

TEACHER MANUAL
SPRING 2020



KINDERGARTEN

AGES 4–5



Life of Christ

The WeCare Project

Table of Contents

EDITORIAL STAFF

Editor in Chief: Robin Johnston

Associate Editor, Curriculum:

Lee Ann Alexander

Children's Editor: Chris Anderson

Kindergarten Editor:

Krisann Durnford

WRITERS

Sarah Calhoun, Krisann Durnford,

Haleigh Hohman, Sherii Parrett,

Linda Short, Jessica Tanderup,

John Alan Wilson II

DESIGN

Layout: Dennis Fiorini

Artist: Ron Wheeler

Editorial: Love Can Be Spelled C-A-R-E. 2

Important Spring 2020 Notes. 3

Classroom Décor: The WeCare Project. 4

UNIT 1: JESUS' EARLY YEARS

March 1, 2020 1 • Born to Save (Jesus' Birth). 9

March 8, 2020 2 • Obedience to the Father (Jesus in the Temple). 15

March 15, 2020 3 • Be Baptized (Jesus Is Baptized). 20

March 22, 2020 4 • It Is Written (Jesus' Temptation) 25

UNIT 2: JESUS' MINISTRY AND TEACHING

March 29, 2020 5 • Follow Me (Jesus Calls His Disciples) 31

April 5, 2020 6 • The Lord's Prayer (Jesus Teaches Us to Pray) 37

April 12, 2020 7 • The Old Rugged Cross (Calvary (Easter)) 42

April 19, 2020 8 • The House on the Rock (Parable of Two Builders) 47

April 26, 2020 9 • Good Soil (Parable of the Sower and the Seed) 52

UNIT 3: JESUS' DEATH AND RESURRECTION

May 3, 2020 10 • Hosanna (Triumphal Entry). 57

May 10, 2020 11 • In Remembrance of Me (The Last Supper) 62

May 17, 2020 12 • Watch and Pray (Jesus Prays in the Garden) 66

May 24, 2020 13 • He Is Alive (The Resurrection) 71

REVIEW

May 31, 2020 14 • Review (Life of Christ). 76



Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, "Word Aflame Kindergarten Curriculum Teachers."



Kindergarten Teacher's Manual

Manufactured in U.S.A., March 2020, 1132011

www.pentecostalpublishing.com • All rights reserved

©2020 Pentecostal Publishing House,

36 Research Park Court, Weldon Spring, MO 63304

Materials in this curriculum may only be copied for use in the local classroom. Do not reproduce, distribute, or transmit any other part of the Word Aflame curriculum in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without possessing prior documented approval from Pentecostal Publishing House, a department of the United Pentecostal Church International. To request permission, contact customerservice@pentecostalpublishing.com.

Websites indicated in source citations are not intended to imply an endorsement by Pentecostal Publishing House (PPH), nor does PPH vouch for the content of these sites. Given the transient nature of online publications, it is possible a web address may no longer be active or may have been altered since the print date of this publication.

All Scripture quotations are taken from the King James Version unless otherwise noted.

Scripture quotations marked (ICB) are taken from the *International Children's Bible®*, copyright ©1986, 1988, 1999, 2015 by Tommy Nelson. Used by permission.



Love Can Be Spelled C-A-R-E

If she only knew how terrible I am at folding clothes. I chuckled quietly while following the store manager. Wednesday morning in the thrift store was busy. I smiled at several patrons who wandered the aisles. Soon we stood near the back wall lined with racks of donations. After receiving instructions, I surveyed the unending hangers filled with skirts, shirts, and pants. *This could get boring,* I thought.

It was my first day volunteering at our local community center. My family had moved to the town two months earlier, obeying the Lord's call to begin a church. While praying, I asked Him to show me how to connect with others—a daunting task for a new resident. Was it a coincidence I saw the news ad saying the community center needed volunteers? I think not. I applied that day and was accepted immediately.

Though the tasks were monotonous at times, the interaction with people was not. It was there I met Sharon who suffered mental anguish because she had been called worthless all her life, and Marge's hunger for God

was evident. Next came Marie, and then Sally. Each one had a need that only Jesus could answer.

The experience reminded me that love means caring for others' needs, listening to their struggles, and reaching out with a helping hand. It was at the community center that I remembered love can be spelled C-A-R-E.

If there had been community centers in Jesus' time, I figure He would have volunteered! The Gospels tell us Jesus walked among the people—rich, poor, outcasts, sinners, and religious leaders. He taught. He loved. He gave. He made an impact.

In a self-centered world, a simple act of love can captivate others. To give selflessly is a powerful lesson, and one our children must learn. Young people benefit greatly as they learn the joy that comes from serving. There is nothing more invigorating than knowing one's actions are making a difference in someone's life. As your students realize this, they too will learn that love can be spelled C-A-R-E.

ACCESSING THE DIGITAL CURRICULUM

With your purchase, digital resources for both the teacher's manual and the teacher's resource packet (TRP) are available through access codes.

To access the PDF and DOCs of the teacher's manual digitally:

1. Visit pentecostalpublishing.com/downloads and follow the instructions to access digital resources.
2. Use the download code: **KGsp20ChristTM**.

The coupon code will be valid for one year from the date of the first lesson.

● Important Spring 2020 Notes

A typical quarter usually contains thirteen Sundays, however, every few years a quarter occurs with fourteen (and sometimes twelve) Sundays. Spring 2020 is one of those unusual fourteen-week quarters. By including fourteen lessons in the material, we had to arrange the teacher's manual and activity paper differently. You will notice the following changes:

- In the AP, the attendance chart is on the last page.
- In the AP, the memory chart (usually the last page) has been placed on the back of the cover.

What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a "General Item" folder that contains the following:

- | | |
|---|--|
| • <i>Attendance Chart</i> | • <i>JBQ Quizzes</i> |
| • <i>Attendance Bee Stickers</i> | • <i>JBQ Verses</i> |
| • <i>Basic Timeline Visuals</i> | • <i>Memory Chart</i> |
| • <i>Bible Art (Line Art and Color)</i> | • <i>New Birth Handout</i> |
| • <i>Child Information Form</i> | • <i>Review Questions</i> |
| • <i>Classroom Décor</i> | • <i>Spiritual IEP</i> |
| • <i>Digital Postcards</i> | • <i>Teacher Training: "Mobility Challenges"</i> |
| • <i>Home Connection Calendars</i> | • <i>Unit Memory Verse (MV) Handouts</i> |
| • <i>Home Connection Devotionals</i> | • <i>WeCare Kindness Cards</i> |

Lesson 5 has a sound effect available and lesson 12 has a song that will assist you in the lesson. To download your digital resources, look for the code on the back of the TRP cover sheet.

● Bible Quiz Option

Word Aflame is pleased to partner with UPCI Children's Ministries to present a Junior Bible Quizzing activity as the last option for every lesson. The JBQ materials in the General Items of the digital resources ⬇️ will permit you to study the material at your desired pace.

JBQ's theme for 2019–20 is Songs of the Shepherd, studying the Psalms of David. We will use the 288 selected JBQ verses through the summer of 2020, so do not feel the need to get through all the verses this quarter.

- JBQ Verses ⬇️ breaks down the 288 selected verses into nineteen sets. Start the quarter by sending students home with one set of verses. Each week, based on their comprehension of the material, choose whether to send home a new set of verses or tell students to study last week's verses again.
- The last option of each lesson describes a fun activity to help your students recall the material. Use the JBQ Quizzes ⬇️ that correspond to the JBQ Verses ⬇️ studied by your students.

Editorial Note

This quarter covers the life of Christ with the Easter story inserted in lesson 7. Please note that Unit 3 further examines the details of Jesus' death and resurrection.

CLASSROOM DÉCOR SUGGESTIONS:

The WeCare Project

Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

📄 = Downloadable resource using code on TRP instruction sheet

(AP) = Activity Paper

BP = Bible Point

LA = Life Application

MV = Memory Verse

JBQ = Junior Bible Quizzing

HC = Home Connection

Community service is a big concept for Kindergartners, but the idea of being a *helper* is absolutely within their grasp. Nature offers marvelous examples of community. Consider the honeybee. A bee hive is alive with activity and the bees accomplish goals together. Use the décor art 📄 to highlight *The WeCare Project* and help your little volunteers be as busy as bees, encouraging them to display love, compassion,

and service through their actions. The next generation of leaders are in your classroom right now and God has placed *you* in their path to mold, shape, and train them.

While studying the Gospels, children will participate in *The WeCare Project* to discover the joy of serving. Make your classroom the WeCare Community Center, where students become official volunteers with *WeCare* name tags and volunteer sign in sheets. Cover the walls with posters describing and tracking the projects. Mount a large banner or poster that proclaims, "WE CARE!"

Every center needs a reception desk to greet visitors. Make it fun, colorful, and equipped with regular desk supplies. Set up a project area where prep work is done for real-life community projects.

In one corner, create an art center. Encourage students to draw pictures or write cards that can be mailed or delivered to senior communities, children's hospitals, or charity shelters. Fill another corner with items to prepare care kits for the homeless. Decorate a volunteer board and spotlight several volunteers each unit. Have fun showing students how to present Jesus to the community as they live their motto: "WE CARE!"

Decorate your walls or bulletin boards with these suggested wall ideas, which can be adapted for any size classroom using basic, detailed, or three-dimensional designs.

ROOM DECORATION

Wall 1: Busy Bee Volunteers

This wall is your lesson area and should have a writing board. Fill the wall with honeybee décor 📄. Label each honeybee with a student's name. Label the wall, "WE'RE BUSY AS BEES SERVING JESUS!" Mount the attendance charts (AP) around the writing board. Each week students will add a bee sticker to the chart.

Make it 3-D: Add a beehive made from brown paper. Search Pinterest for a DIY "bee hive craft."

Keep all important items for interaction and teaching at the students' eye level. Anything above the student should simply be used for decoration.

Wall 2: The WeCare Motto

To highlight your volunteer projects, draw or print large letters that spell: WE CARE. Position these on the wall at eye level. During the first lesson, take photos of each student. Print the photos and mount among the letters. To one side, mount the New Birth poster (TRP).

Select community projects for your volunteers. Ideas include:

- Food drives for the local food pantry
- Clothing or shoe drives for a local shelter
- A kids' rummage sale/lemonade stand to raise funds for a local charity
- Raising a community garden and donating the vegetables

For younger levels, it might be best to do three small projects—one per unit. The lessons suggest and highlight specific ideas that allow individuality and creativity. Once the projects are chosen, create posters to track progress. Mount these on this wall and update them each week.

Wall 3: The Garden Wall

If they are going to continue working on *The WeCare Project*, your busy bees need nourishment! By learning God's Word, they will offer sweetness while caring for others. Cover this wall with two plastic tablecloths: a blue one for sky and a green one for grass. Create flat or 3-D flowers that extend up from the floor. Make flowers from construction paper:

Daisies: 5 teardrop-shaped petals, a round center, straight-line stems, 1–2 leaves.

Tulips: 1 U-shaped petal, straight-line stems, 2 long leaves

A picket fence piece can be purchased from a lumber yard and leaned against the wall or hung on the wall in front of the flower stems. Randomly place a few bees on the wall among the flowers. Mount the unit MV posters (TRP) 🐝. Write students' names on the memory charts (AP) and mount them on the wall. Students color one step each week the verse is practiced.

Wall 4: The WeCare Project Wall

Volunteer Centers need a work area. Use one of these ideas to immerse students in the projects:

Idea 1: Create a full-size beehive where your busy volunteers can gather, sort, and work on projects. Use a play teepee as the base and cover it in tan or gray fabric to look like a hive. Leave an opening for students to enter. Attach fuzzy or paper bees to the outside of the hive. Place a small work table inside.

Idea 2: Turn the corner of the room into a wall (or ceiling) of a honeycomb. Purchase rolls of two-inch chicken wire. Crumple it slightly and hang it. To secure, staple or tack into drywall.

Perhaps combine efforts with other classes or ask your pastor if it can be a church project where all families volunteer.

Cut brown or tan paper into rectangles that are approximately 4" x 5". Roll the paper loosely, so it resembles an empty paper towel roll. Stuff each octagon of the chicken wire with a roll of the paper. This project creates the *WOW!* effect with minimal cost, but does require time to create.

Additional Bulletin Board Ideas

Lend a Hand

Create a large flower on the bulletin board. Cut a stem and leaves out of construction paper. Mount these on the board. Each lesson, help every student trace his or her hand on a piece of paper and write the student's name on it. Cut out the hand shape and add it to the flower in a circular pattern to make the flower petals. Label the board, "Helping Hands Care for Others."

The WeCare Project

Purchase several colorful envelopes (size varies according to the size of your bulletin board). Cut the triangular top off, leaving an open envelope. Staple these to the board.

Print and cut apart several sheets of *WeCare* Kindness Cards 📄. Place two or three cards in each envelope. Each week allow each student to select a card from one envelope. Discuss the picture and how it shows that *We Care!* Encourage the student to take it home and intentionally perform that act of kindness.

Offering Container

The sweet offering that busy honey bees give is honey. Use a honey jar as an offering container.

Volunteers

The *WeCare* Project is all about volunteering. Here are some cool ways to select volunteers:

- Hide brightly colored pieces of paper under each chair. Keep a second set of papers in a basket. When you need a volunteer, pull a color and ask students to look under the chairs. The one with the correct color is selected as the volunteer.
- If you need several volunteers at once, ask the entire class to stand up. Select a color. Everyone with that color sits down. Repeat this until you have the correct number of volunteers still standing.
- Have each student trace one hand on a sheet of paper and write the student's name on it. Fold in half and place all cards in a basket. When a volunteer is needed, select one to see who can "lend a hand."

