:

SIN: The Hebrew word *hatta'th* means “missing” and the Greek, *hamartia*, “missing the mark.” Other Hebrew and Greek words are translated as “transgression, impiety, depravity,” and “violation of the law.”

God endowed man with the power of choice and man sins when he chooses to transgress or violate the Law of God; he misses the mark God intended and made possible for him. The first sin in the universe was an act of free will in which the creature deliberately, and with perfect understanding, chose to corrupt the holy, godly character with which God had endowed him.

Children bear a resemblance to their parents. Therefore all mankind, as children of Adam and Eve, bear a resemblance to them in that all have sinned (Romans 5:12). And all come under the penalty of death, but "God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life" (John 3:16).

God was looking for love and fellowship from man, His creation. In order for there to be real love there must be a choice: a choice to give love or not to give love. That is why God took the risk of giving man a choice to disobey.

Sin in its most basic form is choosing to love the world, flesh or devil instead of loving God. That is why the greatest commandment is to love God, because it is the very purpose for which we were created. Mark 12:28-30

## **SPECIAL UNIT INSTRUCTIONS**

Use the black page of the Wordless Book to stress the spiritual need of the children. Tell them that the dark page reminds you of sin, or things that are wrong. When it is dark, we stumble and cannot find our way. When we are in the darkness of sin, without God's help, we cannot find Him. Sin separates us from God who is holy. God cannot allow sin where He is.

All of us have sinned (Romans 3:23). Help your children recognize what sin is by explaining some of the sins common to their age level, such as lying, disobedience, etc. Then explain that God has said sin must be punished. The punishment is eternal death — to be separated from God forever. If we have sin in our hearts, we cannot go to Heaven where He is. God knows there is nothing we can do to get rid of our own sins, but He loves us and made a way for us to have our sins taken away.

## **IN-CLASS ACTIVITIES**

Re-enact the Bible story with puppets. Make or buy a stuffed or plastic snake and have him hang from the tree, two other puppets to portray Adam and Eve, and a voice taped representing God's voice.

For each student, make a simple garden background with holes approximately 1¼" in diameter cut at the

base so finger puppets can be used (see Patterns). Provide finger puppets to represent Adam and Eve (see Patterns). You may wish to let students draw in their own serpent. Allow them to act out the scene in the Garden as you tell it.

Use a sock puppet to briefly rehearse the temptation in the Garden. Then bring out that the devil probably will not tempt us to eat a certain fruit, but he will tempt us to do something else we know is wrong. Use the same puppet to portray several temptations common to the age group you are addressing: disobedience, selfishness, lying, etc.

Give each child a piece of construction paper and two eight-inch pieces of string. Have crayons available. (Felt markers may also work, but test to make sure they do not bleed through to the reverse side of the paper.) Tell children they are to make a mask with a face on both sides, one side beautiful and the other as ugly as possible. The two-faced mask is to remind children that Satan masquerades as an angel of light, and that he will try to make sin appear good and beautiful.

## **QUESTIONS**

What is sin?  
How can we get rid of sin in our hearts?  
What are some things we might do that God would consider to be sin?  
How do we feel when we do wrong things?  
How does God feel?  
Does God hear us when we say "I'm sorry"?  
How do you know He hears?

## **PRE-SCHOOL SUGGESTIONS**

Bring a large heart. Ask your students to help you name some of the things which would make sin spots in that heart. As they mention things, stick dark spots on with double stick tape. Help them realize that everyone has sinned, but be sure they understand that these sin spots can be removed.

Parallel darkness with sin (blindfold or hands over eyes) and light with forgiveness (remove hands or blindfold).

## **REVIEW IDEAS**

Write the following equation on a chalkboard or large poster: Adam and Eve plus Disobedience equals Sin. Use this equation to talk briefly about how Adam and Eve disobeyed God and sinned. Bring out how everyone is born in sin as a result. A telephone will ring — pre-recorded on cassette tape. Answer the phone, and have a conversation with a child in the second or third grade. This child describes a problem — cheating, lying, stealing or some other sin. In conversation tell



The child's voice should be pre-recorded. Use "pause" button while you respond. A short wrap-up probably would be required, perhaps using some questions to ascertain whether the students fully understood.

Briefly darken your entire department. Ask the students whether they like it better when it is dark or when it is light. Point out that we can't play games in the dark, read a book, see something beautiful, etc. Darkness can be scary. Bring out that God doesn't like darkness, and He doesn't want darkness in our hearts.

**Ask several teachers and/or students to recount one time they did something wrong, to illustrate the point that we all have sinned. Be sure to conclude by saying that God has forgiven these sins, and that all sin needs to be forgiven.**

Bring a large picture or model of a wild horse. Talk about how that horse needs to be broken (have his will conquered and made to be obedient to instructions) before he would be of any use to his owner. Compare this to our need to let Jesus take control of our life and conquer our stubborn will.

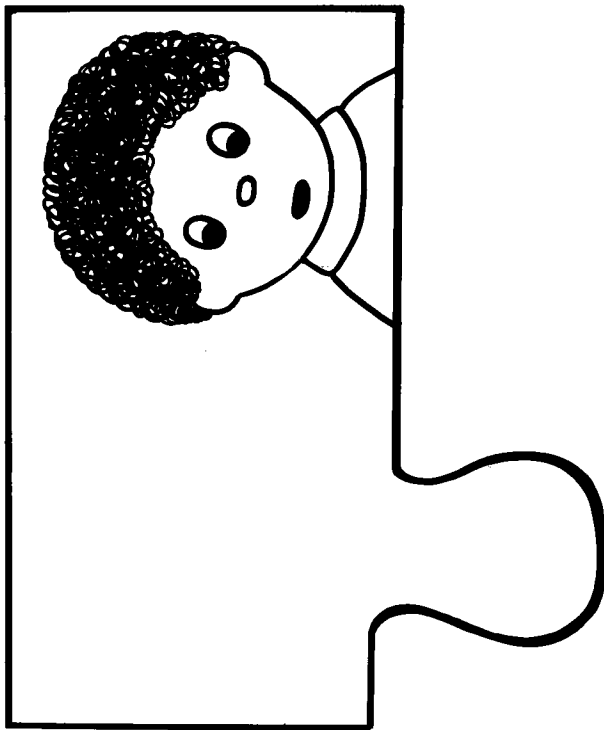
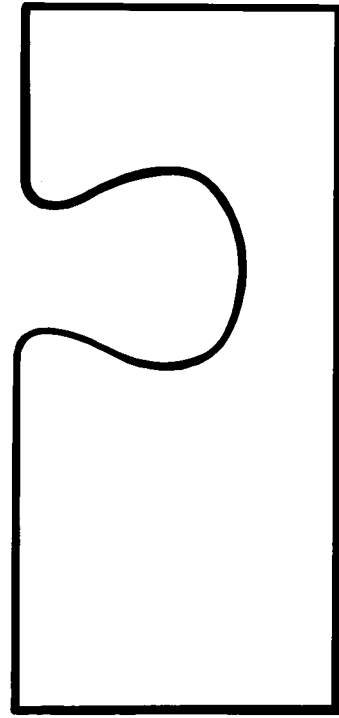
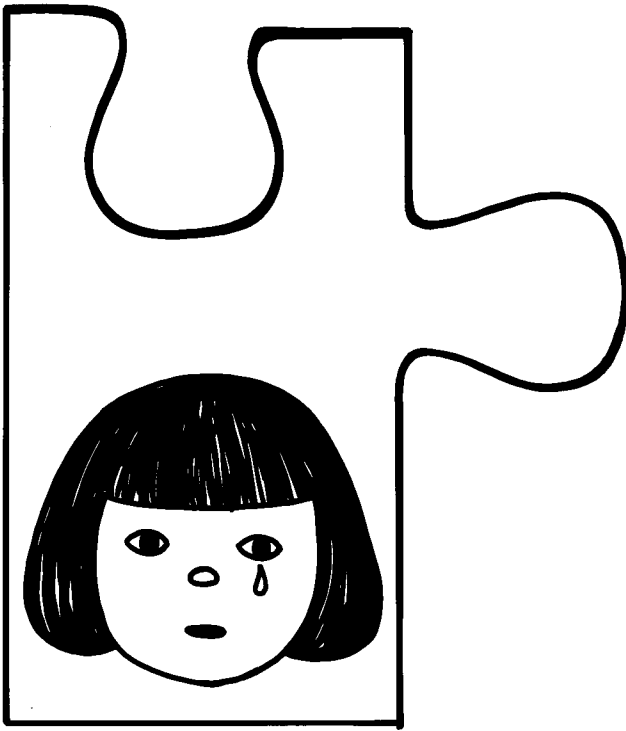
"Oh How He Loves You and Me"  
 "Amazing Grace"  
 "When the Lord Saved Me" — Singspiration, Inc. 1963  
 "Oh Be Careful" — Sing with Marcy, Zondervan, 1957  
 "My Sins Are Blotted Out, I Know"

Garden of Eden — (2' by 3' Bible Mural, 8 pictures that fit together to form poster), Concordia

"A Garden and a Promise" — Arch Book, Concordia

## NOTES

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page, providing a guide for handwriting or typing. The background is a solid off-white color.



# The Blood of Jesus

**TEXT** John 19:16-18,31-34

**SUPPLEMENTAL SCRIPTURES** John 19:1-42; Hebrews 9:11-28

**OBJECTIVE** The students will understand that it takes the Blood of Jesus to take away our sins. They will be able to explain how and why Jesus' Blood was shed.

**MEMORY VERSE** The blood of Jesus Christ his Son cleanseth us from all sin. — I John 1:7

## MEMORY VERSE SONG



The blood of Jesus Christ his son cleanseth us from all sin.



The blood of Jesus Christ his son cleanseth us from all sin.

## MEMORY VERSE IN ACTION

**THE BLOOD OF** — draw a cross in front of you with a cupped hand

**JESUS CHRIST** — with right middle finger touch left palm, with left middle finger touch right palm

**HIS SON** — point up

**CLEANSETH US** — left palm up, pass right palm over left palm like brushing off dirt

**FROM ALL SIN** — make fists with index fingers pointing to each other and then to self

not save us. (Add colored tissue overlay for each.)

3. Jesus died so that His Blood could wash away our sins. (Cover sinful heart with red heart.) He had not sinned, and because of this He could die for our sins. Climax: Only the Blood will cover sin. Use the red page of the Wordless Book.

Conclusion: Forgiveness comes through the cleansing power of Jesus' Blood.

Response: The students will be able to explain how and why Jesus' Blood was shed.

## MEMORY VERSE VISUALIZED

Use heart with cross (see Patterns). Glue to a flannel backing. Cut out pieces and put them together on a flannel board, one at a time, as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show the construction paper heart with sin's dark spots on it as described in the In-Class Activity. Review the fact that all are born with sin in their hearts.

Progression of events:

1. Everyone commits sin. (Add words to heart describing committed sin.)
2. Good works, going to church, paying tithes, etc., will

## BACKGROUND INFORMATION

From the moment man sinned, God's plan of salvation was set into motion (Genesis 3:15). Because of Adam's sin the sentence of death was passed on all men (Genesis 2:17; Romans 5:12), but because God's purpose in creating man was that He might receive man's love and worship, He isn't willing for any to perish. II Peter 3:9

Jesus' death was no accident of history. It was God's predetermined plan that His Son should die in man's stead. Acts 2:23

Because of Adam's sin and our own sins the sentence of death is upon us. How then can Christ's death erase our sins and therefore give us life? Romans 6:23

Under the Law of Moses a man paid for his sin by being executed or by the sacrifice of an innocent animal. The New Testament makes it clear however, that neither of these methods fully satisfied God's justice (Romans 3:20; I Corinthians 13:3; Hebrews 10:4). Only a perfect, complete payment will satisfy God's requirements. Our own eternal death or Christ's perfect sacrifice are the only sufficient payments (John 3:16,18; Hebrews 9:13-15). Jesus' sacrifice was perfect and complete because He was sinless and the possessor of eternal life, yet He was willing to taste death (the penalty of sin) for us (Hebrews 2:9). As Jesus said, "If a man keep my saying he shall never see death" (John 8:51).

We have only two choices, suffer eternal death or submit to God's loving plan and believe that Jesus Christ paid the penalty of our sin by His own death.

### **SPECIAL UNIT INSTRUCTIONS**

This week's lesson will focus on the red page of the Wordless Book. Use this page to explain the way of salvation. Review the fact that we cannot save ourselves from the darkness of sin. But God has provided a way to have our sins forgiven — washed away.

Our red page stands for the Blood of Jesus. God loves us so much that He sent His own Son, the Lord Jesus, to take the punishment for our sins. Wicked men nailed the sinless Son of God to the cross, but while He hung there God put all our sins on Him.

When He was nailed to the cross, His precious Blood flowed from His hands and feet. Through this Blood, our sins can be washed away. Help the child realize that tears cannot wash away sin. Words cannot wash away sin. Doing good cannot wash away sin. The Bible tells us that only Jesus' Blood can wash away our sins. Jesus shed His Blood so we can have our sins forgiven and someday go to Heaven.

### **IN-CLASS ACTIVITIES**

Make a construction paper heart of white paper with several dark spots on it. Review the fact that all are born with sin in their hearts. Later, further sins are committed. Add words such as lying, stealing, disobeying, sassing, etc., to the heart. Describe the ways some people try to cover their sins, putting a heart made out of tissue paper over the sin-stained heart as you talk about each way. These tissue paper hearts should be the same size as your original but can be cut from different colors. Eventually cover with a red heart made from construction paper. Explain that the red represents the Blood of Jesus, which was shed on the cross and covers the sins in our hearts.

Rub hands in ashes, then try to wash them off in water.

It doesn't work. Now use liquid soap to clean hands. Make analogy of how water is like good works — just going to church, and trying to be a Christian on our own. The soap is like Jesus' Blood. We must have it applied to our hearts or we cannot be truly saved.

Draw a cross on a sheet of paper, cutting a round circle at the intersection of the parts of the cross. Make a slit at the bottom and top of the cross. Thread in a strip of paper on which you have allowed the students to draw their own face. Just below the face, paste a sticker of Jesus. Pull the strip until their face shows on the cross. A further pull will show Jesus. On the bottom of the paper, write the words, "I should have died, but Jesus took my place."

### **QUESTIONS**

What does it mean to be "washed" in Jesus' Blood?

Why did Jesus have to die for us?

Why did Jesus give us His Blood and life on a cross?

Did Jesus just die for good people? For whom did He die?

What can we do to let Jesus know how thankful we are that He died for us?

### **PRE-SCHOOL SUGGESTIONS**

Make a cross out of popsicle sticks.

Color picture of manger and cross.

The first In-Class Activity may be adapted for pre-schoolers, using individual hearts with pictures of sinful acts being done. Cover these pictures with a red heart. Also, if available, overhead projectors with pictures and overlay would work very well in this type of activity.

Allow your children to help you set up a sand box scene depicting the crucifixion. Use popsicle sticks to make a little cross. Papier-mache makes a good tomb. Instead of putting Jesus on the cross, just paste a little red heart in the center of it, explaining that Jesus loved us so much that He died there for us.

### **REVIEW IDEAS**

A puppet show with two characters: First puppet just came from Sunday school and begins telling a second puppet all about the crucifixion story. Second puppet wants to know why Jesus died on the cross. First puppet tells him. Second puppet wants to know how his sins can be forgiven. First puppet tells him. Second asks how Jesus can live in our hearts. First one tells him. You may wish to bring a few pictures for the first puppet to use to show second puppet about the crucifixion.