Additional Ideas

- Have a large mason jar prominently displayed. Label it “CAUGHT BEE-ING GOOD.” When you notice students serving others with joy, write their name on a slip of paper and place it in the jar. Once a unit, distribute all the papers to the correct students and praise them for their efforts.
- Purchase or make honey-related snacks: flavored honey sticks, honeycomb cereal, or graham crackers with honey butter.
- Use beehive BUZZwords throughout the quarter to focus on students’ actions and help them serve others with love. Suggested BUZZwords: “Bee saved.” “Bee kind.” “Bee a helper.” “Bee like Jesus.”

**NEW VBS
FOR
2020!**

**OASIS
ADVENTURES**



DAY 1



DOWN FOR THE DIG

Truth Nugget: Jesus Forgives Me

Bible Story: Jesus and the Man Sick of the Palsy

DAY 2



BE PREPARED

Truth Nugget: Jesus Heals Me

Bible Story: Jesus Heals Blind Bartimaeus

DAY 3



LITTLE DIG, BIG FIND

Truth Nugget: Jesus Gives Me What I Need

Bible Story: The Feeding of 5,000

DAY 4



THE TREASURE IS ALIVE

Truth Nugget: Jesus Died & Rose Again to Save Me

Bible Story: The Full Gospel Message

DAY 5



BIG REVEAL

Truth Nugget: Jesus Lives in Me

Bible Story: Day of Pentecost



ORDER YOUR VBS KIT NOW!

\$189

pentecostalpublishing.com/vbs

866-819-7667

pentecostal
PUBLISHING HOUSE



BORN TO SAVE

Jesus' Birth



CORE SUPPLIES

Excite and Engage

Welcome: Purchase honey sticks (1 per student) and place near the honey-jar offering container.

Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, unit 1 MV poster (TRP)

Opening Activity: Locate a volunteer who works with rescued animals to bring a rescued animal to class for show and tell. Be sure to get this approved by the pastoral staff.

Relate and Receive

Bible Lesson: The Birth of Jesus story cards (TRP) 📄, large print Bible, The Wise Men Worship Jesus Bible art (TRP) 📄

Apply and Act

Life Application: Large whiteboard, black dry erase marker, eraser, activity papers (page 1), crayons

Prayer and Call to Action: New Birth poster (TRP)

Home Connection: For each student, copy the unit 1 🏠 calendar (TRP) 📄, the lesson 1 🏠 devotion 📄, and a child information form 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “What a Mighty God We Serve” lyric video by Cedarmonk Kids, “What a Beautiful Name” lyric video by Hillsong

Memory Work: Unit 1 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), crayons

Option 1: Print the New Birth handout 📄 (1 per student). Cut each into a puzzle and place in a zippered bag. You will also need the New Birth poster (TRP).

Option 2: For each student, print the Jesus, My Savior poster 📄. Students will also need art supplies.

Option 3: Select and print one set of JBQ Verses 📄 for students to take home. Research Junior Bible Quizzing at the website, www.najbq.com.

Unit 1

Jesus' Early Years

Unit Aim

Students will assess the examples Jesus gave us before He started His ministry.

Unit Memory Verse

John 1:1

Scripture Text

Matthew 1:18–2:23

Luke 2:1–14

Bible Lesson Verse

Matthew 2:2

Bible Point

Jesus came to save us from our sins.

Life Application

I need Jesus as my Savior.

● Teacher Devotional

Read Matthew 1–2 and Luke 2:1–14. Prayerfully consider what these passages say:

About God

When God manifested Himself in flesh as Jesus Christ, He subjected Himself to sorrow, suffering, and anguish. Through this extraordinary sacrifice, we are able to experience hope, joy, and most importantly salvation from our sins.

To You as a Teacher

Too often as adults we make things much more complicated and complex than they need to be. The message of the gospel is simple. We need Jesus as our Savior. Without Him, there is no hope for a future, but because of His sacrifice, hope abounds.

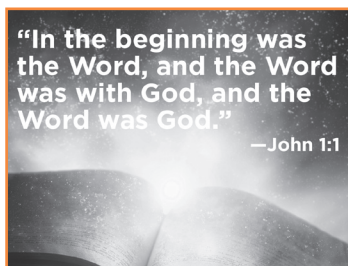
To Your Students

To children, being “saved” is seen through the lens of danger. In movies and books, heroes “save” people from drowning, by being struck by a vehicle, or from being captured by a villain. Their view of a savior is someone who supernaturally saves another person from an unsolvable situation.

Help your students understand the beautiful story of the real Savior—the one who came as a baby with His sights set on the Cross. As you teach them to serve others, guide them toward Jesus’ mission: to seek and to save those who are lost.

Potential WeCare Project

Use a large cardboard box to collect nonperishable food items. Label it, “FOOD PANTRY DRIVE.” Announce the project to students, their parents, and church members. Explain the community service to students and encourage them to participate.



● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

With the arrival of the spring quarter, your students may be buzzing with energy. Capture that energy and use it to help others. Give a tour of the WeCare Community Center and explain the décor. **Just like busy bees help each other make sweet honey, we help make life sweeter for others.** Give each student a honey stick to enjoy while collecting the offering in the honey jar.

Write students’ names on attendance charts (AP) 🐝 before attaching them to the wall. Students add an attendance bee sticker (TRP) 🐝 on their charts.

Lead students to the unit 1 MV poster and slowly read John 1:1. **The Word of God teaches that Jesus loves me. Jesus loved us so much, He came to earth as a baby. He came to do something special.** Introduce the Bible Point: **“Jesus came to save us from our sins.”**

- **Do you think I ever do anything that makes God sad?** As the teacher, students may think you walk on water.

Unfortunately, sometimes I mess up. I don’t mean to, but sometimes I realize that I have done something that makes God sad. The Bible calls this sinning.

Jesus came to help me stop sinning. He came to save me. Instruct students to point to themselves and say the Life Application: **I need Jesus as my Savior.**

Opening Activity: A Rescue Story

Introduce the volunteer and rescued pet. Let students interact and ask questions while the volunteer shares the rescue story. Discuss the rescued animal's *before* and *after* moments.

To *rescue* means to *save* someone or something. Our pet was lost and needed to be rescued. After it was rescued, we say, "It was saved."

- How do you think the pet felt when it was lost?
- How do you think it felt after being saved?

RELATE AND RECEIVE

Access Prior Experience: **Have you ever seen a new baby? How did you feel when you saw, held, or heard him?**

Bible Lesson: Jesus' Birth (Matthew 1:18–2:23; Luke 2:1–14)

Gather students near the writing board. Write JESUS across it, asking students to name each letter. Help students repeat the letters and the name several times. **The Bible tells us about a special baby named Jesus.** Show Matthew 1:21 and help students find the name *Jesus*.

Distribute pictures among students. Ask each student to step to the front as the story is told.

Picture 1: **Jesus was a special baby because He was God's son. God sent an angel to Mary. The angel told her that she would be the mother of that special baby. Mary was surprised. She was not married, but was engaged to Joseph. The angel told her this special baby would be the Savior of the world.**

Picture 2: **The angel also appeared to Joseph. Joseph had a dream. He saw the angel in his dream. The angel said, "Mary will have a son, and you will name Him Jesus, because He will save His people from their sins." As Joseph and Mary prepared for baby Jesus, they must have thought about the angel's words.**

Picture 3: **When Mary was just about ready to have her baby, Joseph and Mary heard some frustrating news. The Roman government demanded everyone to pay taxes in the town where they were born. Joseph and Mary had to travel to the city of Bethlehem. When they arrived at Bethlehem, there was no place to stay. All the hotel rooms were full.**

- Has your family ever stayed at a hotel? Imagine if all the rooms were taken and you had no place to stay. How would you feel? Where would you sleep?

Joseph had to find a place. There was no place at the inn, but the Bible says they stayed where the animals were fed.

- Where do animals live? How would you feel if you had to sleep where the animals slept?

Consider potential allergies before bringing an animal to class. If no rescue animal is available, use a stuffed animal and tell a pretend rescue story.

Bible Lesson Verse

"Where is he that is born King of the Jews? for we have seen his star in the east, and are come to worship him" (Matthew 2:2).





Picture 4: The special baby was born there. Mary wrapped Him in pieces of cloth and laid the special baby in a manger—the box where animals ate. Point to the manger in the picture.

- Do you remember the name the angel said to give the baby?

Joseph and Mary named the baby Jesus. They knew He was special. God had come as a baby to save people from their sins.



Picture 5: That night in the outskirts of Bethlehem, an angel appeared to shepherds as they took care of their sheep. When the shepherds heard that their Savior had been born, they hurried to find the special baby lying in the manger.

- If you were a shepherd, what would you do when you saw this special baby Jesus?

The shepherds were excited. They worshiped God. They told everyone, “The Savior has been born.”



Picture 6: After Jesus was born, important men traveled to visit Him—the Bible calls them “wise men.” They studied the stars and understood what they meant. They saw a special star and knew that a special King had been born.

The wise men packed food, water, and gifts. They followed the star a long time until they finally came to Bethlehem. When they arrived, they asked, “Where is he that is born King of the Jews? for we have seen his star in the east, and are come to worship him” (Matthew 2:2).

The star led them to Jesus. When they saw the special child, they worshiped Him and gave Him gifts. They realized that the Savior had been born. He would save people from their sins.



Show The Wise Men Worship Jesus Bible art (TRP) 📄. Joseph, Mary, the shepherds, and the wise men all knew that Jesus was born for a special reason. Jesus came to save us from our sins.

APPLY AND ACT

Life Application: I need Jesus as my Savior.

Remember the rescued pet? He was in trouble before he was rescued. He needed help. He needed someone to save him.

Lay the whiteboard on the table. Ask each student to name one thing that people do wrong and draw a black mark across the board. **Every person does wrong things, even me. The Bible calls wrong things *sin*. Sin brings trouble. We need help. We need to be rescued from sin.**

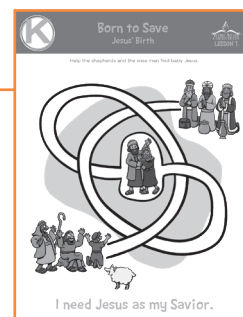
We cannot stop doing wrong things without the help of Jesus. He saves us from sin. When we ask Jesus to forgive us for doing wrong things, He takes away our sin. Instruct students to say, “I need Jesus as my Savior.” Allow each student to swipe the board with the eraser as they repeat, “I need Jesus as my Savior.”

Distribute activity papers (AP) and crayons. On the front page, students help the shepherds and wise men through the maze to find the special baby Jesus. Review the Bible Point: **“Jesus came to save us from our sins.”**

Prayer and Call to Action

Lead students to the New Birth poster (TRP).

- **I need Jesus as my Savior. Because I do, I will repent of my sins.** Lead students in repentance. **“Jesus, I need You as my Savior. Please forgive me of my sins.”**
- **I need Jesus as my Savior. Because I do, I will be baptized in Jesus’ name and be filled with the Holy Ghost.** Lead students in a prayer of thanksgiving. **“Jesus, thank You for coming to save me.”**



Home Connection

- For each student, send home a copy of the unit 1 HC calendar (TRP) and the lesson 1 HC devotion, or show parents the URL on the back of the activity paper so they can download it themselves.
- Use the child information form to get contact information for the parents. This will be used to establish a home connection throughout the quarter.
- Contact parents and explain the community service project (the food pantry drive).

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

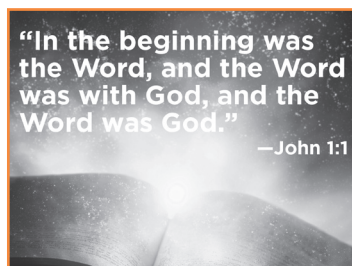
Worship

Lead students in singing along with the lyric video to “What a Mighty God We Serve” by Cedarhurst Kids.

Then line up students along the wall. Assign each student a character: angel, shepherd, or wise man. Students gather in groups according to characters. Assign each group a worship action.

As you play the lyric video for “What a Beautiful Name” by Hillsong, name a group (angel, shepherd, wise man) and have the group demonstrate their worship action.

Memory Work: John 1:1



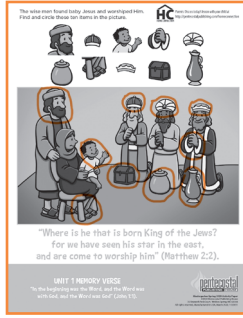
Gather students at the unit 1 MV poster (TRP). Read John 1:1 phrase by phrase with students echoing the words. **God’s Word is important. His Word will never change. It was in the beginning and it is still here today. His Word helps us learn about our Savior, Jesus.**

Stand students in a circle. Pass around the Bible. As the Bible is passed, each student recites one word from the verse. Continue until the verse is recited several times.

Unit 1 Memory Verse

“In the beginning was the Word, and the Word was with God, and the Word was God” (John 1:1).

The *International Children’s Bible* says, “Before the world began, there was the Word. The Word was with God, and the Word was God.” The footnotes explain the Greek word *logos* means any kind of communication and it could be translated as message. In this verse, it specifically means *Christ* as the way God told people about Himself.



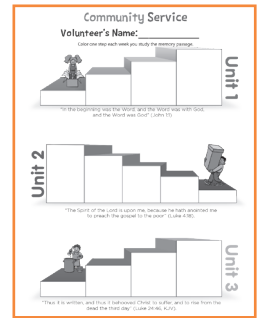
See page 3 for more information on the JBQ option.