Display a glass of clear water to picture the way God

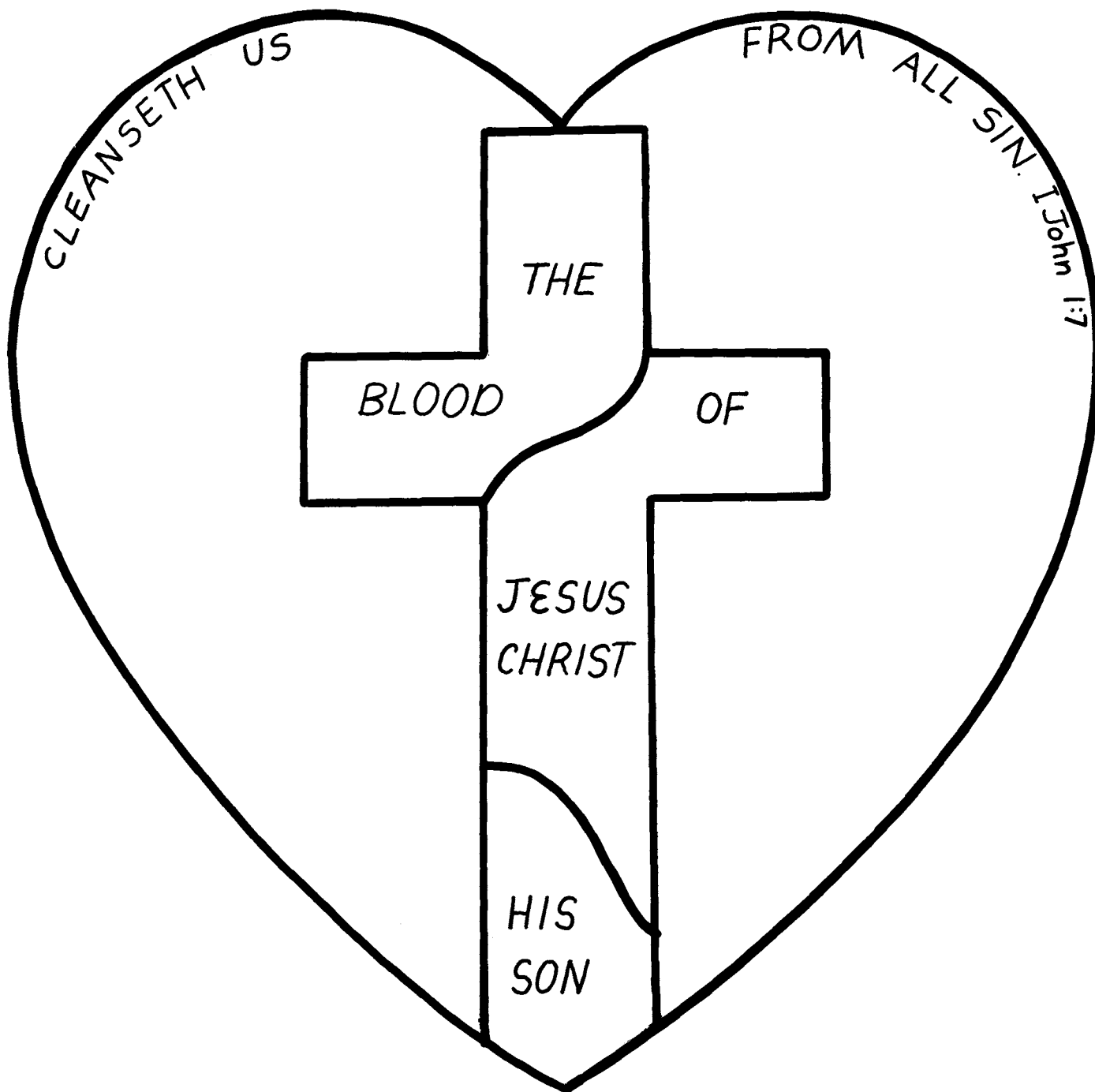
**Make an overhead story of the crucifixion. Include a heart with sin spots done on an overlay. Use red ace-**

There are a number of dramatizations of the crucifixion available on cassettes or records. Possibly some of these could be worked into a pantomime or role play of the event.

**"Jesus' Blood Washes Whiter Than Snow"**  
**"Nothing But the Blood of Jesus"**  
**"For God So Loved the World" — Singspiration, page 27**  
**"At Calvary" — Singspiration, page 47**  
**"There is Power in the Blood" Singspiration, page 67**  
**"Who. Who. Who?" (Owl song)**

**The Crucifixion and Resurrection — Panorama, Standard Publishing**  
**Crucifixion and Resurrection — Pict-o-graph, Standard Publishing**  
**My Bible Story Card — Series II**

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





# A Clean Heart

**TEXT** John 3:1-7

**SUPPLEMENTAL SCRIPTURES** I John 1:9; Psalm 51:2

**OBJECTIVE** The students will understand that they must have a clean heart (be born again) to be ready for Heaven. They will be able to explain what it means to be born again and how this new birth occurs.

**MEMORY VERSE** Create in me a clean heart, O God. — Psalm 51:10

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**CREATE** — strike fists together, one on top of the other  
**IN ME** — point to self  
**A CLEAN** — left palm up, pass right palm over left palm like brushing off dirt  
**HEART** — with index fingers draw a heart shape over own heart  
**O GOD** — point up

## MEMORY VERSE VISUALIZED

Use heart puzzle (see Patterns). Glue to a flannel backing. Cut the heart apart and put the pieces together on a flannel board, one at a time, as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Use a marker board and felt pen drawing of a sinful heart. Wipe it clean with a red cloth, as you review that Jesus' Blood must cleanse our heart.

Progression of events:

1. Nicodemus came to Jesus with many questions.
2. Jesus told him he must be born again.
3. Nicodemus questioned how this could be possible.
4. Jesus explained the difference between being born of the flesh and of the Spirit.

Climax: When we are born again our hearts are

washed clean. Use white page of Wordless Book. Talk about the good feeling (clean feeling) we have when we have asked Jesus to take away our sins.  
 Conclusion: We must have the sin taken out of our hearts in order to be ready for Heaven.  
 Response: Your students will be able to explain what it means to be born again and how this new birth occurs.

## BACKGROUND INFORMATION

Nicodemus was a member of the Sanhedrin — the ruling body in Israel. His meeting with Jesus evidently had a profound effect on his life. In John 7:50, his was the lone voice raised in behalf of Jesus when the Sanhedrin was seeking to be rid of Him. And after Christ's death he assisted Joseph of Arimathæa in embalming the body of Jesus (John 19:39). The fact that he brought 100 pounds of spices for the embalming indicates he was somewhat wealthy.

We all were born as sons of Adam and therefore under sin. In John 3:3 Jesus says we need to be "born again" and thus become a son of God, and therefore separate from sin.

## SPECIAL UNIT INSTRUCTIONS

The white page of the Wordless Book should help you explain the child's part — his need to receive the Lord

Jesus into his heart, and have his heart changed and made white as snow.

Tell your children that this page reminds you that we can be made clean from sin. Jesus died for everyone, but everyone will not go to Heaven because some do not believe that Jesus died for them. These people have not asked Him to clean their heart from all its sin.

When we are really sorry for the sin in our heart, we can ask Jesus to make our heart clean. When we ask Him to do this, and believe He hears and answers, He saves us. He gives us a warm, clean feeling in our heart that lets us know for sure all our sins are gone. Then we must pray and ask Him to help us not to sin anymore, and to live every day to please Him.

## IN-CLASS ACTIVITIES

Use the two circles with 8 pie-shaped wedges (see Patterns). The memory verse is written in one circle and a question in the other. Cut out and attach the two circles in the center with a metal brad. The circle with the questions should be on top. Cut through the lines of the top circle almost to the center. Situate the circle so that question number 1 is on top of the first word of the memory verse, question number 2 is on top of the second word of the memory verse, etc. Starting with number one, ask the question on that wedge. When the right answer is given tear off that section to reveal the first word of the memory verse. Continue doing this until all the questions have been answered and the whole verse is revealed.

Bring a glass of clear water, food coloring (green or blue works best), and a small jar of household chlorine bleach. The glass of clear water represents our heart. As we do sinful things our heart is no longer clean but becomes stained by sin. (Add a few drops of food coloring.) That is like our heart when we sin even just a "little sin." Jesus is sad, but He is willing to make us as clean and pure as we were before. There is only one way for us to once again have that clean heart: that is to repent — to be sorry and ask Jesus to forgive us for all the wrong we have done and to clean our hearts. (Pour the bleach into the water and stir a little.) The stained water will become clean again just like our hearts will be when Jesus' Blood washes the sins away and makes us ready for Heaven. (It is a good idea to practice this at home.)

Make a poster board or do a chalktalk showing the steps to salvation.

1. Sinful heart: All of us are born with a sinful heart.
2. Picture of a cross: We know Jesus died on the cross for our sins.
3. Picture of someone praying: We pray and tell Jesus we're sorry.

4. Picture of a white heart with a picture of Jesus: We ask Him to come into our hearts and He washes us white as snow.

This is a good time to review the last lesson, for it takes the Blood of Jesus to make a heart clean.

Using a marker board and pens, draw a heart. Ask your students what things might cause sin spots or stains in the heart, and as they name these, write them down. Then use a red cloth to wipe the marks away, comparing it to the Blood of Jesus which removes sin from our hearts. This could also be used as a review idea, utilizing a transparency and overhead projector.

## QUESTIONS

- Why do we need a clean heart?
- What do we do to make our hearts clean?
- How can we make sure our hearts stay clean?
- What are the steps to being born again?
- How can we keep the love of God in our hearts?

## PRE-SCHOOL SUGGESTIONS

Use hearts picture (see Patterns). Circle the heart that is different. It is sad and has sin spots. Color the hearts.

Do a chalktalk or prepare a series of flashcards of simple stick figures which would show the steps to salvation.

Make stick puppets for each of your students, using a happy heart on one side, and a spotted, sad heart on the other side. During your class time, describe situations appropriate for pre-schoolers, showing either good or bad behavior. (For example: sharing, obeying, lying, disobeying, being kind, etc.) If the child in the story is good (has a clean heart) have them hold high their puppets with the happy faces out. If the child is bad (spotted heart) have them hold up the puppets with the sad faces out.

## REVIEW IDEAS

Make large circles in each of the colors of the Wordless Book, printing just the word "ALL" on each of them. Put them up on a flannel board or bulletin board in the proper order, using them in conjunction with the verses below, and stressing the word "all" as it appears in the verse. The green page of the Wordless Book isn't covered until next week. Stress the importance of coming next Sunday to learn that God's work in you doesn't stop when you are born again. Gold: I Corinthians 15:51; Black: Romans 3:23; Red: I John 1:7; White: Acts 13:39; Green: Romans 8:28

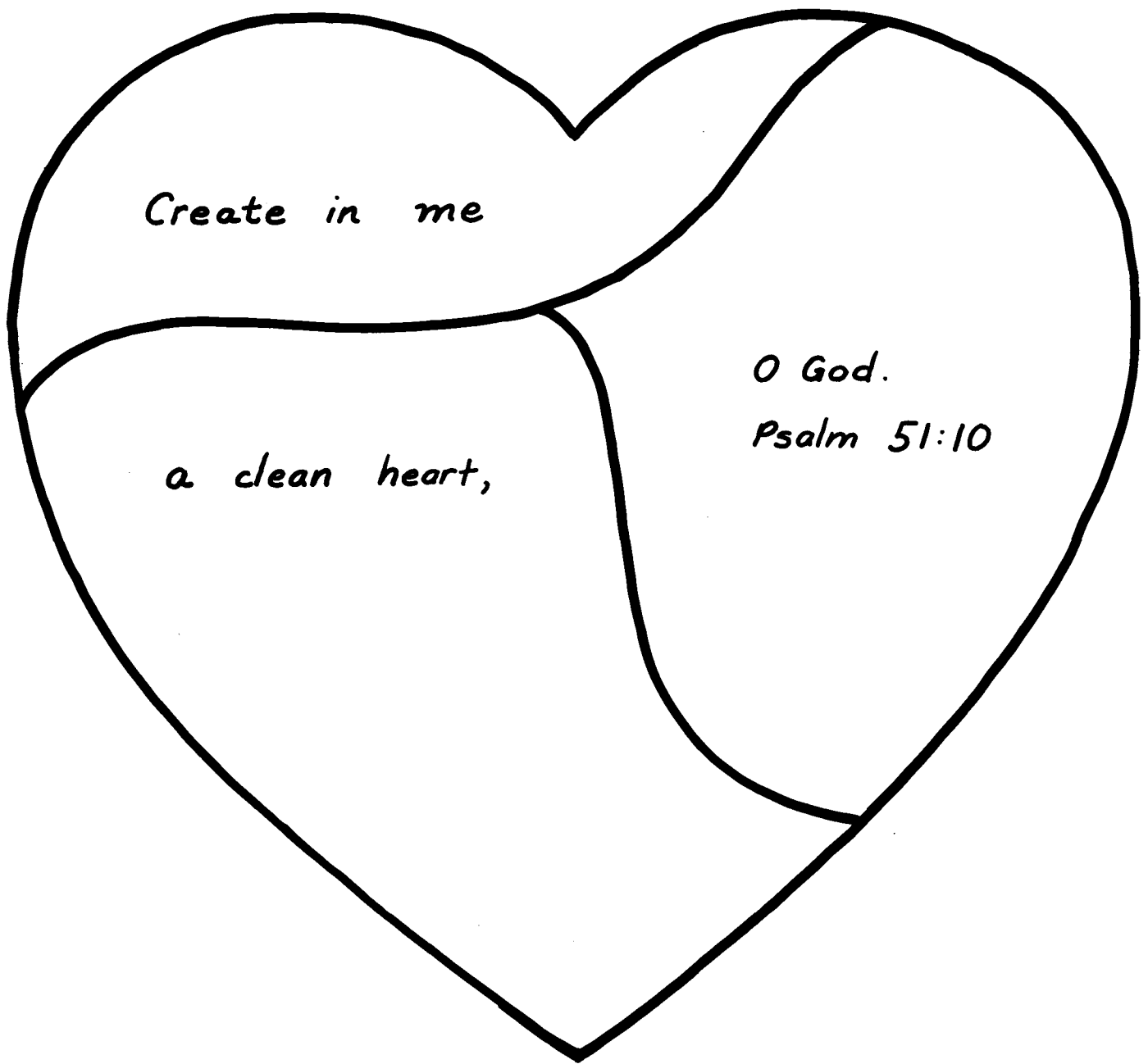
Bring a number of objects that illustrate clean and unclean. For example, show a clean hand and a dirty hand, a clean handkerchief and a soiled handkerchief,

“Thank You Lord” — Let’s Just Praise the Lord by Bill and Gloria Gaither, page 12  
 “Lord, I Want To Be a Christian” — Sing and Celebrate, 1971  
 “Come Into My Heart, Lord Jesus”

## SUPPORT MATERIAL

**"Jesus and the Stranger" — Arch Book, Concordia**  
**"Nicodemus Learns the Way" — Arch Book, Concordia**

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# We Must Grow

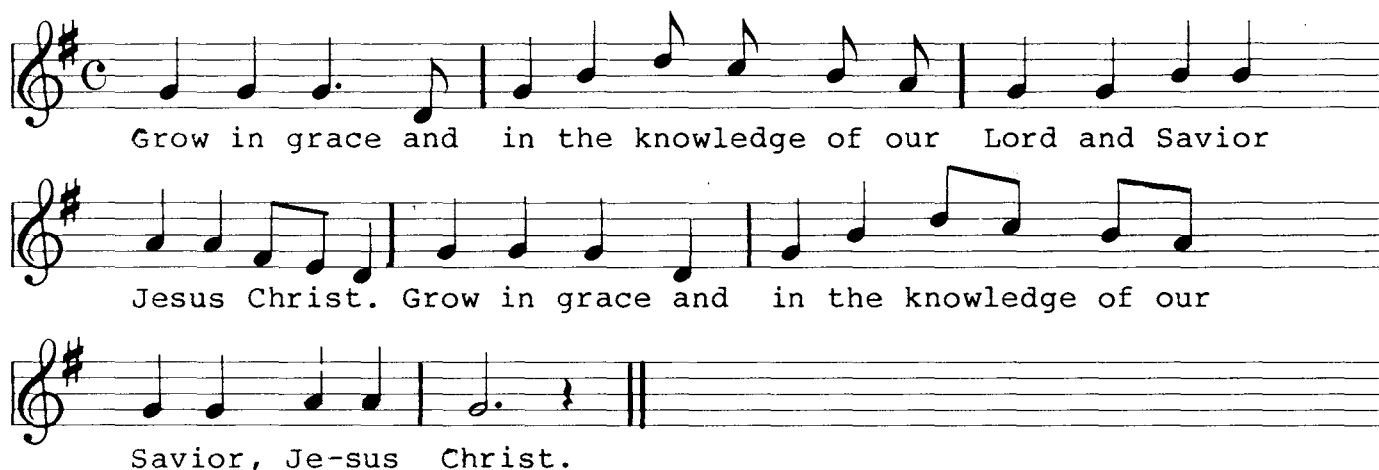
**TEXT** II Timothy 2:1-4; 3:14,15

**SUPPLEMENTAL SCRIPTURES** II Chronicles 16:8-12; Philippians 2:19-22; I Timothy 4:12,13; II Timothy 1:5; 3:14,15; Revelation 12:11;

**OBJECTIVE** The students will understand that once they have asked Jesus to come into their hearts they must continue to grow. They will be able to review the steps to salvation as outlined by the Wordless Book, concluding by naming specific ways they can help their spiritual growth.

**MEMORY VERSE** Grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ. — II Peter 3:18

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**GROW IN GRACE** — arms extended, hold hands low and gradually raise

**AND IN THE KNOWLEDGE** — tap fingertips on temple

**OF OUR LORD AND SAVIOUR** — point up

**JESUS CHRIST** — with right middle finger touch left palm, with left middle finger touch right palm

## MEMORY VERSE VISUALIZED

Use boy and ruler (see Patterns). Glue to a flannel backing. Cut out boy and ruler pieces. Put the ruler together beside the boy on a flannel board, one piece at a time, as the students say each part of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Show your students a plant. Ask the question: How did the life of this plant begin? Did it start out this size?

**Progression of events:**

1. New life begins when we are born again.
2. That new life must be nurtured to grow. Use green page of Wordless Book.
3. Timothy is an example of one who grew.
4. Studying God's Word, praying, and witnessing to others are things that help us grow spiritually.

**Climax:** We should learn by the account of Timothy that it is possible to grow spiritually. Review memory verse.  
**Conclusion:** Spiritual growth is necessary if we are to be "healthy" Christians.

**Response:** Your students will review the steps to salvation as suggested by the Wordless Book, concluding by naming specific ways we can help our spiritual growth.

## BACKGROUND INFORMATION

On Paul's second of three missionary journeys, he revisited the cities of Derbe and Lystra where he met Timothy, a young convert. Paul soon saw some traits in

Timothy that he admired and wanted him to accompany him on the remainder of the trip. He was on his way to revisit the churches he had established on his first trip and to deliver the decrees of the Jerusalem council to them. Acts 15:18,19

The Book of II Timothy is a personal letter written by Paul, probably during a second imprisonment in Rome shortly before his death. In this epistle, Paul encourages Timothy to hold fast to his faith and the Scriptures even though trials and persecutions were assured (II Timothy 3:14,15). Paul loved Timothy as a son (I Timothy 1:2). Paul was acquainted with Timothy's grandmother and mother, Lois and Eunice (II Timothy 1:5). He was evidently somewhat timid (I Corinthians 16:10,11) but was very faithful to the work of God. He also seemed to have had many problems with illness (I Timothy 5:23). Timothy knew what it would cost to follow Christ because he was from Lystra where Paul had been stoned and left for dead. He was deeply involved in Paul's ministry, sometimes carrying Paul's letters to the churches.

## **SPECIAL UNIT INSTRUCTIONS**

The final page, (or it may be the cover if you have purchased the Wordless Books) is the green color. You will use this color to stress spiritual growth to your class.

Tell them that the green color reminds you of new life, the everlasting life we can have in Christ. Green is the color of things which are growing outdoors — the leaves, grass, bushes, and trees.

When Jesus gives us a clean heart we are like a newborn baby in God's family. But we don't want to stay babies forever. The Bible tells us to "grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ" (II Peter 3:18), our memory verse for this week. Go over some of the things which will help us grow as a member of God's family. These should include listening to God (learning God's Word), talking to God (prayer), talking for God (witnessing), and worshipping God (going to church and Sunday school).

## **IN-CLASS ACTIVITIES**

Show two trees or plants, one sturdy and one weak or dying. Use watering can with "Prayer" written on it, and water good plant while telling children what you are doing and how it applies to them. Once in a while, sprinkle just a few drops on small plant. Have a bag of plant food (or anything that looks right) with the word "Bible" on it. Put some on the good plant while continuing to explain how important reading the Bible is. Throw small amount of food on small plant. If we want to grow for Jesus and tell others about Him, we must feed ourselves from the Bible and talk to Jesus by praying.

Bring a collection of pictures of babies, younger children, older children, adults, infant animals, adult animals. Each of us was a baby at one time. However, with the right food, exercise, rest and care of us by those who love us, we all have grown. Some are adults and others are still growing. When we are first saved we are like a little baby and we need to grow up. As Christians we need the right "food" for our hearts — that is reading the Bible, talking to Jesus, going to Sunday school. By learning our memory verses we are learning a part of the Bible, God's Book, and that helps us to grow as a Christian. When we ask other boys and girls to come with us to Sunday school we are also growing as Christians.

Make a heart mobile. Cut three hearts from red construction paper, in three different sizes. On the smallest, print or write "Grow," on the next size, "In," and on the largest, "Grace." In the smallest and next size punch a hole at the center top and center bottom and in the largest just a hole in the center top. Thread a piece of yarn through the holes and attach to a rectangular piece of cardboard at the top.

Some objects that could be used in portraying growth to your class are: seed packets, plants in various stages of growth, height measuring chart, picture album showing various stages of growth from baby through an adult.

## **QUESTIONS**

What are two things a Christian does every day?  
Why is it important to remember to read and pray?  
Where can we find someone to tell about Jesus?  
How do we continue to grow as Christians?  
How can we get the Word of God in our heart?  
What are some things about which we can pray?  
What can we be doing for Jesus?  
How do we testify to our friends?  
Is it necessary to read and pray every day? Why or why not?  
Whose fault is it if we don't grow?

## **PRE-SCHOOL SUGGESTIONS**

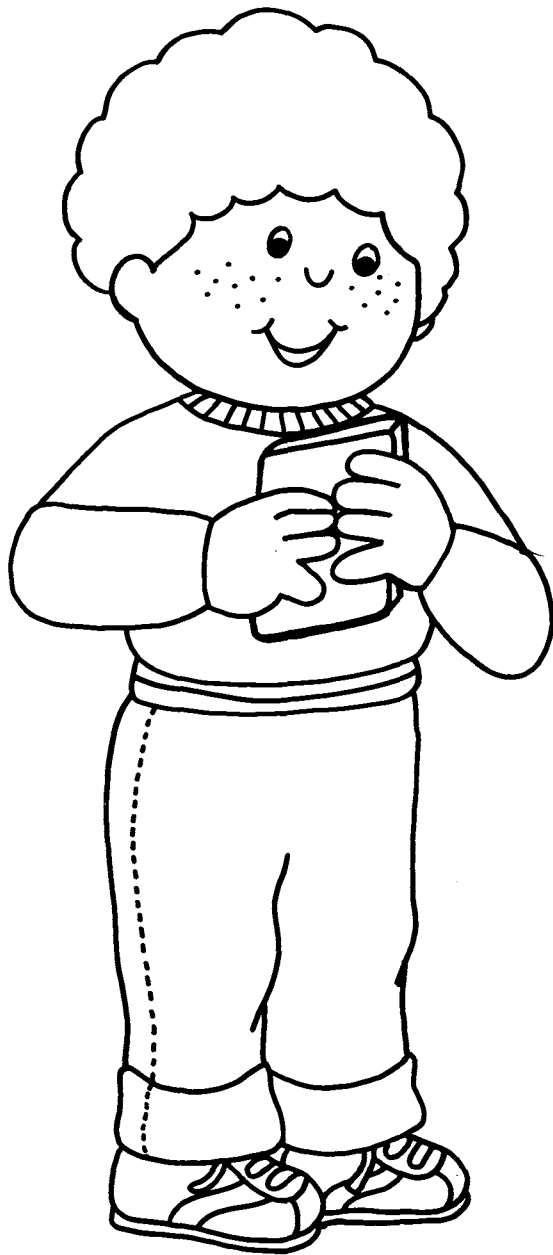
Draw the double praying hands on a piece of flesh-colored felt (see Patterns). Make one for each student, and allow them to "fold" the hands into the praying position as you tell about the importance of prayer.

Use felt squares or flannel-backed blocks. Let the children "build" towers on a flannel board, adding one block for each thing you discuss which contributes to spiritual growth.

Bring a series of pictures showing a baby animal and then how it looks when it is fully grown. Tell them that little Christians need to grow up to be big Christians.







Grow  
in  
grace  
and in  
the  
knowledge  
of our  
Lord and  
Saviour  
Jesus  
Christ  
II Peter 3:18

# Creation — Fact, Not Fiction

## Lesson 2A The World and Universe

## Lesson 2B Plants and Animals

## Lesson 2C Man and Woman

## Lesson 2D God's Perfect Creation

### OVERVIEW

The primary child must have a solid background of creation in his mind to withstand the teachings of evolution that he will receive in the next few years of his/her public school education. The point of this quarter is not to compare creation with evolution, but rather to create a solid case for the truth of creation.

The perfection of order in God's creation should be stressed as a theme developed throughout the unit. Your students will become aware of the fact that this order did not come about by mere chance.

The unit will be climaxed by the study of the creation of

man, focusing on the fact that man is different and unique from all of God's other creations. Teachers of upper primary levels will want to explain that man is not the "human animal" as he is called today by some scientists. We were formed by God out of the dust of the earth in His image. He then breathed into man the "breath of life," the living soul. That part of us will never die.

With God's help we can make creation so real that our students will have a background to fight off the teachings of evolution.

### GAMES FOR REVIEW

Have the students name as many of God's creations as they can, beginning with the letters in the word CREATION.

The following game for review can be played two ways. Cut a round piece of light-weight cardboard. Then cut it into seven pieces like a puzzle. On one side put the numbers 1 through 7. On the other side write or draw what God created on that day. Hang a frame for it on your bulletin board.

Game 1: Hand each student a piece. If you play it with the numbers up, ask what was created on that day. If played with the picture up, ask what day it was created. Pin up each piece.

Game 2: Lay the frame on the floor. Throw down puzzle pieces. Talk about the fact that the pieces won't just fall together, just like the world didn't just happen. Have the students place the pieces in the order they were created.

### CONTEST IDEAS

This contest idea can be used either between boys and girls, or between classes, etc. Start a collage of pictures of things relating to creation and ask the students

to bring pictures of their own, the group bringing the most, receiving a prize. (It might be a creation coloring book.)

On the last Sunday of this unit, mix several small objects representing each day of creation in a box. These could include: small pictures of darkness and light, land, twig of a tree, molded or plastic birds, fish, or flowers, a tuft of grass, rocks, a vial of water, sun, moon, and star stickers, a small doll for man, toy animals. Divide your class into two teams. Have one child from each team come up and take one item out of the box and quickly tell what day it was created. If correct they get the point. If wrong the other team gets to say what day and they get the point if correct. Each one on the winning team gets a piece of candy, a sticker, or other treat.

### BULLETIN BOARDS

Make a background of hills, water, etc. (see Patterns). Let the children add, each week, stickers of objects studied that Sunday. Add the caption, "GOD MADE IT ALL."

At the beginning of the series, take a picture of your

class, or of each individual student if you wish. Mount the picture on a piece of construction paper and add the caption "GOD MADE ME!" Allow students to take the pictures home after you have used them on your bulletin board for this unit.

Choose one particular area of God's creation and build a whole display on that area. Example: 1. Sea — Cover your board with blue tissue paper. At the top of the tissue place a boat to indicate top of water. If you want, add another layer of tissue paper and leave it loose, then place various construction paper fish, seashells, seahorses and seaweed between, or add some on outside to give a 3-D effect. 2. Sky — Portray darkness and light. Cover one half with bright yellow paper and the other half with black or gray. To yellow, add flowers, trees, children playing, sun and clouds. To black, add moon, stars, trees, house that reveals child sleeping in bed. 3. Animals — Outline animal shapes with various materials to give a silhouette effect for board.

Use an overhead projector to enlarge color book pictures of animals, flowers, birds, etc. Trace them onto construction paper of appropriate colors, adding eyes, stripes, and other detailing with marking pens, crayons, or cutouts of contrasting colors. Mount the animals and other objects to solid colored background, or glue the images to a sheet of construction paper and then display on a patterned background.

Make a set of large numbers one through seven, using construction paper (see Patterns). Each number will portray what God created on that day. You may want to leave the scene off and let the children add stickers or things to tell the story.

## UNIT SONGS

"The Garden of Eden Zoo" — Heaven Is for Kids, Vol. 2  
"In the Very Beginning" — Heaven Is for Kids, Vol. 2  
"I Love All of God's Pets" — Heaven Is for Kids, Vol. 2  
"Jesus Makes Everything Good" — by Heritage Singers on record, "Heaven Is for Kids."  
"Wonder Song" — Little Ones Sing, G/L Publications  
"My God Is So Great"  
"Jesus Makes the Rainbow" — Heritage Singers  
"He's Got the Whole World in His Hands"  
"The Monkey Song" — CEF  
"God Made Me" — Sabbath School Productions

## UNIT PROJECTS

**DIORAMA** — This will become a visual teaching tool for showing what God created.

**Materials needed:** One shoe box without lid per child, colored paper, artificial or dried flowers and greenery, bird and animal stickers, plastic animals, plastic or paper cutout people. Add the parts each week as indicated. Have the children tell what's already in the diorama as a way of reviewing what they had learned the previous lesson. Then add the new part. At the end of the unit have them make sure it's just exactly the way they like it. That's like God — He looked at it all and was pleased.

Cut a large circle from construction paper for each day of creation. Illustrate the creations for each day with cutouts glued onto the circle. Underneath the circle place the appropriate Scripture.

Finger Play — God made the great big sun,  
(circle arms)  
God made the fleecy clouds,  
(hands out flat, float over head)  
God made the tall green trees,  
(reach high)  
God made the waving grass,  
(hands low, level, waving back and forth)  
God made the birds that soar,  
(hands high in the air, in flying motion)  
God made me!  
(hands point to self)

Make a mural for in-class or department activity. Use roll paper and divide it into seven sections. Each class is assigned one of the seven days of creation to illustrate. Double up on the harder days (3rd, 5th and 6th) if more than seven classes. Put mural on wall of department or class. Kids love to point out what they drew.

For attendance make a large world that would fit your board. Cut out puzzle pieces and write one child's name on each and one for the teacher. Outline in pencil each piece on the world. On each Sunday for the month when the child comes to class he takes his piece and fits it into the puzzle shape. He is told how important he is because when he is not there the picture is not complete. After class the teacher removes all the pieces for the next Sunday. A garden picture could also be used, having each child's name on a part of the picture.

## CHART IDEAS

Make a world and divide into four pie-shaped wedges and have the children illustrate each section as the lesson is studied.

# The World and Universe

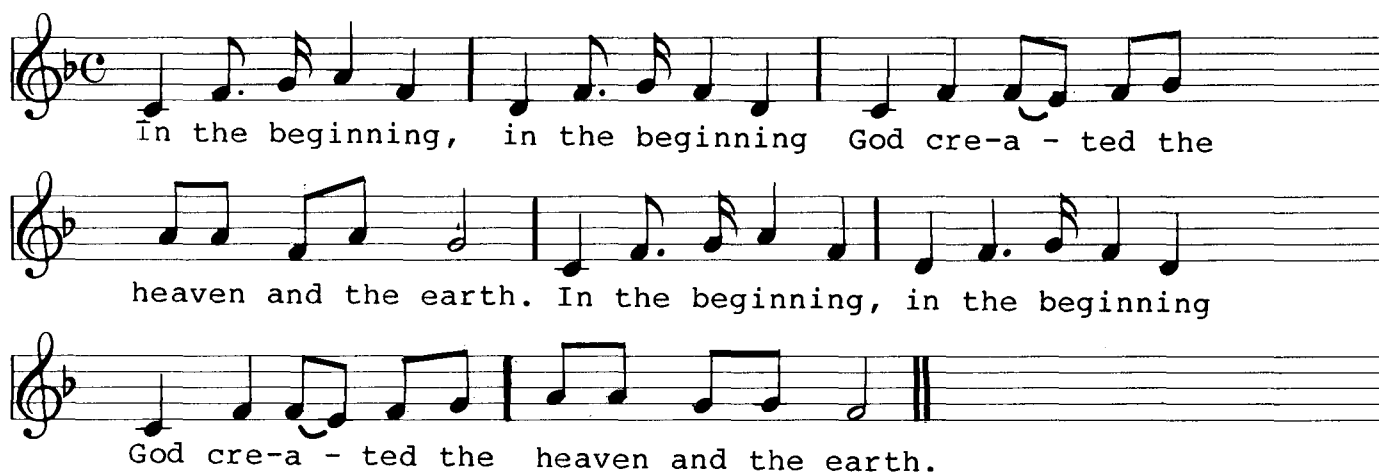
**TEXT** Genesis 1:1-18

**SUPPLEMENTAL SCRIPTURES** Psalm 8

**OBJECTIVE** The students will understand that God spoke the world into existence, and will be able to list the events of the first four days of creation.

**MEMORY VERSE** In the beginning God created the heaven and the earth.  
— Genesis 1:1

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**IN THE BEGINNING** — draw circle with right index finger

**GOD** — point up

**CREATED** — strike fists together one on top of the other

**THE HEAVEN** — wave arm left to right pointing up, looking up

**AND THE EARTH** — start with hands together in front of body, move both arms away from body pointing down, looking down

## MEMORY VERSE VISUALIZED

Use the banner, cloud, and earth symbols (see Patterns). Glue to a flannel backing. Cut out the pieces and place them together, as shown, on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Drop pieces of a puzzle on the table. Ask your students if they think the pieces would ever fall together as a completed puzzle.

**Progression of events:**

1. God's creation was orderly, with each step in sequence.
2. He created light.
3. He divided the waters above and below.
4. He made dry ground appear. (Do not elaborate on growing things as this will be covered in the next lesson.)
5. He made the sun, moon and stars.

**Climax:** God made the world a perfect habitat for the animal life to follow.

**Conclusion:** Our universe and world is a complex, intricately balanced marvel of creation spoken into existence by God.

**Response:** Your students will recognize God as the Creator of all, and will be able to list the events of the first four days of creation.

## BACKGROUND INFORMATION

While the Bible does not give a great deal of space to the creation, it does clearly teach that the universe, and all matter, had a beginning, and came into existence through the plan and the will of the eternal Godhead.

Man's theory that everything in existence evolved or proceeded by natural causes from one rudimentary beginning is sharply contradicted by the divine facts revealed in Genesis 1 and 2. These chapters indicate that God's specific commands brought new factors into existence. God's activity is indicated throughout the entire account of creation.

It is expressly stated that plants and animals reproduce "after their kind," no crossover or evolution from one species to another. Moreover, the creation of man is sharply distinguished from the other parts of the creation, and the creation of woman was a separate and distinct act of God.