Each week the verse is practiced, students color one step on the memory chart (AP) 📌.

REINFORCE AND REVIEW

Activity Paper

The wise men found baby Jesus and worshiped Him. In the picture on the back of the activity paper, students find and circle the ten hidden items.



Option 1: New Birth Puzzle

Review the meaning of rescue and save with these questions:

- **If your house is on fire, who rescues you?** *Firemen*
- **If a person is drowning, who rescues him?** *Lifeguard*
- **If a person is hurt badly and taken to the hospital, who helps her?** *Doctor/nurse*

We named people that rescue, help, or save people when something bad happens.

- **Who do we need to save us from sin?** *Jesus*

I need Jesus as my Savior. Review the New Birth poster (TRP). **Jesus came to save us from our sins.** Distribute the New Birth handout that has been cut into puzzles 📌. At the signal, students work the puzzles. As a puzzle is completed, the student says, **"I need Jesus as my Savior."**

Option 2: Jesus, My Savior

Distribute Jesus, My Savior posters 📌 and art supplies for students to decorate.



Option 3: JBQ Introduction

Introduce the concept of Junior Bible Quizzing. Hand out one set of JBQ Verses 📌. Explain that each week, a fun activity will help students review the material.

Option: If you have some JBQ games for the upcoming quarter prepared, show students some activities they will be playing.

OBEDIENCE TO THE FATHER

Jesus in the Temple



CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: No supplies needed

Relate and Receive

Bible Lesson: Prepare a snack of fruit and crackers. Place snacks in individual lunch bags (1 per student). Place the Young Jesus Face (TRP) in your Bible at Luke 2.

Young Jesus in the Temple Bible art (TRP) 📄

Apply and Act

Life Application: Activity papers (page 1), crayons

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 1 HC calendar (TRP) 📄. For all students, copy the lesson 2 HC devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “I Obey Right Away” lyric video by Kids on the Move, “Every Move I Make” by Hillsong Kids

Memory Work: Unit 1 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), crayons

Option 1: Print a set of Match-a-Picture cards 📄 for each team you plan on using. Use the cutting lines to separate each picture into two halves. Place each team’s pictures in an envelope.

Option 2: Prepare tasks for a simple service project as described on page 19.

Option 3: Write the verse references from the JBQ Verses 📄 on a whiteboard. *Option:* Write them on a shower curtain or on cardstock that can be used over and over.

JBQ Quizzes 📄, JBQ Verses 📄, 2 fly swatters

Unit 1

Jesus’ Early Years

Unit Aim

Students will assess the examples Jesus gave us before He started His ministry.

Unit Memory Verse

John 1:1

Scripture Text

Luke 2:40–52

Bible Lesson Verse

Luke 2:51

Bible Point

Jesus obeyed His parents and God.

Life Application

I will obey my leaders and God.

● Teacher Devotional

Read Luke 2:40–52. Prayerfully consider what this passage says:

About God

Jesus illustrated how we should respond to both earthly and heavenly authority in our lives. He displayed a spirit of obedience through His actions as a twelve-year-old that is rarely seen in many adults. God desires us to follow His example.

To You as a Teacher

If we desire the blessings of God in our lives, we must walk in obedience. When we feel directed either by God or by a leader, we must respond with a right spirit and a desire to please Him. That obedience opens the windows of Heaven.

To Your Students

Jesus is God manifest in the flesh, and yet He placed Himself under earthly authority. Being a Jewish lad, His upbringing included frequent study of the Scripture and His knowledge was evident when He sat among Temple leaders. Jesus was subject to His parents even as He demonstrated His divine knowledge. His obedience pleased His leaders.

Role models are vital for children to learn knowledge. Jesus was the perfect role model whose obedience we should follow. Help students realize that their obedience to God's Word and to leadership shows that they are following Jesus.

Simple community service projects are excellent ways to teach obedience. Give your students specific tasks as they serve others. For ideas, refer to page 19.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

The *WeCare* Community Center needs good leadership and specific instructions. As students arrive, assign fun community service tasks. **The bee hive has a queen bee and worker bees. Every bee is busy with its tasks. At the *WeCare* Community Center, we are busy with our tasks—to help sweeten others' lives and to show them we care.**

Collect the offering in the honey jar. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝. Lead students to the unit 1 MV poster (TRP) and review the verse. **It is important to know God's Word. It is even more important to obey God's Word.** Introduce the Bible Point: **"Jesus obeyed His parents and God." Jesus showed us how to be obedient.**

Opening Activity: Red Light, Green Light

One student is the leader and stands near a wall. Line up the remaining students against the opposite wall. The leader gives instructions on how to move (e.g., tip toe, hop, crawl) and says, "Green light." All students begin moving toward the leader. When the leader says, "Red light," all students must stop. Any student who does not follow the movement instructions or does not stop at the signal is out of the game. The first one to the leader becomes the next leader for a new game.

- Why was it important to follow the instructions?
- Why is it important for us to obey leaders?

- **Name some leaders we should obey.** *Parents, teachers, pastor, policemen*

When we obey our leaders, it shows God we are willing to obey Him.

Introduce the Life Application and ask students to repeat it: **“I will obey my leaders and God.”**

RELATE AND RECEIVE

Access Prior Experience: **Has your family ever gone on a long trip? What did you learn on that trip?**

Bible Lesson: Jesus in the Temple (Luke 2:40–52)

Gather students near the writing board. **We are going on a trip. A long trip.**

The Bible tells us about this trip in the book of Luke. Show Luke 2. We will pretend we are with Joseph, Mary, and Jesus as they travel to Jerusalem.

Hand out snack bags. Instruct students to carry these until it is time to open the bags.

Show the Young Jesus face (TRP). **When Jesus was twelve years old, His family took a long trip. They left their town of Nazareth and went to Jerusalem for a Passover celebration. Traveling to Jerusalem took several days. The people had no cars or buses. They walked or rode on donkeys. They carried their bags. It was safer to travel in groups, so families traveled together—uncles, aunts, cousins, grandmas, and grandpas.**



Carrying the Jesus face art, lead students around the room to a different wall.

- **Have you ever gone to a big party, festival, or celebration? How did you feel around the huge crowd?**

When they arrived in Jerusalem, they visited the Temple. They worshiped.

Sing a worship song. As students sing, discreetly place the Jesus face art in the area out of sight. Leave it behind as you travel to the next area.

After visiting the Temple, they enjoyed food together. Lead students to another area to sit on the floor for snack. **They stayed for several days. Most likely they slept outside or in tents—like when we go camping.** Students pretend to sleep.

When the holiday was over, they packed their bags and started the long trip back to Nazareth. Lead students back across the room. (The Jesus face should still be in the Temple area.)

When evening came, they stopped to eat. Joseph and Mary looked for Jesus. Look around for the Jesus face. Ask students if they have seen Him. **Jesus was not with the cousins, Jesus was not with the aunts and uncles, and Jesus was not with the grandmas and grandpas. No one knew where twelve-year-old Jesus was!**

- **How do you think Joseph and Mary felt when they realized Jesus was missing?**

Bible Lesson Verse

“And he went down with them, and came to Nazareth, and was subject unto them” (Luke 2:51).

To create a hectic scene, assign a volunteer or two to ask, “Are we there yet?” when they hear a specific word like *trip*, *Jerusalem*, or *Joseph*.



Joseph and Mary were worried. They hurried back to Jerusalem. Students scurry around the room, looking for Jesus. **They looked everywhere for Jesus. Jerusalem was a big city and there were many places to look.**

• **Where do you think they found Him?**

Show Young Jesus in the Temple Bible art (TRP) 📖. Find the Jesus face in the Temple area where students worshiped. **Joseph and Mary finally found Jesus. He was sitting in the Temple! The teachers were sitting next to Jesus. He was asking such good questions and giving such good answers, the teachers were amazed.**

Mary was upset. She asked Jesus, “Why did you do this? I was worried!”

Jesus replied, “Why did you have to look for me? Didn’t you know I would be doing My Father’s business?”

Mary and Joseph didn’t understand Jesus’ words, but they told Him it was time to go home. Jesus obeyed his parents and “went down with them, and came to Nazareth, and was subject unto them” (Luke 2:51). Even though He was God in the flesh, He listened to and obeyed His leaders.

APPLY AND ACT

Life Application: I will obey my leaders and God.

Distribute activity papers. On the front page, students circle the pictures that show who we should obey. Discuss each picture, focusing on ways to obey.

Prayer and Call to Action

Gather in a circle and have students hold up activity papers while praying, **“Jesus, please help me to obey my leaders and You.”**

Home Connection

- For students who didn’t get one last week, send home a copy of the unit 1 HC calendar (TRP) 📖. For each student, send home a copy of the lesson 2 HC devotion 📖, or show parents the URL on the back of the activity paper.
- After receiving parental permission, text or call each student this week. Encourage students to be obedient like Jesus.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Teach the song and show the lyric video for “I Obey Right Away” by Kids on the Move.

Then play the action song “Every Move I Make” by Hillsong Kids.

Memory Work: John 1:1

Gather students at the unit 1 MV poster (TRP) and read the verse, phrase by phrase, while students echo the words. **God's Word tells us to obey our leaders. Jesus obeyed His parents and God. Jesus obeyed God's Word. God's Word tells us how to repent, be baptized, and receive the Holy Ghost. God's Word helps us obey. Let's practice obeying while we say the verse.**

Select a volunteer to practice obedience. Assign the volunteer specific directions on how to recite the verse. Allow several volunteers to practice. Suggestions for volunteers:

- **Select a word from the verse. Hop each time the word is repeated.**
- **Recite the verse at regular volume except shout out a chosen word.**
- **Say each word while facing a different direction.**

Each week the verse is practiced, students color one step on the memory chart (AP) 📄.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students trace the footsteps of Joseph and Mary until they find Jesus.

Option 1: Match-a-Picture Race

Form two (or more) teams. Give each team an envelope containing a set of Match-a-Picture cards 📄. Show teams how to match the two halves of each picture.

After all pictures are matched, discuss ways students can obey and respect the authority in each picture. **Jesus obeyed His parents and God. He was respectful and listened to them. Jesus showed us how to be obedient.**

Option 2: Service Project Relay Game

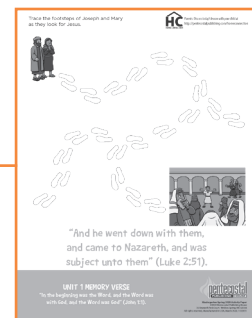
The WeCare Community Center does projects that help others. Each project has a leader who gives instructions. It is important for a team to work together, obey instructions, and complete the project.

Form several teams of two or three students. Select a community service project that has simple tasks (sorting boxed food items for the food drive or assembling care packets for senior communities). Give instructions and demonstrate the tasks.

Assign each team to an area where they will complete their project tasks. At the signal, teams work together to follow the instructions and complete the assignment. Compliment all who finish the project and highlight the groups who were careful to obey instructions.

Option 3: JBQ Swat-a-Verse

Show the verse references that have been written on the whiteboard (or shower curtain or cardstock). Make two teams. Give a representative from each team a fly swatter. Say a key word or phrase from a verse. With their fly swatter, the students race to swat the verse that it is found in. They only get two tries.



If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



Unit 1

Jesus' Early Years

Unit Aim

Students will assess the examples Jesus gave us before He started His ministry.

Unit Memory Verse

John 1:1

Scripture Text

Matthew 3
Mark 1:1–11
John 1:1–34

Bible Lesson Verse

Matthew 3:15

Bible Point

Jesus was baptized to obey God's Word.

Life Application

I must be baptized.

BE BAPTIZED

Jesus Is Baptized

CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: Draw a sample picture as described on page 22. Each student will need paper and crayons.

Relate and Receive

Bible Lesson: Shallow pan filled with water, LEGO mini-figures (at least 2, but more can be used for the crowd), towel, Bible, Jesus Is Baptized Bible art (TRP) 📄

Apply and Act

Life Application: New Birth poster (TRP) 📄, props from Bible Lesson

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 1 HC calendar (TRP) 📄. For all students, copy the lesson 3 HC devotion 📄 and a New Birth handout 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "Are You Washed in the Blood?" by Elisha A. Hoffman (choose your favorite version of this classic hymn on YouTube), "Nothing but the Blood of Jesus"

Memory Work: For new students, print and cut out a set of John and Jesus cutouts (TRP) 📄.

Unit 1 MV poster (TRP), Bible, memory charts (AP) 📄, activity papers (page 1), crayons, glue

Reinforce and Review

Activity Paper: Activity papers (page 2), crayons

Option 1: Number ten craft sticks with the numbers 1, 2, or 3. Place the sticks numbers down in a container. These numbered sticks will be used again in lesson 6.

Option 2: On index cards, write the following words in the suggested color. Make two cards for each word:

- I in red
- BE in orange
- MUST in green
- BAPTIZED in blue

Add 8 blank index cards to the word cards (total of sixteen cards).

Option 3: Set up a ring toss game of your choice (either homemade or store bought).

JBQ Quizzes 📄, JBQ Verses 📄

● Teacher Devotional

Read Matthew 3; Mark 1:1–11; and John 1:1–34. Prayerfully consider what these passages say:

About God

Jesus knew that everything He did throughout His life would be studied and analyzed, both by believers and also by skeptics. By being baptized by John, Jesus set the example that everyone should follow. Jesus obeyed God’s Word in a way that would silence the doubters.

To You as a Teacher

As a teacher, it is of the utmost importance to go through the physical act of baptism in the name of Jesus. Beyond the physical is the spiritual understanding behind the principle of water baptism. We must fully grasp how our spiritual sins are remitted through this physical act.

To Your Students

Baptism is a public action that may unnerve children. The better they understand what occurs prior, during, and after a baptism, the more they will desire to one day obey. Focus on helping them understand the act of baptism along with the need to obey.

Discuss with your pastor the appropriate age for baptizing children and share this in your lesson. Often Kindergartners will get caught up in the excitement that surrounds the event and plead to get baptized while not yet understanding the importance of baptism. Let your students yearn for baptism, challenging them to press on toward receiving the Holy Ghost.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

WeCare projects should be enjoyable and focus on serving others. As your helpers arrive, thank them for showing love and care to others. **We decorated the *WeCare* Community Center with busy bees because they are a wonderful example of how we should work together. An *example* is something or someone that shows us what to do.**

- **Can you name someone who is an example to you? Who is someone who shows you what to do?**

Collect the offering in the honey jar. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 1 MV poster and review John 1:1. **God’s Word tells about an important example Jesus showed us.**

Introduce the Bible Point: **“Jesus was baptized to obey God’s Word.”**

Jesus is the best example for us to follow.

Bible Lesson Verse

“And Jesus answering said unto him, Suffer it to be so now: for thus it becometh us to fulfil all righteousness” (Matthew 3:15).



Opening Activity: A Sample Drawing

Select a volunteer who is comfortable in front of a group and likes to draw. Give the student paper and crayons. Ask the student to draw the picture you describe. Slowly describe your prepared picture.

- Draw a house in the middle of the page.
- Draw a tree next to the house.
- Draw the sun.

Show your picture and discuss how easy or difficult it was for the student to draw without seeing it. **The picture I have is an example. The volunteer drew a wonderful picture by listening carefully to my words, but it would have been easier to have seen my example.** Allow each student to draw a copy of the sample picture.

Jesus is our example. He showed us how to obey God’s Word. He was baptized so we would know we need to get baptized.

RELATE AND RECEIVE

Access Prior Experience: Can you think of a time when someone showed you how to do something new, such as a game or craft? Did it help when someone showed you how to do this?

Bible Lesson: Jesus Is Baptized (Matthew 3; Mark 1:1–11; John 1:1–34)

Gather students around a table. Place the pan of water in the middle and use the LEGO figures to demonstrate John baptizing people. **John the Baptist was a different kind of preacher. He didn’t have a big church or a fancy pulpit. He didn’t wear a suit and tie. He lived way out in the wilderness and people came out of the city to listen to him.**

He only preached about one thing, “Repent! Stop sinning and follow God!” After people repented, John would baptize them in the Jordan River.

Use the LEGO figure to preach. **Some people thought John might be the Messiah—the One who would save them from sin, but John told them, “I am not the One! I am here to get you ready for the Savior. I am nobody, but the One who is coming is greater!”**

Ask a volunteer to walk another LEGO figure past the water. **One day, John saw Jesus walking toward the river. He told everyone, “There He is! He’s the One who will save us from sin!”**

Jesus went to John. “I want you to baptize me,” Jesus said.

John replied, “I cannot do that. You should by baptizing me.”

Jesus insisted, “You must baptize me. I must be baptized to obey God’s Word. I must show others that they need to be baptized.”

John and Jesus went in the Jordan River. John baptized Jesus. Demonstrate with the LEGO figures. When Jesus came out of the water, John saw the Spirit of God come down from Heaven. To John it looked like a dove. John heard a voice from Heaven saying, “This is My beloved Son, in whom I am well pleased.”

John knew Jesus was the one who would save us from sin.

APPLY AND ACT

Life Application: I must be baptized.

Lead students to the New Birth poster (TRP) and review it. **Jesus showed us how to be baptized. We want to follow His example.** Allow each student to practice baptizing the LEGO figure and saying, **“I must be baptized.”**

Explain how and why we get baptized. Answer questions students may have about being baptized.

Prayer and Call to Action

Gather students around the water and pray, **“Jesus, please help me to obey God’s Word. One day I want to be baptized like You were baptized.”**

Home Connection

- For students who did not receive one last week, send home a copy of unit 1 HC calendar (TRP) 📅. For each student, send home a copy of the lesson 3 HC devotion 📖, or show parents the URL on the back of the activity paper so they can download it themselves.
- For each student, send home a copy of the New Birth handout 📖.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Discuss how baptism washes away sin.

Lead students in praise walk around the room while playing the classic hymn, “Are You Washed in the Blood?” by Elisha A. Hoffman.

Teach students the classic song, “Nothing but the Blood of Jesus.” During the verses children will enjoy singing, “Nothing but the Blood of Jesus.” For the chorus, sing each line and let students repeat after you.

Memory Work: John 1:1

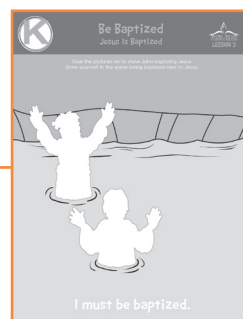
Gather students at the unit 1 MV poster (TRP) and review the verse. **God’s Word tells us to be baptized in Jesus’ name. Jesus was baptized to obey God’s Word. I must obey God’s Word and be baptized.**

Distribute activity papers. On the front page, students color the background scene, and then glue the John and Jesus cutouts (TRP) 📄 in the water. As students glue Jesus on the paper, recite John 1:1. Then ask students to draw themselves being baptized next to Jesus.

Each week the verse is practiced, students color one step on the memory chart (AP) 📅.



Prior to class, search YouTube to choose a version of one of Elisha Hoffman’s classic hymns that will minister to your students. Or play several versions for your students and let them vote on their favorite.



REINFORCE AND REVIEW

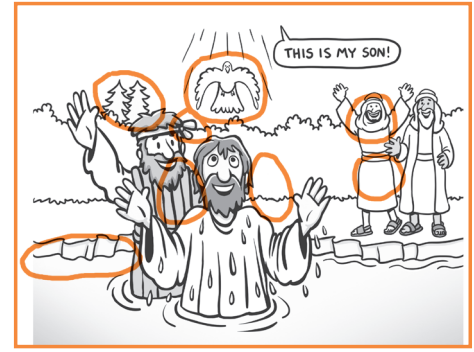
Activity Paper

On the back of the activity paper, students find eight differences between the pictures.

Option 1: Hidden Points

Review Game

Form two teams. Teams take turns drawing a craft stick and answering a review question. If the question is correct, the team earns the number of points listed on the craft stick.



The numbered craft sticks will be used again in lesson 6.

Review Questions

1. **Who was baptizing people in the Jordan River?** *John the Baptist*
2. **Was John the one who could save people from sin?** *No*
3. **What did John tell people to do before he baptized them?** *To repent*
4. **Where did John baptize people?** *In the Jordan River*
5. **Who was the special person who came to be baptized?** *Jesus*
6. **What did John say when Jesus asked to be baptized?** *"I should be baptized by You."*
7. **Why did Jesus get baptized?** *To obey God's Word and show us that we need to be baptized*
8. **Who needs to be baptized?** *Everyone*
9. **What happens to our sins when we are baptized?**
They are washed away.

Option 2: Memory Game

Place the prepared set of sixteen index cards face down on the table. Students take turns revealing two cards. If the cards match (e.g., two words that say *baptized*), the students pull the words from the pile and place it face up on the table. Continue to play until students find all the Life Application words. Place words in order to say: **"I must be baptized."**

Option 3: JBQ Ring Toss

Students will be given a question to answer. If the student does NOT answer the question correctly, they get one ring to toss. If the student DOES answer the question correctly, they get three rings to toss. For every ring that makes it around the stake, they earn a piece of candy or prize.

If students have mastered the verses, send home a new set of JBQ Verses 📖. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.


IT IS WRITTEN

Jesus' Temptation



CORE SUPPLIES

Excite and Engage

Welcome: For each student, print a *WeCare* color sheet .

Attendance charts (AP) , attendance bee stickers (TRP) , honey-jar offering container, crayons

Opening Activity: Before the lesson, select a helper and practice the activity.

Cookies and juice, Bible

Relate and Receive



Bible Lesson: Make a sock puppet to represent Satan.

Bible, Jesus' Temptation Bible art (TRP) 

Apply and Act

Life Application: Apple, spoon, hammer, can of food, activity papers (page 1), pencils

Prayer and Call to Action: Unit 1 MV poster (TRP)

Home Connection: For each student, print a copy of the next unit's (Unit 2) HC calendar (TRP)  and a lesson 4 HC devotion .

EXPANDED SUPPLIES

Worship and the Word


Worship: Hide several Bibles around the room.


Suggested songs: "I Have Hidden Your Word—Psalm 119:11 & 9" by Steve Green from the album *Hide 'Em in Your Heart*, "The B-I-B-L-E"


Memory Work: Cut apart the Cartoon Smiley Face Sheet (TRP) . Separate the faces into two sets: one for teacher and one to distribute among students.

Unit 1 MV poster (TRP), Bible, memory charts (AP) , crayons

Reinforce and Review

Activity Paper: For each student, prepare one set of Jesus' Temptations pictures (TRP) . Students will need activity papers (page 2), scissors, and glue.

Option 1: Print and assemble the Jesus' Temptation Cube .

Option 2: For each student, print a Bible bookmark . Students will need watercolor paints and brushes, cups of water, paper towels, a hole punch, and yarn.

Option 3: Set up a bean bag game of your choice.

JBQ Quizzes , JBQ Verses 

Unit 1

Jesus' Early Years

Unit Aim

Students will assess the examples Jesus gave us before He started His ministry.

Unit Memory Verse

John 1:1

Scripture Text

Matthew 4:1–11

Mark 1:12–13

Luke 4:1–14

Bible Lesson Verse

Luke 4:4

Bible Point

Jesus resisted the devil's temptation through the power of the Word.

Life Application

I will find strength in the Word of God.

● Teacher Devotional

Read Matthew 4:1–11; Mark 1:12–13; and Luke 4:1–14. Prayerfully consider what these passages say:

About God

Jesus demonstrated the perfect response to help us resist temptation. By Jesus quoting the Word, the devil had no reasonable response. As a result, Jesus stood tall as an overcomer. When we find ourselves wrestling with temptation, we have access to that same authority through God's Word.

To You as a Teacher

When we find ourselves at our weakest, God will reveal words of encouragement and strength through His Word. Take a moment to reflect on your life. Recall examples of God using Scriptures to guide your next step. The Word is alive because the Word is God.

To Your Students

An elderly woman was losing her sight. The Word of God was precious to her and she decided to memorize 100 verses before she went blind. After memorizing several verses, she realized it was easier than she imagined. Because of her daily Bible reading, she was familiar with many verses. Before blindness set in, she memorized 500 verses. These provided great comfort to her when she could no longer physically read the Word.

The Word of God is powerful. By hiding it in our hearts, we are prepared to face the obstacles and temptations of life. Youngsters can memorize volumes of the Scriptures. Encourage students to practice and retain the verses they memorize. Help them use the Bible verses in daily life by praying, reciting, and meditating it.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

As students arrive, give each a *WE CARE* picture to color. **By caring for others, we show them Jesus' love. When people feel love, they want to learn about the one who loves them.**

- **If someone asked you to tell them about Jesus, what would you say?**

Collect the offering in the honey jar. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 1 MV poster and review John 1:1. **God's Word is powerful. It gives us strength. It helps us turn away from wrong things and do right. Learning God's Word is important.**

Opening Activity: A Tempting Cookie

Introduce the Bible Point: **“Jesus resisted the devil’s temptation through the power of the Word.”** Show a Bible and explain that God’s Word helps us do right.

Have students say the Life Application: **“I will find strength in the Word of God.”** Hand the Bible to a student and ask them to say: **I will find strength in the Word of God.** Do this with several students. Hand the Bible to the helper and give instructions: **Please practice with the students while I prepare our snack.**

Place the cookies on the table and tell the helper: **I need to get the juice. Please do not touch or eat the snack.** Teacher leaves the room.

The helper waits until teacher leaves and then says, **Those cookies look delicious. I want one now. Do you think I can take one without her noticing?**

Continue with the temptation, asking students what to do with the desire to disobey and eat a cookie. If they are inclined to follow the rules, try to persuade them to partake with you. If they are inclined to break the rules, emphasize how torn you are. Do not touch or eat a cookie.

Teacher returns. **Thank you for waiting to eat the cookies.** Listen as students explain the temptation to disobey.

Temptation is when we want to do something we know we should not do—like eat cookies when we were told to wait. God’s Word gives us the strength to resist (or say no to) temptation.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever been tempted to do something you know you should not do? What kept you from doing it? What does temptation feel like?**

Bible Lesson: Jesus’ Temptation

(Matthew 4:1–11; Mark 1:12–13; Luke 4:1–14)

Gather students near the writing board. On the board, write the Life Application. Repeat the previous activity by handing the Bible to students as they say: **“I will find strength in the Word of God.”**

Jesus went to the wilderness to prepare His heart. He was preparing to help others. He was alone in the wilderness for forty days. Compare forty days of time to something current in the students’ lives (last day of school, favorite month, or length of a season).

During the forty days, Jesus fasted and prayed. That means He did not eat food and He spent hours talking to God. After forty days, Jesus was hungry.

- **Think of a time when you were extremely hungry. How did you feel?**

Introduce the sock puppet. Describe how Satan acts when he wants to tempt people (sly, lying, persuasive). **Satan visited Jesus.**

Bible Lesson Verse

“And Jesus answered him, saying, It is written, That man shall not live by bread alone, but by every word of God” (Luke 4:4).