### IN-CLASS ACTIVITIES

As the lesson is told to the children, each child in turn draws the object being mentioned (the heavens, earth, grass, trees, sun, moon, stars, etc.) on a large sheet of construction paper, using markers or crayons. Explain that God spoke the objects into existence in the same manner that they are being drawn. The completed portrait of creation should be displayed in the classroom through the month's study of the creation.

Draw a large circle. Color to look like the earth as viewed from space. Cut into several large pieces. Bring pieces before children and throw into air. Pick up pieces and assemble in proper order so all can see. Explain how the earth did not just "happen"; God put it together.

Bring a number of round yellow and white balloons. Draw a smiling face on a large inflated yellow balloon with black marking pen. Write the word "Sun" on it. Thank God for the sun. Do the same for the white one, writing "Moon" on this one. Thank God for the moon.

Make a mobile of a sun, moon, star, and cloud (see Patterns). Cut two pieces of yarn, each 24 inches, and thread yarn through two plastic drinking straws. Tie a pattern piece (sun, moon, etc.) onto each end of yarn. Staple straws together in center (X-shape). Tie a piece of yarn to the middle so mobile will be easy to hang.

Use chart to represent reasons for day and night (see Patterns). Fold picture back along dotted lines so pictures are on the outside. Turn picture so "daytime" girl is facing you. Turn upper right hand corner down until it meets the left hand edge of paper. At this time the "nighttime" picture should show. Read the poem and open to reveal "daytime" picture.

### QUESTIONS

How did God create these things?  
Did God like what He made? How do we know?

Name several things that are still the same as when God made them.

God's power is so great! He only had to speak and the world was formed. Does God still have the same power? Tell some ways that you have seen God's power work.

God made the world perfect. Who ruined the perfection and how was it done?

How big is God? How can a God so big be small enough to live in our heart?

### PRE-SCHOOL SUGGESTIONS

Tell the story in felt. For each of your students, bring a set of felt pieces with which to "build" the story of creation. Begin with a square of black felt. Put a white piece over that to represent light. Add light blue for the sky, dark blue for the sea. Put in a strip of brown for dry land, then add a piece of green fringed felt for grass. Give each child a felt moon and sun, and star stickers. Give them a felt tree and flower stickers. Animal and bird stickers can follow, and felt fish for the water. You will find that even small children will enjoy putting their own scene together. Don't worry too much if a tree grows from the water or the fish end up by the moon! They'll still get the idea that God created this beautiful world in a step-by-step way for our enjoyment.

### REVIEW IDEAS

Begin your object lesson by bringing out a large mixing bowl and putting on a chef's hat. Tell the group that you are going to make some cookies. Prop the cookbook open and read aloud the list of ingredients. Then proceed to appear to make cookies, but without any ingredients. After going through all the motions, conclude that you don't have any cookies — even though you had the mixing bowl, the tools, and the cookbook all there. What was missing? The ingredients! Man cannot make something from nothing — but God did.

Teach your students the first verse of "Jesus Makes Everything Good." This catchy tune is available on records and tapes, and the first verse deals with the world and universe. Plan to learn succeeding verses on the following Sundays.

Have stars (of varying sizes and colors), moon, sun, clouds, etc., cut from construction paper. Make enough objects so each child in your department may hold one. As you discuss each item and its place in God's creation and what it does for us, give it to a child to hold. Point out the variety, the beauty. Tell the students that you made all these items from paper, but God created His universe from nothing.

### COORDINATING SONGS

"God Made Me" — Sabbath School Productions



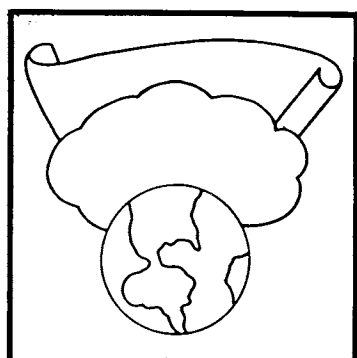
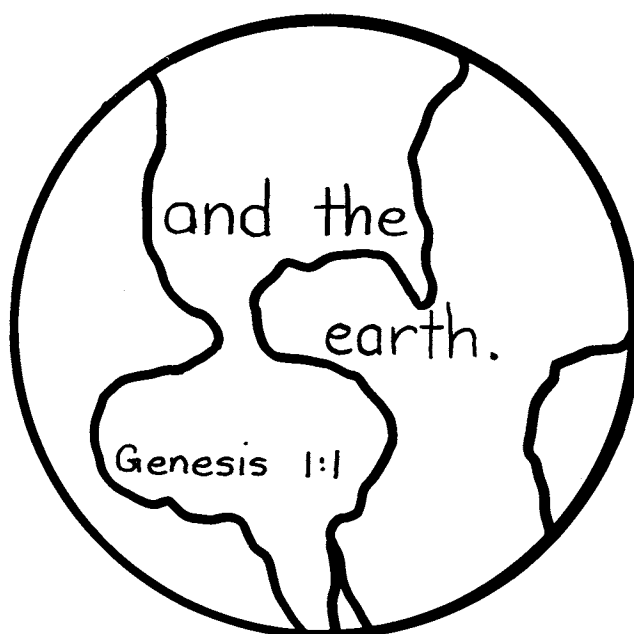
“My God Is So Great”  
 “He’s Got the Whole World in His Hands”  
 “How Great Thou Art”  
 “What Is That to Me”

## SUPPORT MATERIAL

“God Loved the Muddle” — by A. Carter, Concordia  
 “The World God Made” — Arch Book from Concordia  
 “In the Beginning” — The Lion Story Book 1, Lion Publishing  
 Creation flannelgraph — World Wide Visual Aids  
 “Creation” Suede-graph — Concordia

## NOTES

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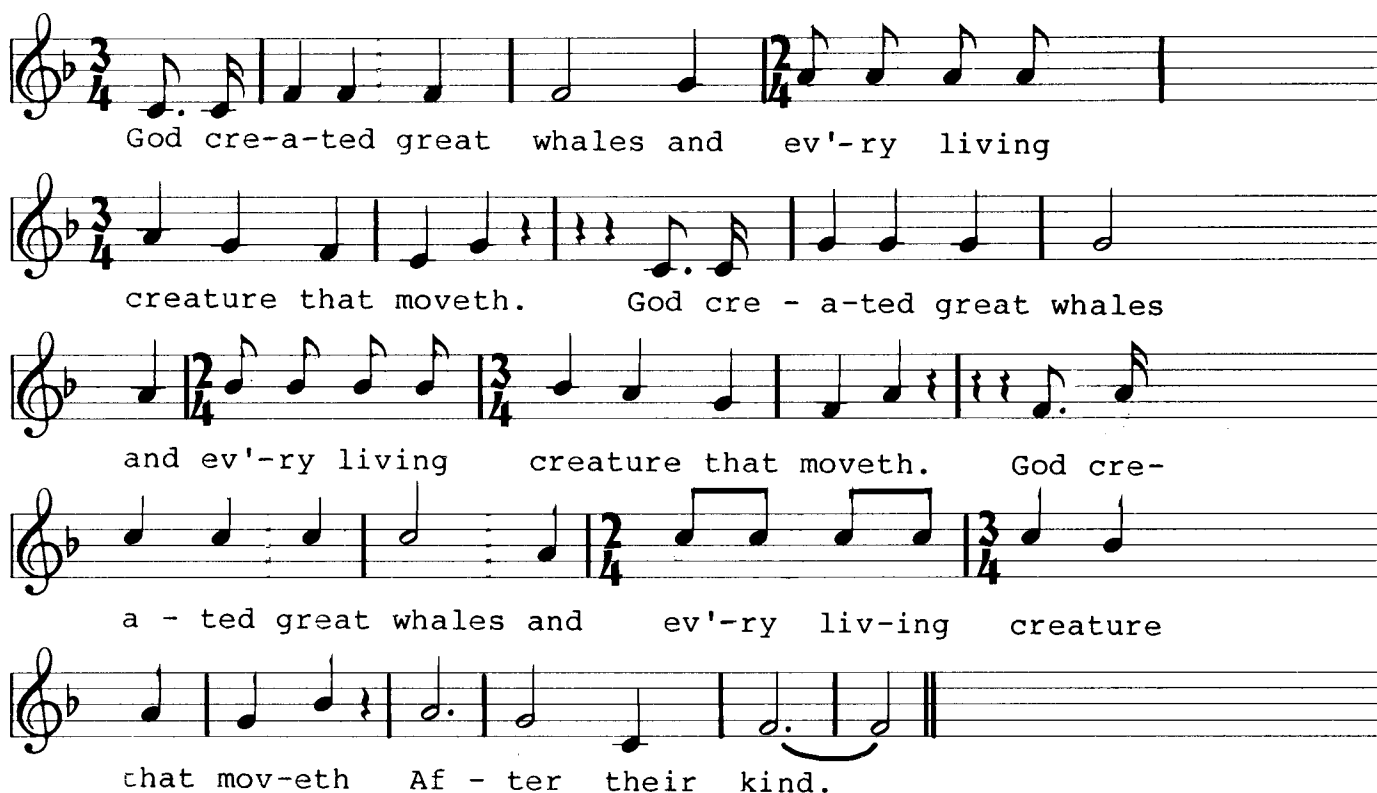
# Plants and Animals

**TEXT** Genesis 1:11-25

**OBJECTIVE** The students will understand that God created the animals and plants to reproduce after their own kind. They will be able to identify the days on which each was made.

**MEMORY VERSE** God created great whales, and every living creature that moveth. — Genesis 1:21

## MEMORY VERSE SONG



God cre-a-ted great whales and ev'-ry living  
creature that moveth. God cre - a-ted great whales  
and ev'-ry living creature that moveth. God cre-  
a - ted great whales and ev'-ry liv-ing creature  
that mov-eth Af - ter their kind.

## MEMORY VERSE IN ACTION

GOD — point up  
CREATED — strike fists together, one on top of the other  
GREAT WHALES — wiggle whole arm like fish swimming  
AND EVERY LIVING CREATURE THAT MOVETH — point around the room  
AFTER THEIR KIND — point index fingers with palm down, touch sides of fingers together

## MEMORY VERSE VISUALIZED

Use whale picture (see Patterns). Glue to a flannel

backing. Cut out the pieces of water and place them together on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show your class a realistic plastic or wooden animal. Ask why the animal can't move.

Progression of events:

1. After the environment was prepared, God made living inhabitants for His world, each one to reproduce after its own kind.
2. He made fowl for the firmament.
3. He made fish for the seas.

4. He made cattle and creeping things for the dry ground.

Climax: God created all the plants and animals — they did not evolve.

Conclusion: God's creations pleased Him. They did not have to evolve into progressively more advanced stages of being.

Response: Your students will know that God created plant and animal life, and will be able to identify the days on which each was created.

## BACKGROUND INFORMATION

Everything, both in the animal and vegetable world, was made, both in genus and species, so as to produce its own kind through endless generations. Thus the several races of animals and plants have been kept distinct from the foundation of the world to this present day. This is a proof that all future generations of plants and animals have been seminally included in those which God formed in the beginning.

God, in creating plants and animals to reproduce "after their kind," nowhere indicates how large a "kind" is. It is clear, however, in the Genesis record that there is a number, perhaps a large number, of "kinds," both in the plant kingdom and the animal kingdom. And these "kinds" cannot reproduce in such a way as to evolve from one to the other.

Nothing in the Bible denies the possibility of change and development within the limits of a specific "kind." In fact, growth and development seem to be a part of the natural order of things.

## IN-CLASS ACTIVITIES

Bring an apple, knife, small pot, planting soil, and small glass of water. When class starts, show the children the apple — talk about what it tastes like, how it feels, how the peel looks, etc. Then cut open the apple. Take one of the seeds out of the inside and plant it in the small pot. Talk about what will grow from the seed — will it be a horse or a cow — an orange or pear tree? Of course, an apple tree will grow from an apple seed.

Use mother hen and chick (see Patterns). Cut out pieces. Fold egg on dotted lines to cover chick. Connect wing to hen with a small brad. Place egg behind wing. Use this to illustrate one of God's creations producing after its kind.

Bring to class one or more different sized leaves from several trees and bushes. Ask the children to sort out the different leaf "families." Explain that each young leaf will grow to be the same type and species as its parent leaf. A young maple leaf cannot become a pine needle, etc.

Have the children name all the animals they can think of that God made. You can also use an animal picture book for very young children to identify the pictures and tell that God made each one.

Take one each of several different kinds of fruit to class, such as an orange, apple, avocado, etc. Cut the fruit open and look together at the seeds. Explain how the seed will grow the same kind of fruit. Relate this to the Bible verse telling how God made each plant to reproduce after its own kind.

Take playdough for each child to try forming and naming their own animals. While they are doing this, discuss the wide variety of animals that God created, and how each one has just what it needs for protection, to exist in its own environment, to obtain the food it needs, etc. Pictures of animals can be good supporting material to develop this thought. When they have finished their animals, compliment them on what fine creatures they are, but that one thing is missing — life! Only God could give this to His creation.

Teaching objects for this lesson could include seeds, houseplants, pictures of baby animals and their mothers, a live kitten or puppy, goldfish, a bird, etc.

## QUESTIONS

God made all living things "after their kind." What does this mean?

God made all the animals different. Name some of your favorites.

God made all people different. In what ways are they all the same?

How do we know that God created life and that evolution is not true?

How can a tall tree grow from a tiny seed?

God made many plants for people and animals to eat. Can you name some?

How did God make the animals?

## PRE-SCHOOL SUGGESTIONS

Put together a set of pictures of adult animals and matching baby animals, also human adult and baby (see Patterns). Allow your children to match the parent and baby while you talk about how each one has a baby that looks like itself.

Use mother hen and chick pattern. See In-Class Activities.

Bring as many different kinds of stuffed animals as you can find. Help your children imitate the noises that each animal makes — God made each animal different, and with its own language. Talk about how Adam named each one of them.

Cut simple duck shapes from yellow paper, one for each child (see Patterns). Cut a strip of "water" to go under each duck with a scalloped edge along the top. Help each child draw the bill and glue an eye on the duck. If you can locate a yellow feather duster, give them each a few feathers to glue on also. Talk about how God gave the ducks feathers, webbed feet, bills, and all the things they needed.

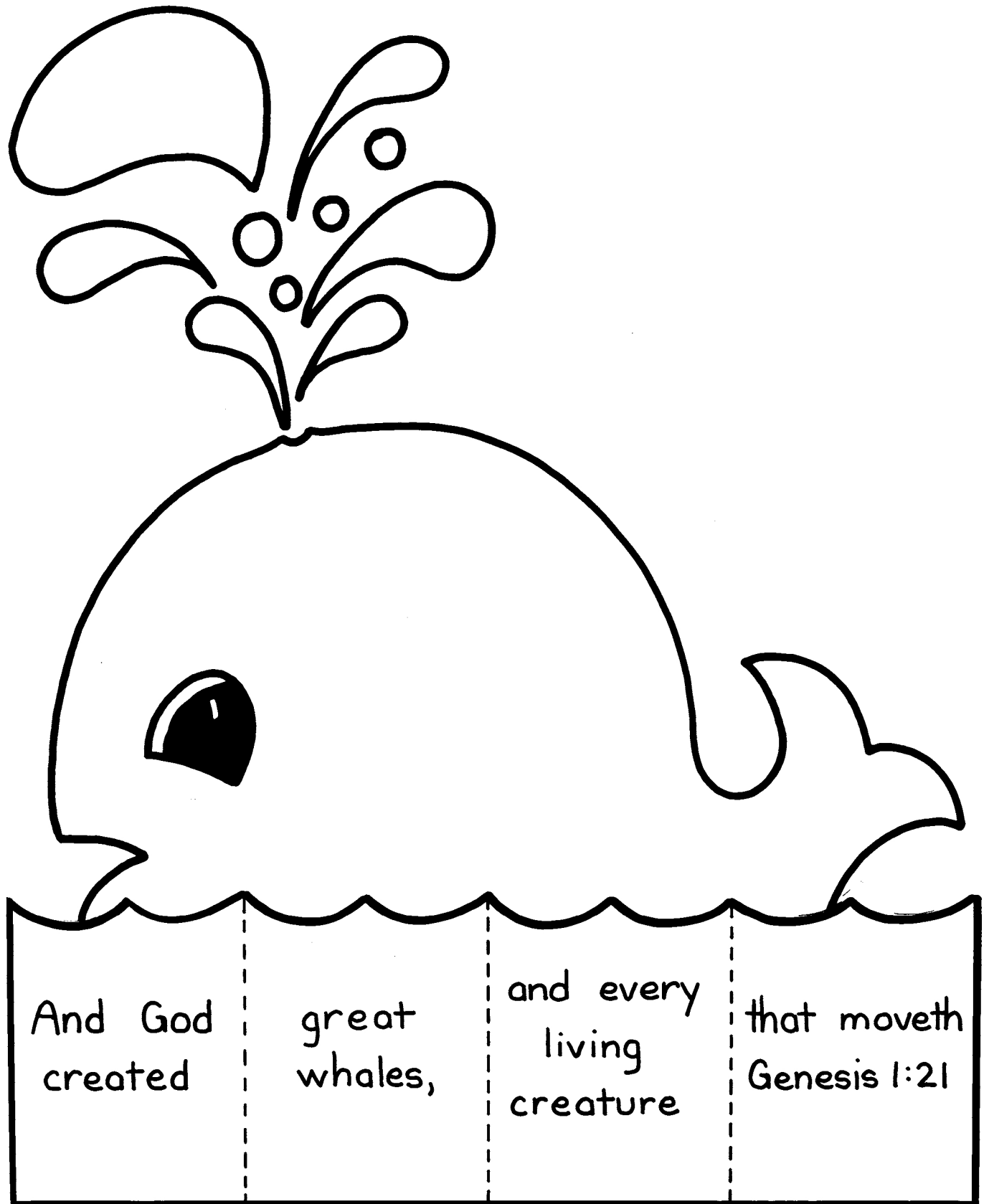
Make stencils (perhaps from a coloring book) of a variety of animals. Have volunteers from your group come up and trace the various animals onto a large mural background that you have already prepared. As each animal is placed on the mural, talk about how God

If your department began learning the song, “Jesus Makes Everything Good,” last Sunday, continue by teaching them the second and third verses which talk about plants and animals.