SATAN: Jesus, you must be hungry! Forty days with no food? Wow! But, You're the Son of God, right? You could just turn these rocks into warm, toasty loaves of bread. Yum. It would be so delicious. Go ahead!"

- What do you think Jesus did?

Jesus told Satan, "It is written, That man shall not live by bread alone, but by every word of God" (Luke 4:4).

Jesus resisted temptation, so Satan tried again.

SATAN: Look at all the people who serve me and do what I want. If you bow down and worship me, I'll tell them all to worship You!

Jesus knew Satan was lying, so He said, "Get thee behind me, Satan: for it is written, Thou shalt worship the Lord thy God, and him only shalt thou serve" (Luke 4:8).

Jesus used Scripture two times to say no. Satan tried one more temptation. He took Jesus to the highest point of the Temple.

SATAN: Jump! Show everyone Your power. You won't get hurt because You are the Son of God.

Jesus wasn't about to listen to Satan. He replied, "It is said, Thou shalt not tempt the Lord thy God" (Luke 4:12). Remove the Satan puppet.

Show the Jesus' Temptation Bible art (TRP) 📖. Jesus resisted temptation. He stopped it because He said no to Satan. Jesus found strength in the Word of God.



APPLY AND ACT

Life Application: I will find strength in the Word of God.

Show the apple, spoon, hammer, and can of food.

- Can I cut an apple with a spoon?
- Would this hammer help me open the can of food?

These are not the right tools to do these tasks. A knife cuts much better than a spoon. A can opener opens the can much easier than a hammer.

Just as we need the right tools for these tasks, we also need the right tool to resist (or stop) temptation.

- What tool did Jesus use to resist temptation? *The Word of God*

God's Word gives us strength. When we learn Bible verses, we can pray and say the verses. We can stop temptation. God's Word tells us how to be saved by repenting, being baptized, and receiving the Holy Ghost. The Holy Ghost helps us remember verses and resist temptation.

Distribute activity papers. On the front page, students connect the dots to reveal a Bible.



Prayer and Call to Action

- **What are some ways we are tempted to do wrong?**

Lying, stealing, cheating, disobeying

Lead students to the unit 1 MV poster (TRP). Recite the verse before praying, “Jesus, help me to say no to temptation.”

Home Connection

- For all students send home a copy of the next unit’s (unit 2) HC calendar (TRP) ⚡ and a copy of the lesson 4 HC devotion ⚡, or show parents the URL on the back page of the activity paper so they can download it themselves.
- Plan a special fellowship night for your students and their parents. Send invitations early in the week. At the event, play games, eat snacks, and get acquainted.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Have students find the Bibles that have been hidden while playing the song, “I Have Hidden Your Word—Psalm 119:11 & 9” by Steve Green (from the album *Hide ‘Em in Your Heart*).

Hold your Bibles close to your heart and thank the Lord for His Word that gives us strength. Sing “The B-I-B-L-E.”

Memory Work: John 1:1

Gather students at the unit 1 MV poster (TRP). Allow each student to recite the verse individually. **Jesus resisted the devil’s temptation through the power of the Word. Knowing God’s Word helps us say no to temptation. We find strength in the Word of God and that makes us happy.**

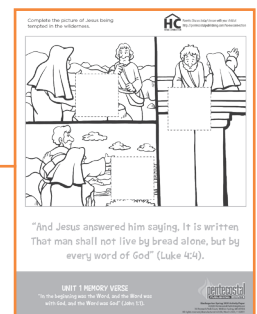
Give each student a Cartoon Smiley Face (TRP) ⚡. The teacher recites the verse, stopping at a random word. When stopped, hold up one of the smiley faces. A student holding that face finishes the verse. Once a smiley face is used, set it aside to allow all students the opportunity to recite.

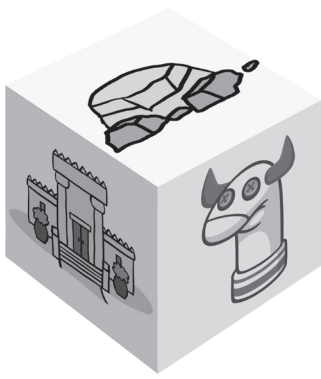
Each week the verse is practiced, students color one step on the memory chart (AP) ⚡.

REINFORCE AND REVIEW

Activity Paper

Give each student a set of Jesus’ Temptations pictures (TRP) ⚡ and let them cut apart the squares. On the back of the activity paper, students glue the pictures into place to show the three ways Jesus was tempted.





If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

Option 1: Number Cube Game

Show students the assembled Jesus' Temptation cube 📄. Students take turns tossing the cube to determine which question to answer. Use the following questions:

Rocks: **How did Satan use these to tempt Jesus?** He tempted Jesus to make the stones into bread.

Bible: **How does God's Word help us resist temptation?** It gives us strength to say no to temptation.

Temple: **What did Satan tell Jesus to do at the Temple?** Jump off the top to prove He was the Son of God

Sock puppet: **What are some ways Satan tries to tempt us?** Answers may vary.

People bowing to idol: **Satan wanted Jesus to worship Him. Who did Jesus say we must worship?** God

Child reading Bible: **What are some things we can do with God's Word to help us resist temptation?** Pray it. Memorize it. Read it. Think about it.

Option 2: Bible Bookmark

Distribute supplies and help students paint the Bible bookmark 📄. Hole punch each bookmark and add a piece of yarn to the top.

Option 3: JBQ Bean Bag Toss

Students will be given a verse to locate. If the student locates the verse correctly, they get three tosses. If the student does NOT locate the verse correctly, they get one toss.

FOLLOW ME

Jesus Calls His Disciples



CORE SUPPLIES

Excite and Engage

Welcome: Buzzing Bees sound effect (🔊), attendance charts (AP) (📅), attendance bee stickers (TRP) (🐝), honey-jar offering container

Opening Activity: Activity papers (page 1), pencils

Relate and Receive

Bible Lesson: Cut apart the Jesus and His Disciples cutouts (TRP) (🐝). Tape each figure to a craft stick. Place stick puppets in a container.

Bible, Jesus Calls His Disciples Bible art (TRP) (🐝)

Apply and Act

Life Application: No supplies needed

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 2 HC calendar (TRP) (🐝). For each student, copy the lesson 5 HC devotion (🐝). Send postcards to each student.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “One Way Jesus” by Hillsong, “I Have Decided to Follow Jesus”

Memory Work: Unit 2 MV poster (TRP), Bible, memory charts (AP) (📅), crayons, ball

Reinforce and Review

Activity Paper: Activity papers (page 2), colored pencils

Option 1: No supplies needed

Option 2: With masking tape or chalk, make a hopscotch grid (indoors or outdoors), rock or other token

Option 3: Create a gameboard like the game Jeopardy. You can choose from the following categories: PEOPLE, PLACES, BODY PARTS, LOCATIONS, QUOTATIONS, UNIQUE WORDS, ANIMALS, TWO-TIME WORDS, and NUMBERS. Create five questions for each category. For each category, there will be a 100-, 200-, 300-, 400-, and 500-point question.

JBQ Quizzes (🐝), JBQ Verses (🐝)

Unit 2

Jesus’ Ministry and Teaching

Unit Aim

Students will examine Jesus’ ministry as He called followers, emphasized the Word, and revealed His deity.

Unit Memory Verse

Luke 4:18

Scripture Text

Matthew 4:17–23

Mark 2:13–14

Luke 6:13–16

John 1:35–51

Bible Lesson Verse

Matthew 4:19

Bible Point

Jesus calls all His disciples to follow Him.

Life Application

I will follow Jesus.

● Teacher Devotional

Read Matthew 4:17–23; Mark 2:13–14; Luke 6:13–18; and John 1:35–51. Prayerfully consider what these passages say:

About God

Jesus calls His disciples to follow Him and to place the calling on their lives above their own wants and desires. Being a disciple is not a casual undertaking that one can move in and out of as life progresses. Following Jesus is a lifelong commitment with an eternity-long reward.

To You as a Teacher

When life is good, I will follow Jesus. When life is fine, I will follow Jesus. When life could be better, I will follow Jesus. When life is tough, I will follow Jesus. Circumstances may change. He does not. Follow Him.

To Your Students

What does following Jesus mean to a four-year-old? How can they follow someone they cannot see? The abstract idea of following Jesus must be presented in tangible ways. The men who accepted the call to be His disciples were forever changed—new actions, thoughts, and goals filled their lives. This is how we present such a concept to children. They must realize that following Jesus means changing our lives—living and acting like Him.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Springtime offers a fresh, exciting feeling. It makes us feel alive and ready to take on new projects. If your class is participating in community service projects, start a new one this week.

As students enter, play the Buzzing Bees sound effect 🐝.

- **What sound do you hear?**

Busy bees can be heard as they buzz around collecting pollen and carrying it back to the bee hive. If looking for honey, a person might follow the sound of the bees. When we buzz around telling others about Jesus, they will know we care. They can follow us to church to learn more about Jesus.

Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Play a game of follow-the-leader. The last leader takes the students to the unit 2 MV poster (TRP). Introduce Luke 4:18 and explain that it is about Jesus and the reason He came.

Opening Activity: Following Jesus

Introduce the Bible Point: **“Jesus calls all His disciples to follow Him.” Following Jesus means we do what He teaches us.**

Distribute activity papers. On the front page, students discuss and finish each picture. At the bottom of the page, students trace the words and say the Life Application: “I will follow Jesus.”

RELATE AND RECEIVE

Access Prior Experience: **Have you ever followed someone to a new place—perhaps a new store or a friend’s house? Why is it easier to follow instead of just figuring the way out by yourself?**

Bible Lesson: Jesus Calls His Disciples (Matthew 4:17–23; Mark 2:13–14; Luke 6:13–16; John 1:35–51)



Gather students in a circle. Show the Jesus Calls His Disciples Bible art (TRP) ①. Place the prepared stick puppets (TRP) in a container to pass around the circle.

Hold the Jesus stick puppet. **Jesus was ready to help people. He was ready to preach, teach, heal, and save people. Jesus needed some helpers.**

Ask for a helper who can hold the container. As each disciple is named, the helper takes the container to a student who draws a stick puppet to hold.

One day, Jesus was walking along the Sea of Galilee. He saw two fishermen in a boat. They were brothers: Simon and Andrew. Jesus called to them, “Follow me and I will make you fishers of men!” Two stick puppets are drawn from the container. They got out of the boat and followed Jesus. Jesus told Simon, “From now on, your name is Peter.” Simon’s name became Peter.

Not far away were two other fishermen named James and John. They were also brothers. Jesus called to them. They left behind their boat and followed Jesus. Select two more stick puppets.

Andrew went and found his friend Philip. Select a fifth stick puppet. He told him, “We’ve found the one we read about in the Scriptures—the one John the Baptist told us would come. He’s here!”

Select a sixth stick puppet. **Philip told his friend Nathanael about Jesus. Nathanael had a second name—Bartholomew. Both Philip and Nathanael followed Jesus.**

Select a seventh stick puppet. **Later, Jesus called a man named Levi—also known as Matthew. He wasn’t a fisherman. He was not friends with the other men. He was a tax collector. The Jewish people did not like tax collectors. Some tax collectors cheated people and took extra money. Jesus knew Levi would be a good disciple. Jesus did not care that he was a tax collector. Jesus knew that His disciples would change to be better people.**

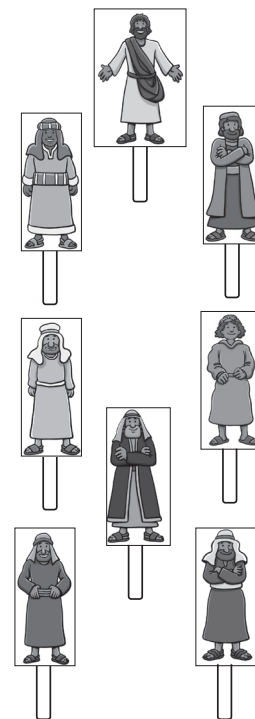
Jesus called other men. Select stick puppets for each name. Their names were Thomas, James, another man named Simon, and two men who were both named Judas.

- **How many disciples did Jesus call?** Help students count the stick puppets.



Bible Lesson Verse

“And he saith unto them, Follow me, and I will make you fishers of men” (Matthew 4:19).



When the twelve disciples started following Jesus, their lives changed. Show children how make the stick puppets walk. They left their old jobs to travel with Jesus. They listened to His preaching. They saw Jesus heal people. The disciples learned many things as they followed Jesus. Later, they became missionaries and preachers.

- **How do you think the disciples felt when Jesus called them?**

APPLY AND ACT

Life Application: I will follow Jesus.

Play a game that highlights the differences in our lives. Students stand when a statement describes them.

- You have a brother.
- Your favorite season is winter.
- You have a sister.
- You have brown eyes.
- You have no brothers or sisters.
- You like cats.
- You go to public school.
- You are homeschooled.
- You have blond hair.
- Your favorite season is summer.
- You like dogs.
- Your favorite color is blue.
- You need to follow Jesus.

For this last statement, everyone should stand. No matter who we are, what we like, or how our lives or families look, Jesus calls us to follow Him.

Jesus knows we are all different because He made us that way. When He calls us, He does not expect us to be like everyone else. He changes us so we can follow Him. Peter, Andrew, James, and John stopped being fishermen to follow Jesus. Levi stopped being a tax collector and started living an honest life. When we follow Jesus, we change the things that keep us from following Him.





Prayer and Call to Action

Gather in a circle and ask each student to answer this question:

- **What is one thing that we might change when we start following Jesus?**
Our words, our attitudes, our actions, and so on

When we follow Jesus, we learn to repent. We learn we need to be baptized to wash away our sins. We receive the Holy Ghost. The Holy Ghost helps us change so we can follow Jesus. Lead students in an echo prayer, “Jesus, I will follow You. I will change what You ask me to change. Thank You for calling me to be Your follower.”

Home Connection

- For each student, send home a copy of the unit 2  calendar (TRP)  and the lesson 5  devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- This week send a postcard or connect with each student via phone.

● EXPANDED *(designed for a teaching period over 45 minutes)*

WORSHIP AND THE WORD

Worship

When Jesus calls us, we must choose to follow Him. Let's practice listening when our names are called. Teacher calls each student's name and the students line up behind teacher.

Sing "One Way Jesus" by Hillsong and "I Have Decided to Follow Jesus" as the students follow teacher around the room.

Memory Work: Luke 4:18

Gather students at the unit 2 MV poster (TRP) and read the verse phrase by phrase with students echoing the words.

Show the Old Testament in the Bible and explain how Jesus was reading verses about Himself. **Jesus came to preach. He called followers to help Him. As His followers, we learn Bible verses so we can tell others about Jesus.**

Stand in a circle. The teacher calls a student's name and tosses the ball. After the student catches the ball, he recites the verse with the teacher and then tosses the ball back. Repeat the pattern until every student recites the verse.

Each week the verse is practiced, students color one step on the memory chart (AP) 🎨.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, help students count and name the disciples before coloring each one.

Option 1: Everyone Can Follow Jesus Activity

- **Who has the biggest shoe in our class? Who has the smallest?**

Let's see if we can get in line from the smallest foot to the largest. Assist students in lining up across the room according to shoe size.

- **Is everyone's foot the same size?**
- **Does our shoe size matter to Jesus?**
- **Can only size 3 or size 6 follow Him?**

If you are wearing boots stand up. Now sit down.

If you are wearing sandals stand up. Now sit down.

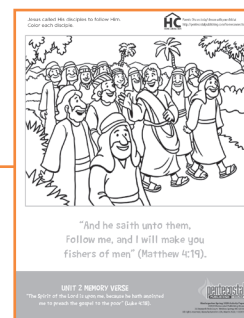
If you are wearing tennis shoes stand up. Now sit down.

Continue naming shoes until everyone has had an opportunity to stand.

- **Does Jesus want everyone in this room to follow Him? Yes**

Unit 2 Memory Verse

"The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor" (Luke 4:18).



If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

Just like Jesus called twelve different kinds of people to be His disciples, He still calls all kinds of children to follow Him. Jesus calls everyone. Have students say: **“I will follow Jesus.”**

Option 2: Follow the Footprints Hopscotch

We are going to play Follow the Footprints hopscotch. Point out the steps in each square. Let students hop through the first time on each square. The second time they may throw a rock or other token into a square and skip it as they jump.

- **What is the first step in following Jesus?**
- **The second time we played, we skipped a step. Is it OK to skip steps when we are really following Jesus? Why or why not?**

Option 3: JBQ Gameshow

Make two teams. Show the gameboard to students and let a student select a category and number. Read the question. The student who hits the buzzer first gets to answer. If the student gets the question right, they get the points. If they get the question wrong, they lose the points.

THE LORD'S PRAYER

Jesus Teaches Us to Pray



CORE SUPPLIES

Excite and Engage

Welcome: If working on a community service project, prepare tasks that students can do when they arrive.

Attendance charts (AP) 📄, attendance bee stickers (TRP) 📄, honey-jar offering container

Opening Activity: No supplies needed

Relate and Receive

Bible Lesson: Activity papers (page 1), pencils, The Lord's Prayer pictures (TRP) 📄, Bible, The Lord's Prayer Bible art (TRP) 📄

Apply and Act

Life Application: For each student, prepare a set of The Lord's Prayer memory cards (TRP) 📄. Place these in zippered bags and label with students' names.

Prayer and Call to Action: The Lord's Prayer Pictures (TRP) 📄 from Bible Lesson

Home Connection: For new students, copy the unit 2 HC calendar (TRP) 📄. For each student, copy the lesson 6 HC devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* The Lord's Prayer" by Summit Kids, "Yes, Lord, Yes" by Shirley Caesar

Memory Work: Unit 2 MV poster (TRP), Bible, memory charts (AP) 📄, numbered craft sticks from lesson 3 (page 24), sticky notes, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), colored pencils

Option 1: 2 sets of The Lord's Prayer memory cards (TRP) 📄, basket

Option 2: No supplies needed

Option 3: Create a spinning wheel with dividers. Label each piece/space with a different type of question (direct, two-part, three-part, four-part, quotation, quotation completion, location, and cross-reference).

JBQ Quizzes 📄, JBQ Verses 📄, small prizes

Unit 2

Jesus' Ministry and Teaching

Unit Aim

Students will examine Jesus' ministry as He called followers, emphasized the Word, and revealed His deity.

Unit Memory Verse

Luke 4:18

Scripture Text

Matthew 6:1–13

Bible Lesson Verse

Matthew 6:8

Bible Point

Jesus taught His disciples how to pray.

Life Application

I will pray like Jesus taught.

● Teacher Devotional

Read Matthew 6:1–13. Prayerfully consider what this passage says:

About God

Prayer should not be a spectacle or show. Jesus emphasized this to His disciples as He taught them to pray. He wanted them to understand that prayer is deeply personal and intimate. It is through those secret interactions that He chooses to reward openly.

To You as a Teacher

In order to pray like Jesus taught, we must be intentional. We make a special connection with God when we find our personal prayer closet. Find that special place where you can get alone with God and watch the blessings that begin to flow into your life.

To Your Students

Children are fascinated by prayer. When properly presented, they eagerly participate. They need to know that prayer is talking to their best friend Jesus. They must realize that He will talk with them if they listen. Be creative and use cool techniques to make prayer exciting and engaging to kindergartners.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Welcome students to the *WeCare* Community Center and show them the current community service project. Assign simple tasks for the project and compliment all who participate.

Have you ever been playing outside and heard a honeybee buzzing near a flower? Such a small bee creates enough buzzing for others to notice him. When we buzz around doing things for others, they might notice that we love Jesus. Our care for them can help show them Jesus.

Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 2 MV poster (TRP) and review Luke 4:18. **Jesus came to save us from our sins and calls us to be like Him. This verse talks about how God's Spirit is upon us. Since He calls you, He wants to know you as a friend. He wants to talk with you and wants you to talk with Him.** Introduce the Bible Point: **"Jesus taught His disciples how to pray." Because Jesus wants to talk with us, He taught us to pray.**

Opening Activity: Charades

- What do you think praying is?
- Can you name some ways you have seen people pray?

Play a game of charades. Assign each student one way we communicate with our friends (e.g., talking in person, talking on the phone, texting, writing notes, or using sign language). Have each student act it out while the other students guess the form of communication.

We use many ways to talk with our friends. Jesus is our best friend and He taught us the best way to talk with Him: prayer. Praying is talking to Jesus. It is cool to talk to Jesus—and even cooler to listen when He talks. Instruct students to say, “I will pray like Jesus taught.”

RELATE AND RECEIVE

Access Prior Experience: What is your favorite thing to talk about with a friend?

Bible Lesson: Jesus Teaches Us to Pray (Matthew 6:1–13)

Gather students around the table. Show the Book of Matthew and explain that Matthew wrote down the lesson where Jesus taught about prayer.

Jesus’ disciples often watched Jesus pray. At times He went to a quiet place where He could pray alone. They heard Him pray out loud many times. One day they asked Jesus, “Will you teach us how to pray?”

Show The Lord’s Prayer Bible art (TRP) ①. Jesus told them, “There are two things you should not do when you pray.” Instruct students to hold up a finger for each instruction.

1. Do not pray loudly in front of people just to get attention.
2. Do not say the same thing over and over to make it seem like you are praying.

Jesus told His disciples, “Your Father knoweth what things ye have need of, before ye ask him” (Matthew 6:8). God already knows what you need before you pray, but He wants you to talk with Him. Jesus taught His disciples to pray. We are His disciples today, so we can also learn how to pray.

Distribute activity papers. On the front page, students find each picture and draw a line to the next one as the teacher shows the picture and explains how to pray.

Our Father in Heaven, holy is Your name. Find the picture of someone kneeling in prayer. When we pray, we start by worshipping God.

Your kingdom come. Your will be done on Earth, as it is in Heaven. Draw a line to the picture of someone with their hands raised in prayer. When we pray, we surrender. That means to let God be in charge. We want Him to be King over all things.

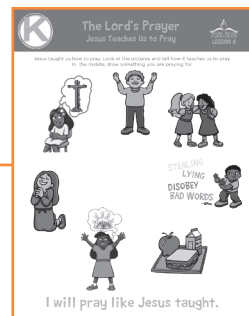
Give us this day our daily bread. Draw a line to the picture of food. When we pray, God wants us to ask Him for our needs.

Forgive us our sins. Draw a line to the picture of a person thinking about the cross. Jesus died to take away our sins, but we must repent. When we pray, we should ask Jesus to forgive us for the wrong things we have done.

As we forgive those who hurt us. Draw a line to the picture of the two friends who are hugging. When we pray, we must forgive others who have been mean or have done wrong things to us.

Bible Lesson Verse

“Your Father knoweth what things ye have need of, before ye ask him” (Matthew 6:8).



Each picture shows a part of prayer that Jesus taught. In the script, the underlined word describes it.

And do not lead us into temptation, but keep us from evil. Draw a line to the picture of the boy saying no to temptation.

For Yours is the kingdom and the power and the glory forever. Draw a line to the picture of the person praising Jesus as they think about Heaven. When we pray, we remember that Jesus is God and He should get our praise.

- Which part of the prayer is your favorite?

APPLY AND ACT

Life Application: I will pray like Jesus taught.

Give each student a set of The Lord's Prayer memory cards (TRP) 🗺️. Play a review game where you say the prayer words and students select the correct picture. As they select the pictures, students say: **"I will pray like Jesus taught."**

Prayer and Call to Action

Assign one or two students to each of The Lord's Prayer pictures (TRP) 🗺️. Point to the correct picture while saying the prayer words and have those students echo the prayer.

Home Connection

- For new students, send home a copy of the unit 2 🏠 calendar (TRP) 🗺️ and the lesson 6 🏠 devotion 🗺️ for each student or show parents the URL on the back page of the activity paper.
- As parents arrive to pick up their children, show them the activity paper and suggest that they pray the Lord's prayer with their children throughout the week.
- This week spend extra time praying for each student by name and need.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

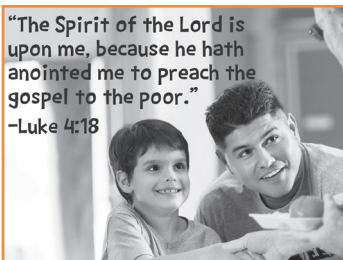
Use the YouTube lyrics video by Summit Kids to teach "The Lord's Prayer." After practicing the words, lead this song as a prayer.

Finish worship with "Yes, Lord, Yes" by Shirley Caesar.

Memory Work: Luke 4:18

Gather students at the unit 2 MV poster (TRP) and review Luke 4:18 slowly while students echo the words. **Our verse talks about the Spirit of the Lord. When we receive the Holy Ghost, we have the Spirit of the Lord in our lives. Jesus taught us to pray so we can receive the Holy Ghost. He taught us to pray so we can listen to Jesus and tell others what He says. I will pray like Jesus taught.**

Cover each word on the MV poster with a sticky note. Point to each sticky note and recite the verse. Allow a student to select a craft stick and remove that number of sticky notes. Recite the verse with the students as the words are revealed. Continue activity until all words are revealed.



"The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor."
-Luke 4:18

"The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor" (Luke 4:18).

Each week the verse is practiced, students color one step on the memory chart (AP) 📄.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students draw disciples listening to Jesus.

Option 1: Pick the Picture Relay

It is good to remember what Jesus taught about prayer. Let's review the cards and say what they mean. Review each card.

Form two teams. Place two sets of The Lord's Prayer memory cards (TRP) 📄 in a basket. Teams take turns drawing a picture and placing it in order on the table. If the team already has the picture, they throw it back into the basket. The first team with all cards in order wins the relay.

Option 2: Talking to Jesus Activity

- **Who is someone you like to talk to on a cell phone? Why do you enjoy talking to them?**
- **How is talking to Jesus like talking to parents or a best friend?**

Suppose you were sad. How would your voice sound? Allow a student to demonstrate a sad voice. **Can you say the Life Application words ("I will pray like Jesus taught") in that kind of voice?** Students respond.

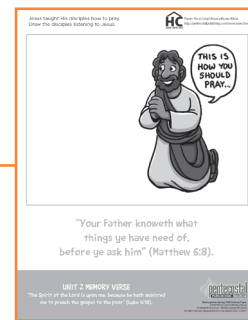
What if you are excited? How would your voice sound? Allow a student to demonstrate an excited voice. Instruct students to say, **"I will pray like Jesus taught."**

Continue naming different tones of voice such as whispering, yelling, singing, a low voice, a high-pitched voice, silly voice. **Jesus is our friend and He wants us to talk to Him. It doesn't matter if we are sad, happy, feeling silly, or whispering. We can talk to Jesus. We can pray like Jesus taught us to pray.**

Lead students in prayer, **"Jesus, thank You for teaching me to pray. Help me to talk to You every day and listen to You."**

Option 3: JBQ Winning Wheel

Students will spin the wheel. The space that they land on determines the type of question asked. If they answer the question correctly, they get a small prize.