**"All These Things God Gave to Me"  
"Jesus Makes Everything Good"  
"Who Can Make the Sunshine?"**

Attendance card: "Creation" (A-1812) with animal stickers (A-1749) from Standard Publishing. Card has picture of garden; animal stickers are added for each Sunday to mark attendance. Can be used as an aid for the lesson.

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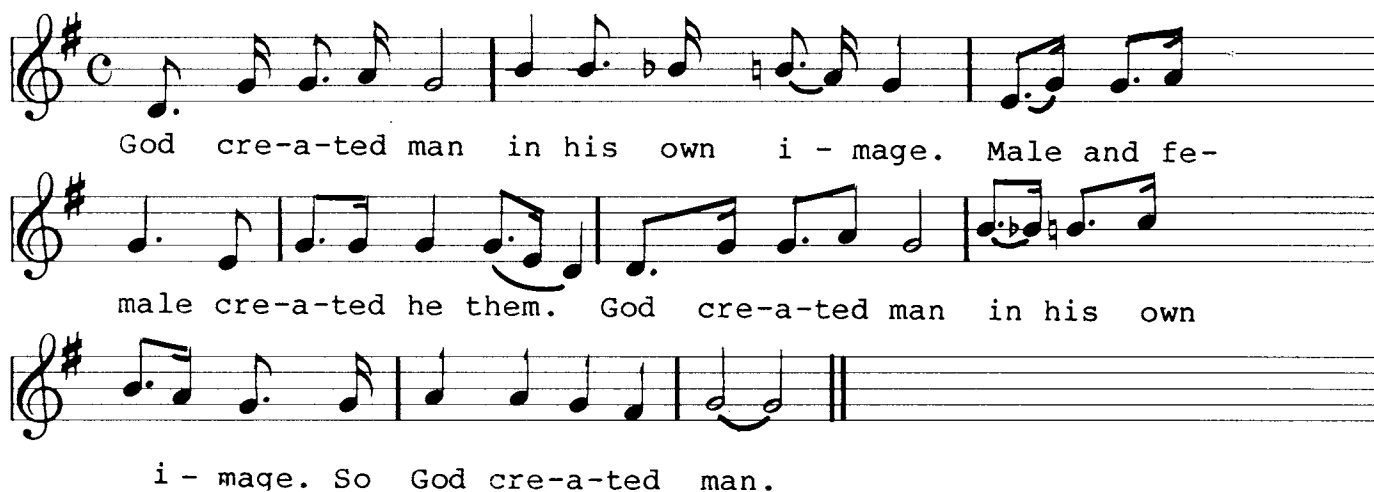
# Man and Woman

**TEXT** Genesis 1:26-28; 2:21-25

**OBJECTIVE** The students will be able to cite the differences between animals and man — that man was made in the image of God and possesses a living soul.

**MEMORY VERSE** God created man in his own image . . . male and female created he them. — Genesis 1:27

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**GOD** — point up

**CREATED** — strike fists together, one on top of the other

**MAN** — point to self

**IN HIS OWN IMAGE** — draw hour glass shape with fists, palms out

**MALE** — with thumb and fingers pretend to tip your hat from the brim while bowing your head

**AND FEMALE** — curtsy

**CREATED** — strike fists together, one on top of the other

**HE** — point up

**THEM** — point to others

## MEMORY VERSE VISUALIZED

Use clouds with picture of man (see Patterns). Glue to a flannel backing. Cut out pieces and place them together, as shown, on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Tell your students you are going to show

them the most special part of God's creation. Pass around a hand mirror.

Progression of events:

1. Review the fact that God spoke the world, plants and animals into existence.

2. He formed man from the dust of the ground.

3. Man was made in the image of God and given a living soul. Contrary to references made in our day to the "human animal," we are not animals but man!

4. Woman was created to be a helpmate for man.

5. Man was given dominion over the animals, and was God's only creation made to have fellowship with Him.

Climax: The creation of man was the climax of God's creative acts.

Conclusion: Man and woman are unique among all of God's creations.

Response: Your students will be able to cite the differences between animals and man — that man was made in the image of God and possesses a living soul.

## BACKGROUND INFORMATION

In the most distinct manner, God shows us that man is a compound being, having a body and soul distinctly

and separately created; the body out of the dust of the ground, and God breathed into his nostrils the breath of life; and man became a living soul.

True science teaches, as does the Bible, that mankind is a single species (Acts 17:26). Man has a physical body similar to some animals, but being created in the image of God, his intellectual powers, personality, and religious aspirations set him far above any animal. Adam comes from the word *adamah* meaning "ground" or "earth." Adam was created God-centered in his outlook. When he sinned he became self-centered and his moral nature was perverted. Since the fall of our first parents, men have served their self-interests and practiced corrupt religion. Eve was the name given to the first woman. It was given her after the fall and implies both her being the mother of all living and the mother of the promised Seed. Adam had called her *woman* (Hebrew *ishshah*) for she "was taken out of man."

## IN-CLASS ACTIVITIES

Using Barbie and Ken type dolls, explain that we are not dolls — we breathe, eat, talk, think, pray, move, etc. We are not robots that God orders around. We are not like the animals either. They live, breathe, eat, move, etc., but they can't pray or think like we do. They do not have a soul.

Make Adam and Eve finger puppets (see Patterns). Transfer pattern to felt or pellon material. Cut out pieces and sew front and back pieces together. Sew on right side of material, leaving the seam on the outside.

Give each child a piece of clay. Have them form a man. They can't make their "man" breathe.

Pass around a mirror. Ask each student to tell what color his eyes are, his hair, etc. Everyone looks different but we're all special because we're made in God's own image. God had special jobs for Adam to do — to name the animals and care for the Garden. He has special jobs for each of us also.

Bring a stamp pad to class, and pieces of paper for each child. Have each one carefully make two thumb or finger prints on a piece of paper. Use a magnifying glass to compare the fingerprints, pointing out how each one — every human being — is unique. Then add whimsical faces to each fingerprint (see Patterns) and write above them, "God Made Me Special — I'm the Only One of My Kind." As a supplement to this, bring a cassette tape of the song by that name and play it while you work with the children on their fingerprints. (Be sure to bring cleaner to remove the ink from their fingers.)

## QUESTIONS

How did God make man?

Whom did God make for Adam? Why?

How did God make Eve?

What makes man different from all the animals and God's other creations?

God made both animals and man out of the dust of the earth. What did He make different about man?

For what purpose did God make man?

What pattern did God use to make man?

God loved Adam and came down and talked to Him every evening. How can we talk to God? How does God talk to us?

## PRE-SCHOOL SUGGESTIONS

For each student cut a piece of colored paper into the size of a bookmark. As you discuss how God created the animals, let them put stickers of each animal on their bookmark.

Bring little dolls for each child to hold. As you relate the things that man can do which animals cannot do (wave bye-bye, hug their mommy, share a toy, tell a secret, etc.) let them act out the actions with their dolls.

Bring gingerbread or sugar cookies made in the shape of a man. Let your children decorate them. As you commend their efforts and tell them what a nice job they are doing, tell them how pleased God was with His creation — man.

Use a telephone, and possibly a pre-taped pretend conversation, to illustrate our pleasure in talking to a friend (or grandma, auntie, etc.). Explain that God wanted someone He could talk to so He made us.

## REVIEW IDEAS

Put on a puppet skit in which two puppets discuss what fun it would have been to have been Adam and have had the privilege of naming all the animals. Use their comments to review the lessons of the past two weeks. Then let your puppets conclude that though they are pretty neat, they wouldn't have been able to do all the things Adam and Eve did because they aren't really alive. Their conversation about their limitations as puppets should bring out the uniqueness of God's creation — man.

Make big posterboards representing various plants (or fruits, vegetables, etc.) and animals. Have students from your group come up to you one at a time, holding the poster in front of them. Speak to each of them and comment on the unique qualities of God's creation, but that this is not the "special friend" God is looking for. Finally have a student come in without a poster, and you say, "This is the one! This creation is different from all



## "I'm Something Special" — Gaither

## SUPPORT MATERIAL

**"I Am People" from "I Am" series by J. and B. Marxhausen — Concordia**

**"Hello There Mr. Adam and Mrs. Eve" filmstrip from  
Family Films — Concordia**

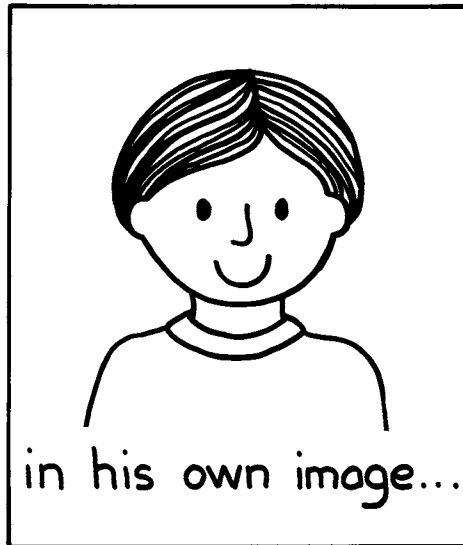
**"Hallelujah! I'm Special" by Rebecca Daniel — Shining Star Publications, A Division of Good Apple, Inc.**

**Star Publications, A Division of Good Apple, Inc.**

**Star Publications, A Division of Good Apple, Inc.**

## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page, typical of notebook or legal stationery. The background is a solid off-white color. There are no margins, text, or other markings present.

God created man



male and female  
created he them.

Genesis 1:27



# God's Perfect Creation

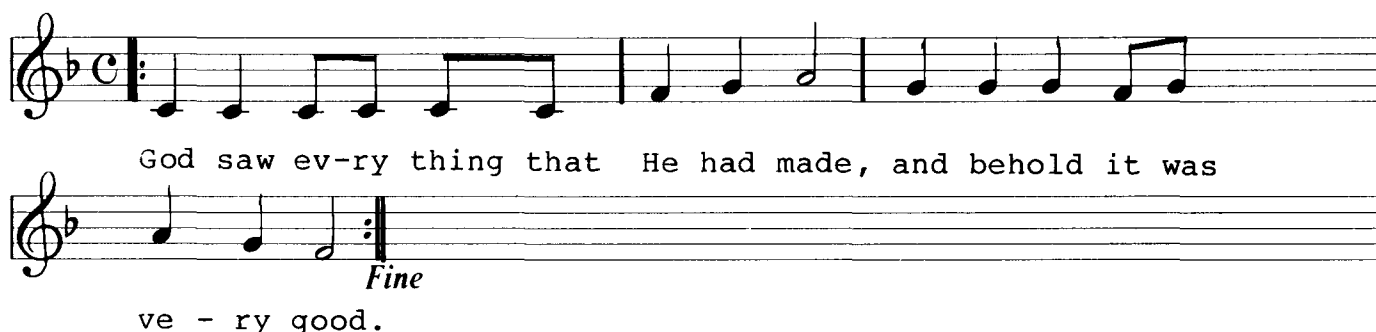
**TEXT** Genesis 1:29-31; 2:1,2

**SUPPLEMENTAL SCRIPTURES** Genesis 2:1-17; 3:8

**OBJECTIVE** The students will understand that God was pleased with His creation. It was perfect in every way. They will be able to list the events of creation in the proper sequence.

**MEMORY VERSE** God saw every thing that he had made, and, behold, it was very good. — Genesis 1:31

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

GOD — point up  
 SAW EVERY THING — point to eyes, then move hand down away from face in a circle  
 THAT HE — point up  
 HAD MADE — strike fists together, one on top of the other  
 AND, BEHOLD, IT WAS VERY GOOD — left palm up, right fingers over mouth, move right hand forward (palm up) and lay into palm of left hand.

## MEMORY VERSE VISUALIZED

Use creation picture strips (see Patterns). Glue to a flannel backing. Cut out strips and place them together on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show an article you (or a student) made. Describe how pleased you were with the results.

Progression of events:

1. God was pleased with His creation.
  2. Review the six days of creation.
  3. Creation was complete; nothing more was needed.
- Encourage the children to observe the beauty of their

environment.

Climax: God's creation of the universe was complete. Nothing else was needed for its sustenance and continuation.

Conclusion: God's creation was perfect, and it satisfied Him.

Response: Your students will be able to list the events of creation in the proper sequence.

## BACKGROUND INFORMATION

Man lived in friendship with the animals. With sin came violence. Man lived in uninterrupted communion with God. This was broken with the entrance of sin. One day it shall be restored and man shall again walk in familiar intercourse with His creator.

*Perfect* — "Having all the properties naturally belonging to it, complete, flawless, the highest possible degree of excellence." The most common Old Testament term is *tamim*, meaning "complete" or "finished." God's creation was perfect in every sense of the word until sin entered into it.

## IN-CLASS ACTIVITIES

Using the "Creation" Suede-graph, go through the last

three lessons, reviewing what happened on each day of creation. Use this means to impress on the children that God is pleased with what He created. Everything is good. It was only when sin entered the world that things became less than perfect.

Play a spinner game (see Patterns). Attach the spinner to the center of the wheel. Have students spin the spinner. The students must tell you what was created on the day at which the spinner stops.

Let students help teacher collect and arrange things God created. An egg carton makes an interesting container and display case. This can be changed every week.

Bring a variety of objects representing different parts of God's creation: flower, fruit, branch of a tree, a goldfish, etc. Let your students tell on which day each item was created.

Bring some "man-made" items to class: a sweater, a toy car, a metal spoon, a pencil. Discuss the processes by which each of these came into being. The point should eventually be reached that although we say these items were made by man, in actuality the materials were created by God. Only God can create something from nothing!

Use large numbers — one through seven — on which you have portrayed the events of each day of creation (see Patterns for Unit 2: Bulletin Boards).

Make God's Gifts in Nature booklet (see Patterns). Copy the pages onto the color of paper indicated on the bottom of each page. Cut out the pages and let your students assemble the pieces in the correct order. Fold the cover along dotted lines. Cut out the front oval. Insert the pages and staple the edge. Go through the pages with your students, reading the verses on each page.

## QUESTIONS

Why did God make man?

Review what God did on each day. (What did God make on the first day? etc.)

Why do you think God rested on the seventh day?

God was pleased with all that He made. How can we please God?

God made the world very colorful. He chose just the right colors. Imagine how the world would look if God had made the sky yellow and the grass pink. What are your favorite colors that God made?

Why isn't our nose on the bottom of our foot?

God made the world a happy place. Name some of the happy things God made.

## PRE-SCHOOL SUGGESTIONS

Bring a simple craft related to nature; for example, a flower, stem and leaf to glue to a backing. Help your children finish their project and compliment them on whatever they have made. Bring out how happy God felt when He looked at His creation and saw that it was good.

Have a simple background of hills, a stream and sky run off for each of your students (see Patterns for Unit 2: Bulletin Boards). Let them color the grass, the water and the sky as you mention each of these parts of God's creation. Then give them stickers of flowers, birds, fish, and animals to paste on their scene as you finish reviewing the events.

Show the children a big box covered with hearts. Write the names of the children in your class on the various hearts. Tell them this is a "Love Box" from God. Point out whom He loves by showing them their names on the hearts. Then look inside together. Have it full of items representing creation — a stuffed animal, fruits, pictures of the beach or mountains, etc.

Let your little ones help you put together a sandbox scene representing creation. Begin by putting a piece of blue construction paper on the bottom of your sand tray. Give the students construction-paper sun, moon, stars and clouds to hold above the tray. When God creates the dry ground, pour in the sand and let them help you arrange it. They will especially enjoy sticking in plastic bushes, flowers, animals, and dolls representing Adam and Eve, at the proper times. When it is all arranged to their satisfaction, comment on how pleased they are with it. Compare this to God's satisfaction when His creation was completed.

## REVIEW IDEAS

Play "God's Trombones" — the creation part, from the record by Fred Waring and the Pennsylvanians.