If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



Unit 2

Jesus' Ministry and Teaching

Unit Aim

Students will examine Jesus' ministry as He called followers, emphasized the Word, and revealed His deity.

Unit Memory Verse

Luke 4:18

Scripture Text

Matthew 27–28:8

Mark 15–16:8

Luke 23–24:9

John 19–20:9

Bible Lesson Verse

Matthew 28:5–6

Bible Point

Jesus died for our sins.

Life Application

I know that Jesus died on the cross for my sins.

THE OLD RUGGED CROSS

Calvary (Easter)

CORE SUPPLIES

Excite and Engage

Welcome: Purchase blank note cards with envelopes (1 per student).

Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: A time lapse video of a caterpillar becoming a butterfly. (*Suggested video:* “Monarch Butterfly Metamorphoses Time-Lapse FYV” posted on YouTube by FrontYardVideo) To download the video from YouTube and avoid unwanted ads, type “ss” before “youtube.com” in the URL and follow the download prompts. Warning! Do not follow the prompts to download additional apps onto your computer. You can download the video in your browser.

Relate and Receive

Bible Lesson: Activity papers (page 1), pencils, The Old Rugged Cross Bible art (TRP) 🎨

Apply and Act

Life Application: Select a large box that is less than three feet across. Fold in the side flaps so the box is open. Gather two flat yardsticks and a ruler. Use one yardstick and ruler to form a cross by tying or taping them together.

Prayer and Call to Action: Craft sticks (2 per student)

Home Connection: For new students, copy the unit 2 HC calendar (TRP) 📅. For each student, copy the lesson 7 HC devotion 📖.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “My Redeemer Lives” by Hillsong Kids, “At the Cross (Love Ran Red)” by Chris Tomlin, “Because He Lives” by Simple Kids Easter

Inflatable microphones or a karaoke machine

Memory Work: Unit 2 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), crayons

Option 1: Make a sample cross from 2 craft sticks and tape it across the middle.

Option 2: For each student, print the Cross puzzle pieces 📄 and the Cross puzzle background 📄. Cut apart the Cross puzzles and place each set in an envelope. Students will need glue.

Option 3: Set up a table filled with cupcakes, candy, or other prizes. Around the table on the ground, make squares big enough for a student to stand in. Label the squares with numbers.

JBQ Quizzes 📄, JBQ Verses 📄

● Teacher Devotional

Read Matthew 27–28: 8; Mark 15–16: 8; Luke 23–24: 9; and John 19–20:9. Prayerfully consider what these passages say:

About God

As Jesus endured tremendous physical abuse in a humiliating and agonizing death on the cross, our mistakes and shortcomings were on His mind. He became the sacrificial Lamb that would forgive our sins and give us hope of salvation.

To You as a Teacher

The Cross means something slightly different for every individual. We can too easily become detached from the reality of the Cross when we only tell others that Jesus died for their sins and not reflect personally. Look in the mirror sometime this week and remind yourself that He died for your sins too.

To Your Students

Today the cross is used for numerous reasons (identifying Christianity, honoring someone who passed away, as an object used in prayer rituals). Help students learn its true meaning: “For God so loved the world, that he gave” (John 3:16). Youngsters may struggle comprehending how sin causes death and that Jesus had to die so we could live. Instead focus on His sacrificial love, and help them understand that the cross reminds us that Jesus saves.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Easter is a perfect time to show others how much you care. Consider purchasing blank note cards for students to draw or write encouragement notes. Send these notes to deployed military personnel, people recovering from sickness, or a nursing home. Your *WeCare* volunteers can show the love of Jesus during this season.

Greet students as they arrive. Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 2 MV poster (TRP) and review Luke 4:18. **Jesus came to preach the gospel. When we share the gospel, we tell how Jesus died on the cross, was buried in a tomb, and rose from the dead to live again.** Introduce the Bible Point: **“Jesus died for our sins.”**

Opening Activity: New Life Video

Show a time lapse video of a caterpillar becoming a butterfly. Discuss the process of a caterpillar becoming a butterfly.

Suggested video: “Monarch Butterfly Metamorphoses Time-Lapse FYV” posted on YouTube by FrontYardVideo.

While unit 2 is about Jesus’ Ministry and Teaching, we felt it important to interject the Resurrection story on Easter Sunday. Unit 3 is further devoted to a thorough study of Jesus’ death, burial, and resurrection.

YouTube Tip

To download the video from YouTube and avoid unwanted ads, type “ss” before “youtube.com” in the URL and follow the download prompts. Warning! Do not follow the prompts to download additional apps onto your computer. You can download the video in your browser.

Bible Lesson Verse

“And the angel answered and said unto the women, Fear not ye: for I know that ye seek Jesus which was crucified. He is not here: for he is risen, as he said. Come, see the place where the Lord lay” (Matthew 28:5–6).

RELATE AND RECEIVE

Access Prior Experience: Have you ever seen a newborn bird or animal? Was it exciting?

Bible Lesson: Calvary (Matthew 27–28:8; Mark 15–16:8; Luke 23–24:9; John 19–20:9)



Gather students at the table. Distribute the activity papers. On the front page, students will look at, discuss, and number the pictures in sequence of the story.

Picture 1: Help students find the picture of Jesus teaching. Help them write a “1” in the box. **Jesus spent three years teaching and healing people. Many people followed and believed Him, but there were others who did not. The Jewish leaders were jealous of how much people loved Jesus. The Jewish leaders wanted to get rid of Jesus. They did not believe He was God in the flesh. They did not want to follow Him. They wanted Him to die.**

Picture 2: Help students find the picture of the soldiers arresting Jesus. Help them write a “2” in the box. **Soldiers arrested Jesus. They whipped Him, slapped Him, made fun of Him, and spit on Him. Finally, they nailed Him to a cross.**

Even though Jesus was innocent, He did not fight them. He allowed them to do all those things to Him because He loved people. He loved people so much that He died for their sins.

- **What is sin?** *Doing wrong things, disobeying God*

Picture 3: Help students find the picture of someone who is sinning. Help them write a “3” in the box. **Jesus knew we would not be able to get rid of our own sin. He loves us and He came to die for our sins. Remember the video of the butterfly? Jesus knew people need to change and have new, beautiful lives, just like the caterpillar was changed into a beautiful butterfly.**

Picture 4: **Jesus died on the cross because He loved us. He died to take away our sins.** Help students find the picture of the cross. Help them write a “4” in the box.

Picture 5: Help students find the picture of the tomb where Jesus’ body was buried. Help them write a “5” in the box. **After Jesus died, His disciples placed His body in a tomb, which was like a cave. They rolled a big stone in front of the tomb.**

Picture 6: Help students find the picture of the angel. Help them write a “6” in the box. **Three days later, something wonderful happened. An angel moved the stone, there was an earthquake, and Jesus left that tomb. Jesus did not stay dead. He rose again because He is God. Some of Jesus’ friends came to the tomb and saw the angel. The angel said, “Jesus is not here! He is alive! Go, tell His disciples!”**

Show the The Old Rugged Cross Bible art (TRP) 📺. **Jesus is alive! I know that Jesus died on the cross for my sins.**



APPLY AND ACT

Life Application: I know that Jesus died on the cross for my sins.

Place the box on the table with the open side up. **Imagine you are on one side of a canyon, which is like a deep hole. You want to get to the other side, but you have no way to get across. What could you do?** Nudge the discussion toward building a bridge.

One way to get across is to build a bridge, but it would be difficult for one person to build a bridge over a large canyon. You would need help from someone much bigger and stronger than you. If someone came and built a bridge, you could walk to the other side. Lay a yard stick across the box and use your fingers to walk across it.





Sin is like this big hole. We are on one side, and God is on the other. Sin is between us and we cannot get across it. Replace the yard stick with the prepared cross. **Jesus is bigger and stronger than sin because He is God. He died on the cross for our sins. The Cross is like a bridge—it helps us get to God.**

When we repent and are baptized in Jesus' name, Jesus forgives and washes away our sins. When we receive the Holy Ghost, He gives us a new life. At the Cross, Jesus died for our sins. Have each student use two fingers to walk the length of the cross and say, **"I know that Jesus died on the cross for my sins."**

Prayer and Call to Action

Give each student two craft sticks and show them how to make the shape of a cross. Lead them in prayer while looking at the cross. **"Jesus, thank You for dying on the cross for my sins. Please forgive me and take away my sins."**

Home Connection

- For new students, send home a copy of the unit 2  calendar (TRP) . For each student, send home a copy of the lesson 7  devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- If parents allow you to communicate via text, send the link of the caterpillar turned butterfly and encourage them to review it with their child. See page 43 for the link for the caterpillar turned butterfly.

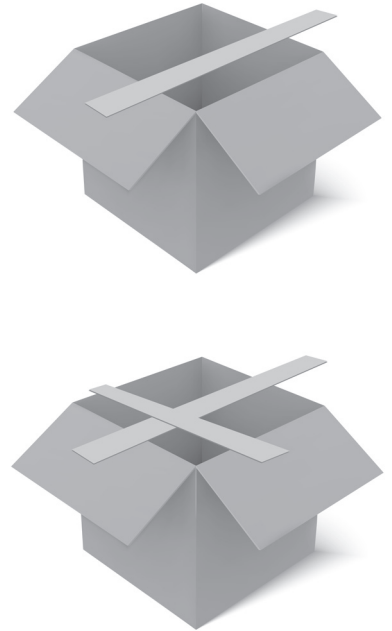
EXPANDED *(designed for a teaching period over 45 minutes)*

WORSHIP AND THE WORD

Worship

Use inflatable microphones or a karaoke machine and allow students to lead worship. Sing songs that highlight Jesus' resurrection, such as:

- "My Redeemer Lives" by Hillsong Kids
- "At the Cross (Love Ran Red)" by Chris Tomlin
- "Because He Lives" by Simple Kids Easter

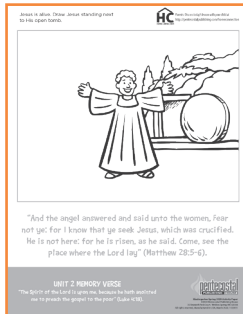


Memory Work: Luke 4:18

Gather students at the unit 2 MV poster (TRP). and review Luke 4:18 slowly as students echo the words.

Stand students in a circle. Hand a Bible to one student who stands in the middle. He says the first word and then selects a student to trade places. The next student in the middle says the first and second words, then selects a student to trade places. Continue pattern until the last student in the middle says the entire verse. Encourage the class to help each time a new person takes the Bible.

Each week the verse is practiced, students color one step on the memory chart (AP) 📄.



If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

REINFORCE AND REVIEW

Activity Paper

Jesus is alive! On the back of the activity paper, students draw Jesus standing next to His open tomb.

Option 1: Make a Cross

Show students how to put two craft sticks together to make a cross. Secure in the middle with tape. Ask students to lift their crosses high and say, **“I know that Jesus died on the cross for my sins.”**

Option 2: The Cross Puzzle

Give each student a set of Cross puzzle pieces 📄 and a Cross puzzle background 📄. Help students place and glue pieces on the background.

Option 3: JBQ Cake Walk

Play some music. When the music stops, call out a number. The person on that number must answer a question. If they get it correct, they choose a treat or prize and then they are out of the game. If they get it incorrect, play continues and the student remains in the game.

THE HOUSE ON THE ROCK

Parable of Two Builders



CORE SUPPLIES

Excite and Engage

Welcome: Bring items to build a small community project such as a wooden flower box or bird house.

Attendance charts (AP) 📄, attendance bee stickers (TRP) 📄, honey-jar offering container

Opening Activity: Wooden blocks, a sturdy cardboard box, a large pillow

Relate and Receive

Bible Lesson: Fill one cakepan with flat rocks. Fill another cakepan with two inches of sand. Prior to the lesson, practice using the props.

LEGO blocks, pitcher of water, Bible, Parable of the Two Builders Bible art (TRP) 📄

Apply and Act

Life Application: Props from Opening Activity

Prayer and Call to Action: Wooden blocks from Opening Activity

Home Connection: For new students, copy the unit 2 HC calendar (TRP) 📄. For each student, copy the lesson 8 HC devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “Sandyland” by Psalty from *Kids Praise!*, “The Wise Man Built His House” (posted on YouTube by ThroughtheWaters)

Memory Work: Unit 2 MV poster (TRP), memory charts (AP) 📄, crayons, activity papers (page 1), markers

Reinforce and Review

Activity Paper: Activity papers (page 2), blue tissue squares (several per student, sized to fit on the activity paper), glue sticks

Option 1: Two piles of wooden blocks

Option 2: For each student, print and cut apart the My Foundation pictures 📄.

Dixie cups (6 per student), tape

Option 3: Take a large piece of foam and attach lollipops all over it.

JBQ Quizzes 📄, JBQ Verses 📄

Unit 2

Jesus’ Ministry and Teaching

Unit Aim

Students will examine Jesus’ ministry as He called followers, emphasized the Word, and revealed His deity.

Unit Memory Verse

Luke 4:18

Scripture Text

Matthew 7:24–27

Bible Lesson Verse

Matthew 7:24

Bible Point

Jesus taught us how to build our lives on a sure foundation.

Life Application

I will build my life on what Jesus taught.

● Teacher Devotional

Read Matthew 7:24–29. Prayerfully consider what this passage says:

About God

In His Word, Jesus unequivocally showed us that He is the rock and solid foundation we must build our lives on. His teachings were clear and unwavering. If we place our trust in Him, no storm will be able to destroy us.