A presentation reviewing the events of creation can be done very effectively with an overhead projection. Overlays can be added to the basic frame each time you say the words, "And God said, 'Let there be. . . .'"

Help your students see the perfect balance of nature and the universe as God created it. Play a "What if?" game with your students, posing such questions as "What if the sun were much closer to the earth? What if the world turned more slowly so our day lasted much longer? What if there were no tides to control the ocean?" Conclude by showing an object that works (clock, timer, toaster, flashlight, etc.) and bringing out that it works because it is put together correctly in a certain manner. Just so with God's universe. He was the Master Designer and He put it all together perfectly.

## COORDINATING SONGS

## “Jesus Makes Everything Good”

## "He's Got the Whole World in His Hands"

## “My God Is So Great”

## “The Lord God Made Them All”

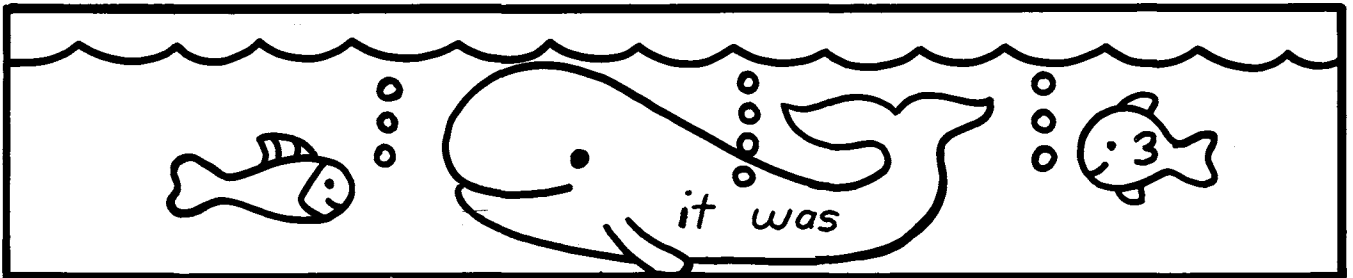
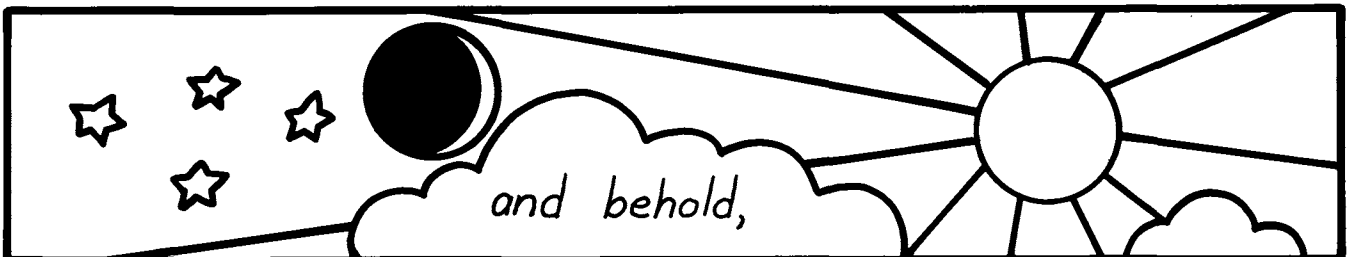
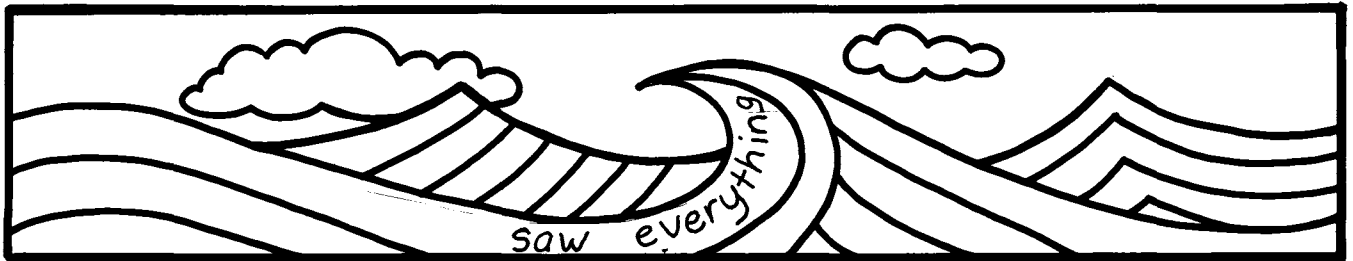
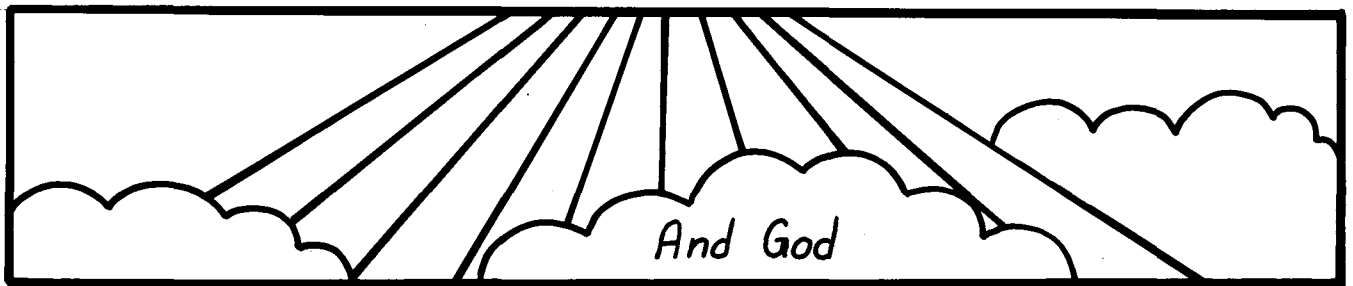
## SUPPORT MATERIAL

**“The World God Made” — Arch Book, Concordia**

"The Story of Creation" — An Alice in Bibleland Storybook by Alice Joyce Davidson, C. R. Gibson Company

## NOTES

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# How We Worship

## Lesson 3A We Worship by Singing

## Lesson 3B We Worship by Giving

## Lesson 3C We Worship by Praying and Reading God's Word

## Lesson 3D We Worship by Giving Thanks

### OVERVIEW

As teachers we need to help each student make worship a vital and ongoing part of his/her life. Worship is an encounter with God. As His servants we want to praise and glorify Him. This is a voluntary action on our part. That is what sets us apart from all the rest of God's creation; we have our own will and can decide whether or not we will worship God.

We need to stress that we do not need to be within a church building to worship God. Although it is good to be in church when we are able, we can worship the

Lord wherever we are — at home in family worship, or in jail like Paul and Silas. It is our desire to help the students learn what worship really is, and to begin to experience it in this unit. We have chosen four ways that we can learn to worship God; singing praises, giving of our offerings and ourselves, praying and reading God's Word, and giving thanks and praise. These are actions that we can use to show God how much we love Him and want to worship Him. We know that it is possible to do all of these things without experiencing worship. Worship is an attitude that we have toward God as we do these things.

### GAMES FOR REVIEW

#### Missionary Worship:

Seat children in a circle. Choose one child to be It, and let him/her start the play by saying, "I am going to (name a country) and I will (name a type of worship: sing for Jesus, give, tell, etc.). The child may name any country but the thing they are going to do must begin with the same letter of the country they named. For example, "I am going to Japan and I will sing 'Jesus loves me,'" or "I am going to Holland and I will Hand out Bibles." The same country may be used more than once but not the same worship deed. Repeat as long as desired but be sure each child has a turn.

### CONTEST IDEAS

#### Happy Worship Buttons:

Cut out a large quantity of Happy Worship Buttons from construction paper (mimeograph sheets of them if possible). Each button will have a smiling face on one side. Write each student's name on a separate envelope. Provide a place on your bulletin board where the envelopes can be tacked up. A student will receive a Happy Worship Button for all kinds of worship. Give a specified number for bringing a friend, learning a new song, learning the memory verse, saying "Thank you," helpful deeds, listening, etc. All these are deeds of wor-

ship because we are letting Jesus know we love Him. You will need to be alert to your students' behavior! At the end of the month, the children may use their accumulated Happy Worship buttons to exchange for small gifts or prizes. (Designate a value for each gift with the number of Happy Worship Buttons needed to redeem it.)

### BULLETIN BOARDS

On your board, place a picture of a child looking up at a picture of Jesus. In between, arrange six footsteps with one letter on each spelling PRAISE. Using these initial letters for the first letter of each word, write words describing ways we can worship God (see Patterns).

Make a red heart from cloth or shiny paper and center it on the board. In a banner above and below, cut out or use a felt tip pen to make the letters of "In My Heart There Rings a Melody." Arranged around the sides, draw children's faces singing and a speech balloon from each one with the name of a song in it.

### UNIT SONGS

"This is The Day"

"Clap Your Hands"

"Let's Just Praise the Lord"

Cut a 30" circle from the cardboard, poster board and paper. Insert the paper circle between the cardboard back and the poster board cover. Punch a hole in the exact center of the three circles. Insert the paper fastener. Cut a 6" wedge-shaped "peep hole" near the edge of the cover. Draw a picture to visualize the title of one familiar song on the paper insert that is exposed through the peep hole. Turn the cover circle clockwise until the first visualized song is cleared. Proceed to visualize the next song of your choice. Do this until the insert is filled with song titles. Use song titles related to the worship theme with an appropriate picture.



# We Worship by Singing

**TEXT** Psalm 95:1-3

**SUPPLEMENTAL SCRIPTURES** Psalms 30:4; 66:1-4; 67:4,5

**OBJECTIVE** The students will be able to tell when and why we worship God by singing praise and thanks unto Him.

**MEMORY VERSE** O come, let us sing unto the LORD: let us make a joyful noise to the rock of our salvation. — Psalm 95:1

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

O COME — beckoning motion, using both arms  
LET US SING — touch fingers to mouth with both hands, move away from face wiggling fingers  
UNTO THE LORD — point up  
LET US MAKE A JOYFUL NOISE — clap on MAKE, JOY and NOISE  
TO THE ROCK — put right fist on top of left fist firmly, palms down  
OF OUR SALVATION — draw a cross in front of you with a cupped hand

## MEMORY VERSE VISUALIZED

Use singing boys (see Patterns). Glue to a flannel backing. Cut out pieces and place them together, as shown, on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Use a tape recording of a Gospel song or a picture of children singing. Ask: Why do you think these children are singing?

Progression of events:

1. Singing is one of the ways we can worship God.
2. God gave us our voices, so we should use them for His glory.
3. Paul and Silas sang in prison.
4. David sang in the fields.

Climax: We can sing praises in many places other than church.

Conclusion: It is good and pleasing to God when we praise Him with our voices.

Response: Your students will be able to tell why and when we worship God by singing praise and thanks to Him.

## BACKGROUND INFORMATION

*Worship*: "Honor, reverence, or homage paid to superior beings or powers." The English word means "worthship," and denotes the worthiness of the individual receiving the special honor.

Music for worship was used during King David's reign, and to him has been ascribed not only the creation and singing of the Psalms, but also the invention of some musical instruments. II Chronicles 7:6 mentions "instru-

ments of musick of the LORD, which David the king had made to praise the LORD." David himself mentioned "four thousand praised the LORD with the instruments which I made . . . to praise therewith" (I Chronicles 23:5).

In King Solomon's time, for the Temple worship, the choir formed a distinct body, numbering 2,000 singers. Singing played a prominent part in their worship but also it was not uncommon for the individual to compose a song celebrating some special victory or religious experience. An example of this is Moses' song after God's deliverance from Pharaoh, and the song of Deborah and Barak after the defeat of Jabin, king of Canaan.

## **SPECIAL UNIT INSTRUCTIONS**

Through November, when each child is present for Sunday school, give each one a note or staff of music to fill in with his favorite song. These can then be put on the class bulletin board around a heart, a picture of Jesus, or on top of a big fluffy cloud as their songs of praise are being sent to Heaven.

## **IN-CLASS ACTIVITIES**

Make a picture collage to illustrate a Bible verse found in the lesson; for example, Psalm 66:4, "All the earth shall worship thee, and shall sing unto thee; they shall sing to thy name." Cut out pictures of children of different nationalities singing, birds, animals, etc. Also use pictures of different buildings, houses, cars, churches, etc. For a special effect, put pictures of your students in the collage. As your students help put this together, discuss how the children, birds, and animals are God's creation and made for the purpose of praising Him. The pictures of the buildings, houses, cars, are to show the children we can be anywhere and still praise God.

Make a class bulletin board or mural. Draw a large music staff on paper. Give each child a large music note cut from colored construction paper (see Patterns). Have them write their names up the stem, and then in the center of the note write their favorite song of praise to God. Glue them on the mural, and above the staff write the words, "Let's Sing a Happy Song, Let's Sing About Jesus."

Bring a series of pictures showing different places or situations where we can sing. The point should be made that church is not the only place where we express our love to God by song.

Research the history of a song with which your children would be familiar. Tell the story during your class time, and then conclude by listening to the song on a tape.

Give each child a piece of paper and ask him to draw an illustration for one of his favorite songs of praise.

Bring a recording of a Scripture set to music. Have your students look up the Scripture in their Bibles and then sing the song together using their Bibles to learn the words.

## **QUESTIONS**

What does worship mean?

Where must we be to worship God?

Name someone in the Bible that sang songs of praise to God.

Name your favorite Sunday school song. Why do you like it?

We don't have to be at church to praise Jesus. Name other places we can be when we praise Him.

Give personal testimonies of people you know who praised and thanked Jesus for helping them in a hard time. (Talk about church testimony meetings, etc.)

Name several ways we can praise Jesus.

## **PRE-SCHOOL SUGGESTIONS**

Make each child a little "songbook" with a cover of construction paper and one page for each day of the coming week inside. Write the day at the top of the page, and have them tell you what song they would like to sing on that day for Jesus. Write it down. On the cover, put "Let's Sing About Jesus" and a sticker of Jesus or children singing. Let them take their songbooks home so Mommy and Daddy can help them sing!

Cut out a number of construction-paper fish of different sizes, shapes, and colors (see Patterns). Write the name of a familiar song on each. Put a paper clip on the fish's nose. Put the fish in a bucket or barrel. Make a fishing pole with a magnet attached to the end of the line. Let your students come up and "fish" for the next song to sing.

Draw a simple face of a child, but without a mouth (see Patterns). Let your pre-schoolers draw in the open mouth and tell them this child is singing praises to Jesus. Above the face write the words, "We Love to Sing About Jesus!" Let your children color the picture.

## **REVIEW IDEAS**

Bring a cassette tape containing a variety of noises. (Some possibilities: water running, kids shouting, vacuum cleaner running, banging on pans, etc.) As you play each sound, ask the children to describe it. Then ask them: "Does that sound like praises to the Lord?" Conclude by playing the sound of children singing something like, "Let's Just Praise the Lord" or "This Is the Day." This one does sound like praises to God! It sounds good, and that's why God loves to hear us worship Him by singing.

Arrange to have a pianist or guitarist who can improvise to assist you in composing a song of praise with your

Arrange to have several short demonstrations of musical instruments. If you have students in your departments who play, this might be a good opportunity to include them in your review. Bring out that each of these instruments can be played in worship to God. But they cannot play themselves — each one needs a person playing it to make a sound. We all do not have the ability to play an instrument, but we all can make a joyful noise to the Lord with our mouths.

## NOTES

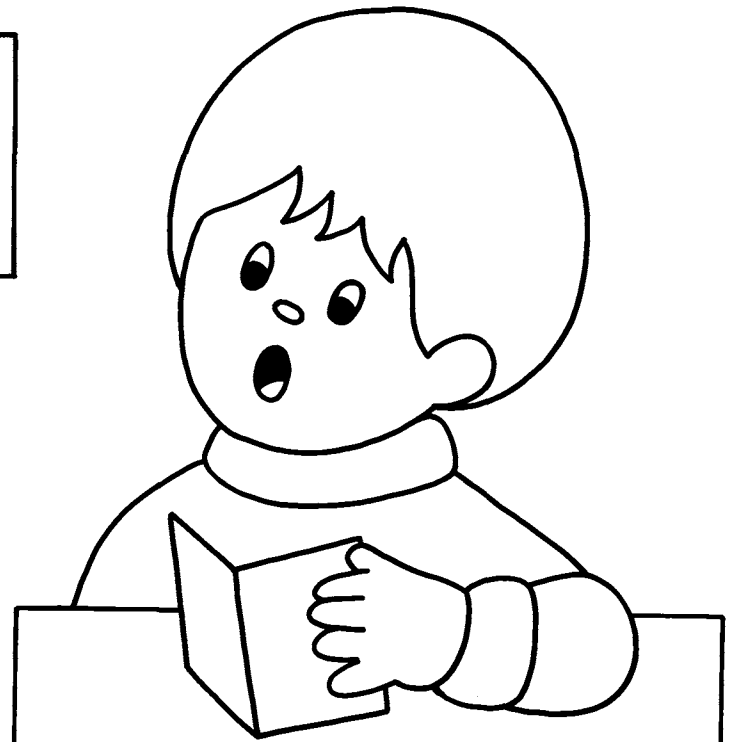
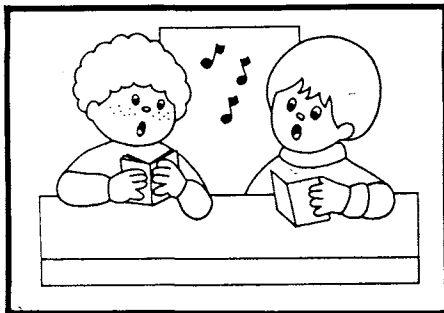
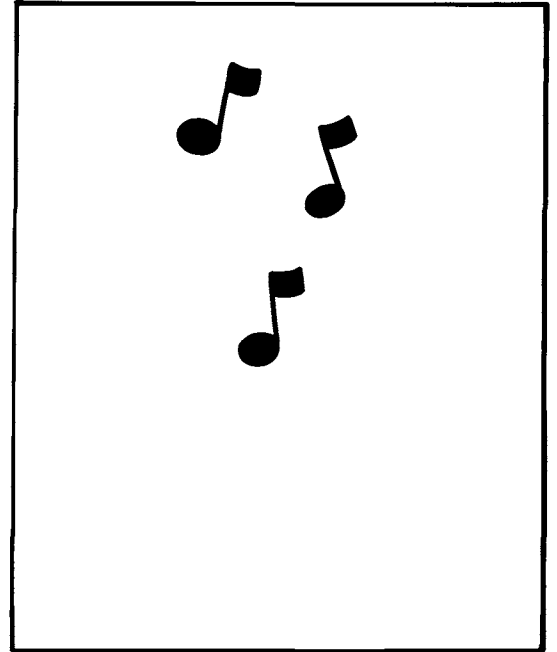
“Praise Him All Ye Little Children”  
 “Oh, How I Love Jesus”  
 “Thank You Lord, for Saving My Soul”

Word Records has Evie, "A Little Song of Joy for My Little Friends."

My Church — coloring book, 8 each of 6 pictures, Christian Board of Publication  
Showing Our Love — Record and songs, 6 songs with resource sheet for each song. Full-color flannelgraph sheets to add interest. Gospel Publishing House  
Praise the Lord — coloring book. Concordia  
Praise Him! Praise Him! — Jennie Davis (book), Published by The Dandelion House, Distributed by Scripture Press Publications, Inc.



O come, let us sing  
unto the LORD:



let us make a joyful noise

to the rock of our salvation Psalm 95:1

# We Worship by Giving

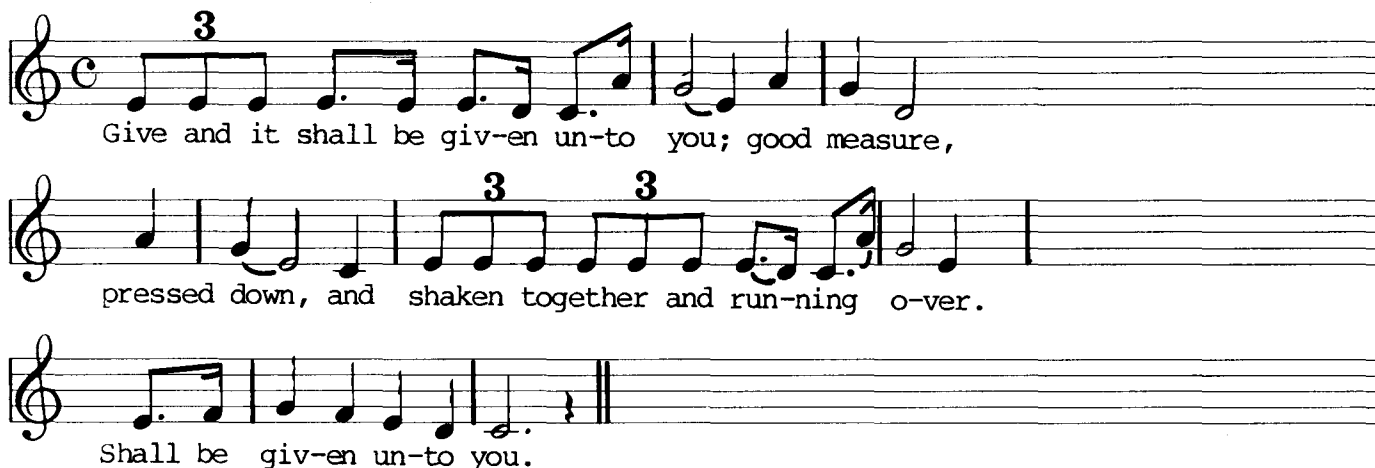
**TEXT** Mark 12:41-44

**SUPPLEMENTAL SCRIPTURES** Matthew 6:1-4; Romans 12:1; Luke 21:1-4

**OBJECTIVE** The students will understand that one way we worship is by willingly giving to God. They will be able to list the various things we can give to God as a means of worship.

**MEMORY VERSE** Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over.  
— Luke 6:38

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**GIVE** — thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat

**AND IT SHALL BE GIVEN UNTO YOU** — do above motion in reverse

**GOOD MEASURE** — open circle with left hand, right palm over top like a lid

**PRESSED DOWN** — palms together (left palm up, right palm down) then twist

**AND SHAKEN TOGETHER** — shake both fists

**AND RUNNING OVER** — palms toward body, make circles away from body with a bubbling motion

## MEMORY VERSE VISUALIZED

Use ice cream cone (see Patterns). Glue to a flannel backing. Cut the pieces apart and put them together on a flannel board one at a time, as the students say each part of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Use the idea of the gift box (see In-Class Activities).

**Progression of events:**

1. When we get saved we give ourselves to God.
2. We can give God our time.
3. We can give our money.
4. We can give a smile — a cheerful outlook.
5. We can give a testimony.
6. We can give an invitation.

**Climax:** We are blessed by God when we give willingly. Refer to memory verse.

**Conclusion:** Just as we show our love to others by giving things to them, one of the ways we worship God is by willingly giving to Him.

**Response:** Students will be able to list the various things we can give to God as a means of worship.

## BACKGROUND INFORMATION

The right attitude for giving — and this can be applied

to time, money, possessions, oneself — is early set forth in the Bible by God Himself, “Speak unto the children of Israel, that they bring me an offering: of every man that giveth it willingly with his heart ye shall take my offering” (Exodus 25:2).

Something given to man or God grudgingly or under duress, or given from some motive of self gain, is not thankworthy. God made plain to Moses that any offering to Him not given willingly and from the heart was not acceptable. God is not alone in loving a cheerful giver; we all do.

## IN-CLASS ACTIVITIES

Make greeting card in shape of child. Write on front, “I have decided to follow Jesus.” Inside put stickers or draw: heart, hands and feet, child's name. Put in envelope addressed to Mom and/or Dad. (Teacher, have stamps ready and mail them for your class!)

Cut two large circles from construction paper, one colored and one white, and make a protruding tab on the white circle (see Patterns). Cut out peek hole in the colored circle, and fasten the two circles together with a metal fastener, with the white circle underneath. (You may wish to assemble the project ahead of class time.) Paste pictures, stick stickers or have children draw pictures on white circle (or use pictures shown on Patterns) of things we should give to God. Turn with tab and see pictures through peek hole.

Set up your class as if for a party, complete with hats, streamers, etc. Explain to your students that you wanted to do something really special for God to show Him how much you loved Him, so you planned this party. Show a big gift-wrapped box, and tell your students that you spent a lot of time thinking about something special you could give God. Let them help you open the box. In it have several objects symbolic of what we can give God: a clock, representing our time; a dollar bill, representing money; a smiling face, representing a cheerful disposition; an invitation to church or Sunday school, representing a witness for Christ; etc.

Give your older primary students the opportunity to “follow” their offering, so they know exactly what happens to the money they give to Jesus. Explain how it is collected, goes to the church office and then to the bank. Then discuss or show pictures of the various ways this money may be used — pictures of outreach efforts of the church, etc.

## QUESTIONS

What is a talent?

What is something I could give to the Lord?

When you put tithes and offerings into the box you should

a. wait until all your friends are looking

b. tell everyone how much you gave

c. give quietly and secretly

How old do you have to be before Jesus can use you?

Name some things you can do for Jesus.

Explain how the poor widow gave more than the rich people.

It's more important “how” we give than “what” we give to God. Explain.

## PRE-SCHOOL SUGGESTIONS

Bring objects of giving such as money, a clock to illustrate time, a mirror. Let the children put the money into the tithes box. Pass the mirror around and let each one look at it. Tell them they can give themselves to God.

Trace each child's hand on a piece of paper. On each finger write one thing they can do for Jesus.

Give each child some pennies, and walk with them to the “Jesus Box” (tithes box). Let each child give only the number they wish to give. Be sure to reinforce their action by telling them how happy God is when we give to Him.

## REVIEW IDEAS

Needed: A pitcher of water, an empty glass, food coloring. First take the empty glass and put a couple of drops of food coloring into it. Then add the water — fill it to the top. This shows the students that even though we could only give a little, when God sees it, He blesses by pouring in His joy and love until our little becomes great.

Needed: A fancy box with a lid, a toy car, airplane, money and a red heart with a picture of Jesus in the middle of it. Pin the heart on your dress or suit at lesson time. Take the objects out of the box one at a time as you explain that boys and girls don't have what those objects represent. We can't give God something we don't have. But we can give Him our love. Point to the heart. Then we can give Him our service. Talk about the different things they can do for the Lord like telling others about Jesus, visiting a sick friend, praying for someone in need, or inviting their friends to Sunday school.

Give a puppet show portraying two children who say they love their mother. However, one goes about his own affairs, too busy to help whenever mother asks him to. The other willingly does whatever he can. At the end of the show, ask your students which one really loved his mother best. The point should be made that we can prove our love to God by doing whatever we can for Him.

## COORDINATING SONGS

**"If You Give What You Have," in 401 Choruses, page 278**

### **"Give of Your Best to the Master"**

**"Two Little Hands to Work for Jesus"**

## “Head and Shoulders”

**"Take Me" — Child Evangelism Fellowship, Inc.**

## SUPPORT MATERIAL

**My Church — Coloring book, 8 each of 6 pictures,  
Christian Board of Publication**

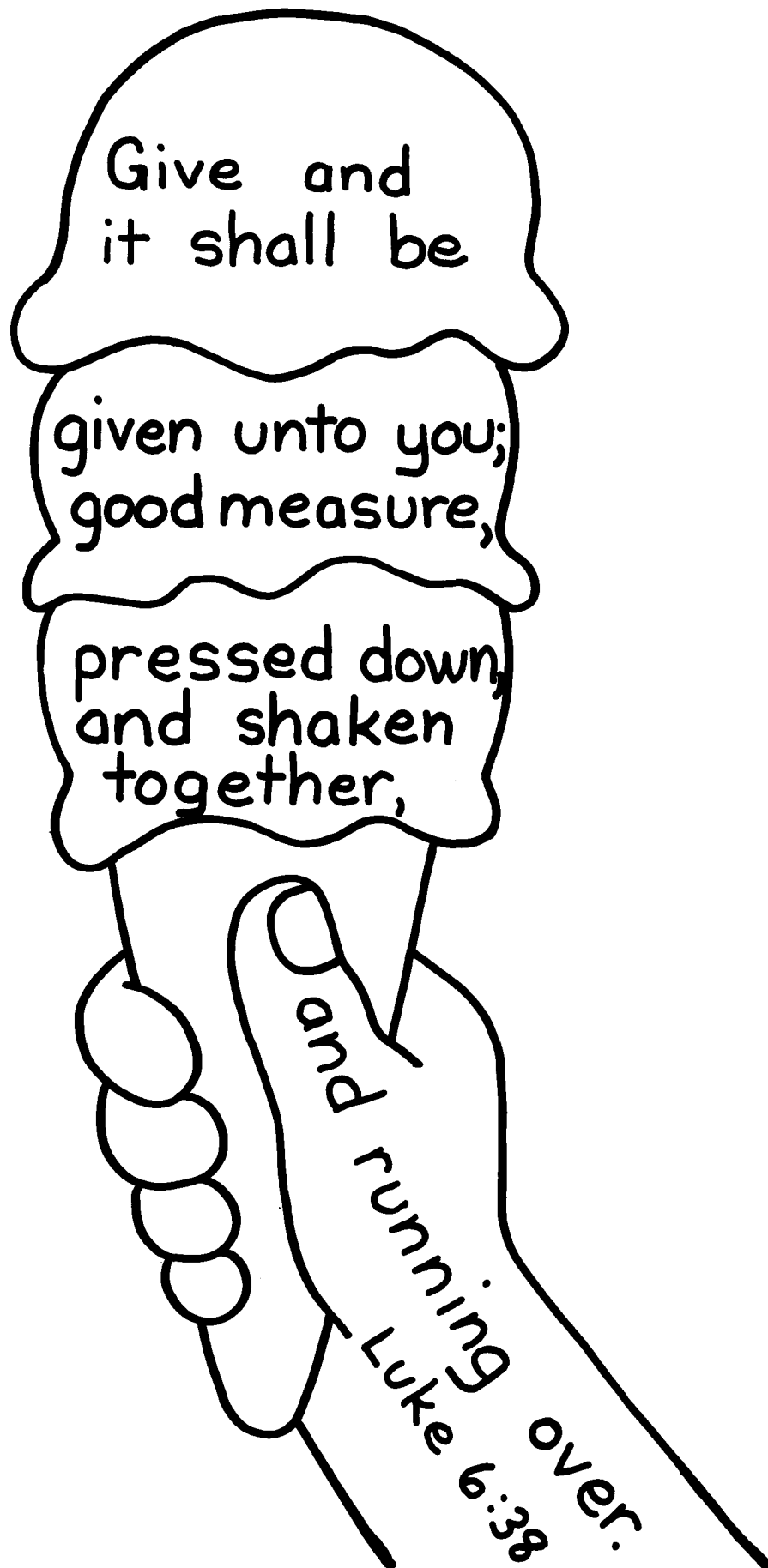
**Showing Our Love —** Record and songs, 6 songs with resource sheet for each song. Full color flannelgraph sheets to add interest. Gospel Publishing House

A Robber or a Thief — Flannelgraph lesson. Child Evangelism Fellowship, Inc.

**Giving** — Suede-graph, one of the Gospel-Graph series. Scripture Press Publications, Inc.

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





# We Worship by Praying and Reading God's Word

**TEXT** Matthew 6:9-13; Psalm 119:11

**SUPPLEMENTAL SCRIPTURES** Matthew 6:5-13; Psalm 119:9-16

**OBJECTIVE** The students will understand that we worship God by communicating with Him . . . that is both talking and listening. They will be able to describe why it is important to read their Bible and pray every day.

**MEMORY VERSE** O come, let us worship and bow down: let us kneel before the LORD our maker. — Psalm 95:6

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

O COME — beckoning motion with both hands  
LET US WORSHIP — make praying hands  
AND BOW DOWN — bow at waist  
LET US KNEEL — right index finger and middle finger  
“kneeling” in left palm  
BEFORE THE LORD OUR MAKER — look up with  
palms open toward Heaven

## MEMORY VERSE VISUALIZED

Use kneeling boy (see Patterns). Glue to a flannel backing. Cut out pieces and place them together, as

shown, on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show picture of two people talking. Ask what they are doing, and what they might be talking about.

Progression of events:

1. Friends need to communicate to get to know each other, share feelings, strengthen ties, etc.
2. We need to communicate with God for the same reasons.
3. When we pray, we talk to Him.

4. We listen when we study His Word, listen to preachers, Sunday school teachers, and godly parents. Climax: God wants us to communicate with Him as He did with Adam.

Conclusion: Worshipping God by praying and reading His Word will please Him.

Response: The students will be able to describe why it is important to read their Bible and pray every day.

## BACKGROUND INFORMATION

Praying and listening to God constitute fellowship and there can be no true worship apart from this. This was an important part of man's relationship to God from the very beginning when Adam and Eve walked and talked with God in the Garden of Eden. The more one fellowships with God the greater the desire for and feeling of worship.

True worship of God emphasizes praise and thanksgiving. Prayer is more than just petitions and the pouring out of troubles and woes. When praise and rejoicing are included it lifts the spirit and lightens the load.

When we pause in our prayers, wait upon the Lord and become quiet before Him, it is then while we listen that He talks to our heart. We are listening to God if we take to heart what He says to us when we read His Word.

## IN-CLASS ACTIVITIES

Let your class pretend they are going to have a chance to interview King David, the writer of our memory verse. Use a chalkboard to write down their questions. Some of these might be: What were your feelings when you wrote Psalm 119? Did the Psalm come to you all at once, or did you work on it for a long time? Why did you write it? Was the Psalm supposed to convey any certain feeling? Have a visitor come to your class and pretend to be David, and then let your students ask him the questions they have prepared.

Compose a psalm of worship with your class, trying to involve all your students in the process. Write it on a chalkboard. When it is completed, give each of your students some parchment paper and pens to make and illustrate their own copy of the psalm.

To encourage the children to read their Bible or memorize a verse, make a bookmark from construction paper cut into an interesting shape. Write the Scripture reference on it. If they bring it back the following Sunday and show you where the Scripture is found or have it memorized they are given a sticker on the bookmark. Or make a chart using a large music note to show a tune of sorts. Write a reference across the top and the child's name in the note part when he finishes the assignment.

Using a chalkboard, make an informal outline of things a child can say when praying.

- a. Dear Jesus
- b. Thank You
- c. I love You
- d. Help me, my parents, friends, etc.

Give each child an opportunity to read a favorite Bible verse aloud.

Write on pieces of paper the following: hands, ears, eyes, mouth, mind. Pass them out to the students. Have them tell how the word they were given can be used in worshipping God in prayer or reading the Bible. For example: we fold our **hands** when we pray; sometimes we lift them up in praise to God. We use our **ears** to listen to God through the reading of the Bible by our teachers, etc. We use our **eyes** to read the Bible. Our **mouths** help us in praying to God. We use our **minds** in thinking about God and studying His Word.

## QUESTIONS

What time of day does God hear our prayers?  
What is the prayer that Jesus taught the disciples?  
Why should we pray over our food?  
How does God talk to us?  
Has God ever answered a prayer for you?

## PRE-SCHOOL SUGGESTIONS

Look for someone who has a scratch or injury; or ask if there are any sick ones needing prayer, then join hands and bow heads and say a prayer together.

The In-Class Activity using the words "hands," "ears," etc., could be used for pre-school age children by using pictures. Have the children say how each thing can be used in worshipping God.

## REVIEW IDEAS

You will need two large flannelgraph snails or small insects, large flannel background with green section for grass on top, blue or gray section for sidewalk, chalkboard, and chalk. Do a flannelgraph dialogue with the snails as your two characters. One snail is on the sidewalk mumbling to himself. Second snail comes along on the grass. "Hi, Sam! What are you doing?" "Hi, Ted! How do you spell 'love'?" "L-O-V-E, but why?" "I'm writing a letter to God and I can't remember how to spell everything."

Using chalkboard have children help you write a letter to Jesus.

"Sam, you don't have to write a letter to God to talk to Him. You can PRAY! That's what a prayer is — a letter to God!"

"You mean I wrote all day on this hot sidewalk and I

could have talked to God like I'm talking to you?"  
"Yeah!"

Stage a brief pantomime of a person's trying to reach another person by telephone, but receiving a busy signal, and finally no answer. When we talk to Jesus, we don't need a telephone. We don't see Him but we know He hears us. We love to talk to Jesus because He is our best friend. We can thank Him for the good things He has given us (have the children name some). Then we listen carefully to Jesus. He loves to talk to us, too, about the good things He has for us. He also talks to us through His Word, the Bible.

Use a letter in a sealed envelope to open your object lesson. Discuss how we like to receive mail, how we are curious as to whom our letter is from, how we are eager to read the message. Compare this to God's message to us: the Bible. It is written to us personally just as much as if it read "Dear Bobby" or "Dear Sue," and was signed, "With love, Your Heavenly Father." Bring out that God's letter is important. In it God tells us He loves us and that He sent His Son Jesus to earth because He loves us. He tells us how to be happy, how

to obey Him, and how to get to Heaven. Point out that as long as the letter is sealed, we do not know what is in the letter. Just so, we must open God's letter, the Bible, and read it.

## COORDINATING SONGS

## “The B-I-B-L-E”

## **"I Have a Wonderful Treasure"**

## “Jesus, I’ve Gotta Talk to You”

## "The Bible Tells Me So"

## “Whisper a Prayer”

## SUPPORT MATERIAL

**My Church — coloring book, 8 each of 6 pictures,  
Christian Board of Publication**

**Showing Our Love — Record and Songs, 6 songs with resource sheet for each song. Full color flannelgraph sheets to add interest. Gospel Publishing House**

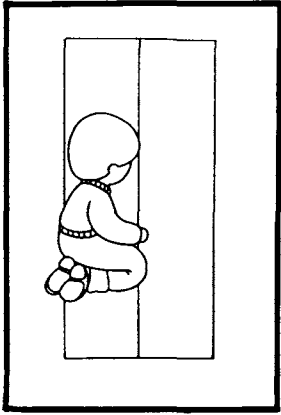
Prayer is . . . — Furn L. Kelling (book), Broadman Press

**I Can Pray to God — A Happy Day Book, Standard Publishing**

Praying God's Way — Flannelgraph lesson, Child Evangelism Fellowship, Inc.

## NOTES

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Let us  
kneel

O come, let  
us worship  
and bow  
down:

before  
the  
LORD  
our  
maker.

Psalms 95:6

# We Worship by Giving Thanks

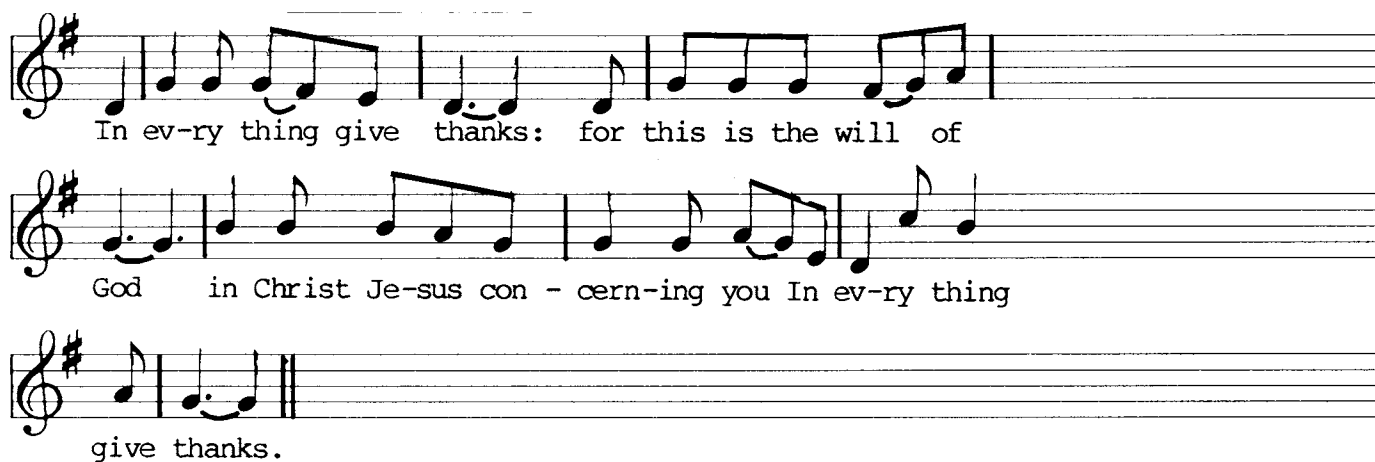
**TEXT** Psalm 150:1-6

**SUPPLEMENTAL SCRIPTURES** Psalm 148:1-14

**OBJECTIVE** The students will understand that we worship God by giving thanks and praise to Him. They will be able to name some things for which they are thankful.

**MEMORY VERSE** In every thing give thanks: for this is the will of God in Christ Jesus concerning you. — 1 Thessalonians 5:18

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

IN EVERY THING — with right hand flat (palm down) make large circle horizontal and clockwise

GIVE THANKS — praying hands

FOR THIS IS THE WILL OF GOD — point up three times

IN CHRIST JESUS — with right middle finger touch left palm, with left middle finger touch right palm

CONCERNING YOU — point to others

## MEMORY VERSE VISUALIZED

Use horizon picture with boy (see Pattern). Glue to a flannel backing. Cut out pieces and place them together, as shown, on a flannel board as the students say each part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Show a picture or symbol of Thanksgiving.

Progression of events:

1. Thanksgiving is the day set aside by the United States government as a day of thankfulness. Review history of holiday.

2. We should be thankful every day. Man was created to praise God.

3. God has given us many material blessings.

4. We want to be be thankful in every circumstance. Climax: An attitude of thanksgiving is a blessing to ourselves and those with whom we come into contact.

Conclusion: One way we worship God is by offering Him our thanks for His blessings.

Response: Your students will name some things for which we should be thankful, and be able to tell why a thankful spirit is important.

## BACKGROUND INFORMATION

Webster's dictionary defines *thanksgiving* as "an act of rendering gratitude to God, a prayer expressing one's

thanks; or it may be a public acknowledgment, or celebration, of divine goodness and mercies."

Our Thanksgiving Day, when first celebrated, was a celebration of thankfulness to God for His benefits — something more than just an occasion to get together for a special dinner. Governor William Bradford designated a day, July 30, 1623, for the Plymouth colonists, as a Thanksgiving Day for the purpose of prayer, and worship of God, as well as a time of celebration.

On November 26, 1789, President George Washington issued a general proclamation for a day of thanks but it wasn't made a national holiday until President Lincoln proclaimed the last Thursday in November to be "a day of thanksgiving and praise to our beneficent Father."

## IN-CLASS ACTIVITIES

Cut out a wheel and rectangle with V-type opening (see Patterns). Student may either draw pictures or put stickers of things he's thankful for on each of the sections of the wheel. Student writes his name on the blank. Wheel is placed behind front piece, matching X's. A brad is put through X's.

### Who Should Worship God?

Fold a piece of construction paper (12" x 7") into four equal sections. Make a cardboard pattern of child (see Patterns). Let children trace this onto their construction paper. Cut out, making sure that the figures touch the folded edge of the paper. When opened, the cutout will be connected like paper dolls. Have children draw in faces, clothes, etc., and then color. Explain that everyone should praise God. We praise God together at church.

Help your students make a "Thank You" poster. Cut two rectangles in contrasting colors, one smaller than the other. Paste small rectangle onto larger one. Fill small rectangle with magazine clippings of people and things for which we should be thankful. Print "THANK YOU GOD, FOR EVERYTHING!" at bottom of large rectangle. Punch hole in top for hanging.

Bring a beautifully wrapped present to class. Have something inside such as a package of cookies, candy, etc., to share with each student. Ask your students: What are some ways of saying "Thank you?" Examples: Thank You card (bring one to class), prayer, etc.

## QUESTIONS

When is the best time to thank and praise God?  
Name some things for which we should always be thankful.

When God answers our prayers we should always remember to thank and praise Him. Tell of prayers that God has answered for you or someone you know.

Tell of ways we can praise God.

Is it always easy to be thankful? Name a time when you were unthankful.

## PRE-SCHOOL SUGGESTIONS

Give each of your children a hug. Tell them, "Saying Thank You to Jesus is like giving Him a hug!"

Draw a simple table setting on a sheet of paper for each child. Let them draw in their favorite foods on the plate. Then talk about how important it is to tell Jesus "Thank You" for their food. Practice saying a simple "Thank You" prayer together.

Make Thank You cards for Jesus. Bring construction paper, cutouts, pictures, and stickers. Ask your children what they want to say in their card, and print the words for them. Then post the cards on the bulletin board around the words, "Jesus, We Just Want to Thank You."

Talk about different ways of saying "Thank you." A puppy says "Thank you" by wagging its tail. A kitty says, "Thank you" by purring. A bird might sing a special song. We say "Thank You" in our prayers, and also by trying to do what Jesus wants us to do.

## REVIEW IDEAS

Materials needed: turkey made from construction paper, feathers to be added one at a time. Show turkey without feathers, asking what is missing and pointing out that without feathers it does not look quite right. Add a feather for each thing the children say they are thankful for until all the feathers are added. The Bible says, "In every thing give thanks." Christians are not complete either if they don't have a thankful heart.

To show abstract things to be thankful for:

Blow up a balloon — air  
Blindfold someone — sight  
Show headphones — hearing  
Give someone a hug — love

Ask the children to name things we should thank Jesus for. List the items they suggest on the chalkboard in columns by the first letter of the item. Make columns as follows:

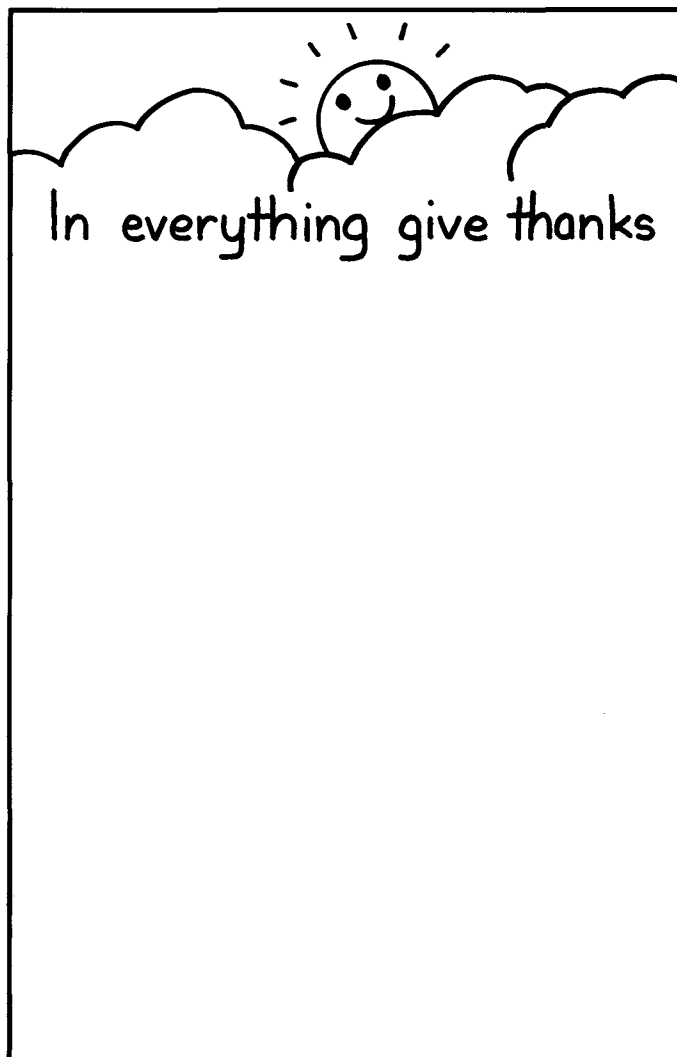
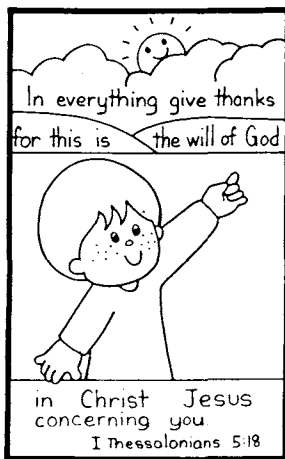
T	H	A	N	K
trees	horse	auto	name	keys
Y	O	U		
you	orange	umbrella		
G	O	D	!	
grandpa	ovens	dog	etc.	

Write the items in the appropriate columns, but do not label the columns until the end of the review. Items that cannot be listed under the above letters should be put

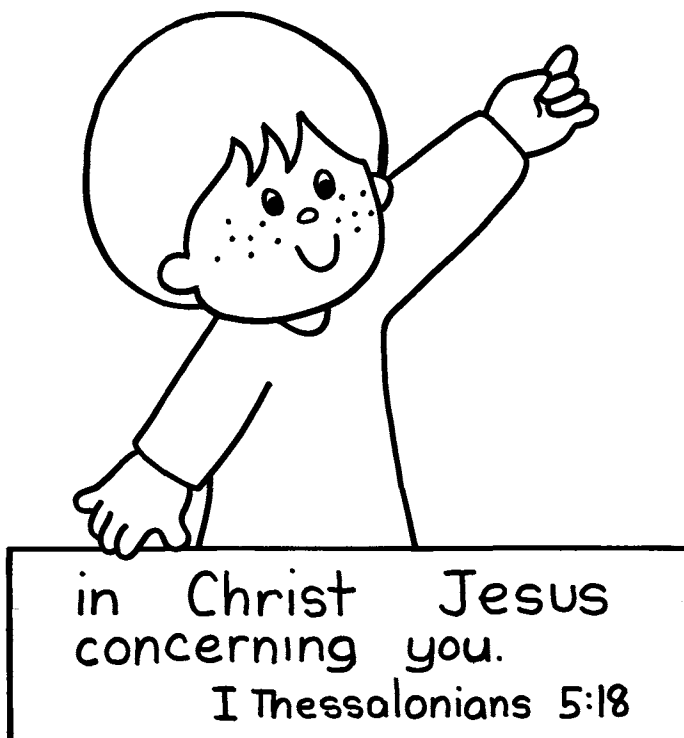
Make the focus of your review the words, “every thing.” To visualize why it is important to be thankful in everything, show the children several objects that are com-

My Church — coloring book, 8 each of 6 pictures,  
Christian Board of Publication  
Showing Our Love — Record and songs, 6 songs with  
resource sheet for each song. Full color flannelgraph  
sheets to add interest, Gospel Publishing House  
We Give Thanks — Coloring book, Concordia  
But I'm Thankful – I Really Am! — Jane Belk Moncure  
(book), Standard Publishing

[illegible]



for this is the will of God





[illegible]





Teacher's Name \_\_\_\_\_

A Bible study resource guide for  
*Primary Pals* teachers

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[www.apostolicfaith.org](http://www.apostolicfaith.org)  
*PRINTED IN THE U.S.A.*