To You as a Teacher

There is a constant flow of new philosophies being touted and books being written attempting to tell us how we should live our lives. The more the world tries to find a solid foundation without Jesus, the further they find themselves from solid ground. We must build our lives on the teachings of Jesus. As the classic song proclaims, “All other ground is sinking sand.”

To Your Students

How can children build a strong foundation in Jesus? First, they can come to class and learn that Jesus loves them. Second, they can memorize Bible verses and fall in love with Bible stories. Third, they can be taught to pray and listen to their friend Jesus. All these foundations will lead them to salvation and beyond. Emphasize these in your class and watch your students build lives that withstand the storms.

If your class is participating in community projects, consider building simple, useful items that can help the community, such as a wooden flower box to put in a park or outside the food pantry door; or, small bird houses to brighten the area outside of senior living center windows. Gather the supplies and allow the students to help while building.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

This lesson is about the parable of two builders. Throughout the lesson, emphasize that Jesus was telling a story to teach the people an important truth.

As students arrive, gather them around the work area. **The WeCare Community Center helps our community in many ways. Today we will learn how to (*name of building project*). Listen closely so you learn what we will do.** Show students how to build the item and have them help with building.

Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝. Lead students to the unit 2 MV poster (TRP) and review Luke 4:18.

- **Who remembers what the gospel is?** *The death, burial, and resurrection of Jesus*
- **Who is being talked about in this verse?** *Jesus*

While He walked on earth, Jesus taught many things. Today we will learn one of the stories He told. It was a story about building. Introduce the Bible Point: **Jesus taught us how to build our lives on a sure foundation.**

Opening Activity: Building a Sure Foundation

Select two volunteers. Give each an assortment of blocks to build a tower. One student should build on top of a cardboard box; the other student must use a pillow. Compare how well the two towers turn out.

- Which was better to build on, the box or the pillow?
- Which tower stayed standing? Why?

When you build something, the foundation (what's under it) is important. When we build our life on a sure foundation—like God's Word—we will stand strong.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever tried to build a sandcastle? If yes, how long did it stay standing? Why?**

Bible Lesson: Parable of Two Builders (Matthew 7:24–27)

Gather students at a table. Form two groups. Ask each group to build a LEGO house.

Jesus told stories to help us learn important things. Show the Book of Matthew. **To make us think about how we build our lives, Jesus told a story about two builders—a wise man and a foolish man.**

Place one LEGO house in the pan with rocks. **The wise man built a house in a safe area. He built on the rocks—away from the water. He knew his house needed a good foundation.**

Place the pan with the sand on the table. **The foolish man built his house down on the beach. Perhaps he wanted to be near the water and liked the sandy beach. He was not careful where he built. He put his house on ground that constantly shifted.** Place the house in the sand and push it down.

Two men, two houses. Which one do you think built his house on a good foundation?

One day a huge storm came. It rained so hard and the wind blew. Begin pouring water into the two pans. **The ground around the houses flooded.** Fill the first pan with enough water to cover the bottom and some of the rocks, but not the house. Fill the second pan until the sand is flooded and the water fills the LEGO house.

Two men built two houses. Two houses went through a storm and two different things happened. One house stayed safe on solid rock. The other flooded and was ruined because it was in the sand.

Show the Parable of the Two Builders Bible art (TRP) 🗣️. **Jesus said, “Therefore whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock” (Matthew 7:24). We should be like the man who built his house on the rock. If we build our lives on the teachings of Jesus, we will have a solid foundation.**

Bible Lesson Verse

“Therefore whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock” (Matthew 7:24).



APPLY AND ACT

Life Application: I will build my life on what Jesus taught.

Place the cardboard box and pillow back on the table. **The cardboard box represents wise choices; the pillow represents foolish choices.** During the story, students decide if the choices are wise or foolish and place blocks on the corresponding foundation.

Chloe and Dana were in the same class. Chloe did not know Dana well, but she thought Dana was a nice girl. Chloe loved Jesus and wanted to build her life on the things Jesus taught. She knew Jesus wanted her to be friendly, so she tried to be friends with Dana. Was that a wise or foolish choice? Student add blocks.

One day the girls were seated together reading a book. Their teacher was helping another boy tie his shoes. Dana took a piece of gum out of her pocket and put it in her mouth. Mrs. Scott had a rule, “No gum in class!” Was that a wise or foolish choice? Students add blocks.

Dana offered a piece of gum to Chloe. Chloe looked to see if her teacher was watching and took the gum. Was that a wise or foolish choice? Students add blocks.

At lunch, the girls lined up near teacher’s desk. Some of the other students were pushing and bumped into Chloe. She accidentally tripped and knocked over Mrs. Scott’s water bottle. Chloe hurried to help clean up the mess and apologized. Was that a wise or foolish choice? Students add blocks.

Chloe was angry at those who bumped her. She went over to them and said mean words. They said mean things back, and Mrs. Scott scolded everyone for being rude. Was that a wise or foolish choice? Students add blocks.





The kids were going outside. Chloe had her coat on already when she noticed Dana was having problems putting on her coat. Chloe went and helped Dana. Was that a wise or foolish choice? Students add blocks.

Compare the two towers. Discuss the difference between the wise and foolish choices. **When we build our lives on what Jesus taught, we will make more wise choices and less foolish choices.** Instruct students to say, “I will build my life on what Jesus taught.”

Prayer and Call to Action

Give each student a wooden block to focus on while praying. **“Jesus, help me to build my life on what You taught. I want to be like the wise man and build my house on a solid foundation.”**

Home Connection

- For new students, send home a copy of the unit 2  calendar (TRP) . For each student, send home a copy of the lesson 8  devotion , or show parents the URL on the back page of the activity paper.

● EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Use motions and movement while singing the following songs:

- “Sandyland” by Psalty from the album *Kids Praise!*
- “The Wise Man Built His House” posted on YouTube by ThroughtheWaters

Memory Work: Luke 4:18

Gather students at the unit 2 MV poster (TRP) and review Luke 4:18 slowly while students echo the words.

Distribute activity papers and markers. On the front page, ask students to trace the letters while reciting the verse. Then ask students to draw a picture of themselves serving someone in their community.

Each week the verse is practiced, students color one step on the memory chart (AP) 📄.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students glue blue tissue squares on to show how each house stood through the storm. **Which house was on a good foundation?**

Option 1: Building Race

Form two teams. On “go,” each team has thirty seconds to build a tower with the blocks. After the race discuss each tower’s status and compare to how some people are quick to build their lives with anything they grab.

Race again, but allow students as much time as needed to use every block for the tower. Discuss the results and compare to the results in our lives when we are thoughtful and careful in building.

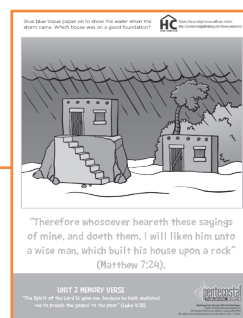
Option 2: Building a Good Foundation

Give each student six Dixie cups and a set of My Foundation pictures 📄. Help tape each picture on a cup, and then show how to stack the cups in a 3-2-1 pyramid. Discuss each picture and how it helps us build our lives on what Jesus taught.

Option 3: JBQ Lollipop Tree

Ask students a unique word, quotation, or location question. If they get it right, they pick from the lollipop tree.

“The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor” (Luke 4:18).



If students have mastered the verses, send home a new set of JBQ Verses 📄. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



Unit 2

Jesus' Ministry and Teaching

Unit Aim

Students will examine Jesus' ministry as He called followers, emphasized the Word, and revealed His deity.

Unit Memory Verse

Luke 4:18

Scripture Text

Matthew 13:1–23

Mark 4:1–23

Luke 8:1–15

Bible Lesson Verse

Mark 4:8

Bible Point

Jesus taught us how to receive God's Word.

Life Application

I will receive God's Word.

GOOD SOIL

Parable of the Sower and the Seed

CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: Gather items that can be closed and opened (1 per student plus extra). Half should be easy for children to open (e.g., folded bag, container with pop-off lid, sealed envelope, zipper bag); half should be difficult (e.g., tightly sealed jar, shrink-wrapped box, item needing a key). Divide these items into two groups, evenly distributing the easy and difficult ones in each group. Each student will need a penny.

Relate and Receive

Bible Lesson: Fill 4 containers as follows: (1) Pack a small amount of soil in the bottom and allow it to harden; (2) Fill half full of rocks and mix in a handful of soil; (3) Plant thorns or weeds in the soil; (4) Fill with loose, slightly damp potting soil

Cup of grass seed, Bible, Parable of the Sower Bible art (TRP) 📄

Apply and Act

Life Application: For each student, cut apart the Bible pictures (TRP) 📄.

Activity papers (page 1), crayons, glue sticks

Prayer and Call to Action: Large Bible

Home Connection: For each student, print the next unit's (unit 3) 🏠 calendar (TRP) 📄 and a lesson 9 🏠 devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "The B-I-B-L-E" by Cedarment Kids, "The Bible Alphabet Song" by Psalty on Kids Praise! 5

Bibles (1 per student), a child's set of alphabet letters (foam, card, or plastic)

Memory Work: For each student, copy and cut apart a unit 2 MV puzzle (TRP) 📄 and place in a zippered bag.

Unit 2 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: For each student, prepare a plastic cup, a spoon, potting soil, and a spoonful of grass seed.

Option 2: Beanbag, ¼ measuring cup, plastic beverage cup, paper bag, large funnel, baseball cap, large bowl

Option 3: Attach a verse reference to each bowling pin. Set up the bowling pins in formation.

JBQ Quizzes 📄, JBQ Verses 📄, ball

● Teacher Devotional

Read Matthew 13:1–23; Mark 4:1–23; and Luke 8:1–15. Prayerfully consider what these passages say:

About God

God’s Word is challenging. It causes us to reflect on our shortcomings and perform constant self-evaluation. That is why Jesus took the time to explain our need to have a heart that is open and receptive. When we do, we become the good ground that brings forth fruit.

To You as a Teacher

There is a difference between hearing and receiving God’s Word. Are we responding with an attitude of humility and a desire to please God when He uses a specific verse of Scripture to communicate something to us? God is always speaking to us through His Word. Our job is to be sensitive enough to receive the messages.

To Your Students

Children hear instructions constantly. Part of the learning process is to receive and apply the instructions. This is also how God’s Word is learned. The repetition of memory verses and Bible concepts stirs their hearts. Although seed may land on hard soil or thick thorns, there is good soil in every student. Cultivate it by offering sincere praise and showing love in your actions. Aid the seeds’ growth by watering the soil with more of God’s Word and much prayer. Soon you will see a lovely crop growing in each student’s life.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

This lesson is about the parable of the sower. Although the three unhealthy soils are mentioned, focus on the good soil throughout the lesson.

As students arrive, discuss the results of their volunteer efforts. Compliment them for serving others. Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 2 MV poster (TRP) and review Luke 4:18. **Jesus taught many things while He walked on earth. Our Bible verse tells us why He taught. He wanted everyone to hear and receive the gospel.**

Opening Activity: Open It Relay

Form two teams. Give each student a penny. Have a relay race where each student must select an item, open it, place the penny inside, and close it. Keep time on each team, allowing every student to participate. The team who completes the relay in the least amount of time wins.

- **How easy or hard was it to get your penny inside?**

Show an easy and hard item. **We tried to put pennies in both, but the one that opened easily allowed us to get the penny in quicker.** Show the item that was easy. **This item received—or allowed—the penny to be inside.**

Introduce the Bible Point: **“Jesus taught us how to receive God’s Word.”**

Jesus taught a story that showed us how to allow God’s Word inside our hearts.

Preparation: Gather items that can be closed and opened (one per student plus extra). Half should be easy for children to open (e.g., folded bag, container with pop-off lid, sealed envelope, zipper bag); half should be difficult (e.g., tightly sealed jar, shrink-wrapped box, item needing a key). Divide these items into two groups, evenly distributing easy and difficult ones in each group.

If a student is unable to open the item after several attempts, let other students help.

Bible Lesson Verse

“And other fell on good ground, and did yield fruit that sprang up and increased; and brought forth some thirty, and some sixty, and some an hundred” (Mark 4:8).

Kindergartners may not know the word *soil*. Use potting soil and explain that it is dirt.

RELATE AND RECEIVE

Access Prior Experience: Have you ever grown a garden? How do seeds grow?

Bible Lesson: Parable of the Sower and the Seed (Matthew 13:1–23; Mark 4:1–23; Luke 8:1–15)

Gather students at the table. Bring out the soil containers (see page 53). Allow students to feel each type of soil as they plant grass seeds.

Show the Parable of the Sower Bible art (TRP) 🗣️. **Jesus told a story about a farmer. The farmer was planting seeds.**



Show the first container. **First, he planted seeds in soil that was hard and dry.** Students feel the hard soil and scatter seed on it. **The ground was too hard, so the seed could not grow. The birds came and ate the seeds.** Let students use their thumbs and index fingers to represent birds flying in and eating the seed.

Show the second container. **The farmer planted more seeds, but there were rocks in the soil.** Let students scatter seed and feel the rocky soil. **There was enough soil for the seed to start growing. It grew quickly, but there was not soil for the roots. When the hot sun came out, the plants dried up.**

Show the third container. **The farmer planted more seeds, but these landed in soil that had thorns and weeds. The seed started to grow, but the thorns stole all the water and space. There was no room for the good seed to grow.** Ask students to scatter seed among the thorns.

These three soils were not good for the farmer’s seed.

- **What kind of soil does the farmer need to grow a good plant?** *Good soil*

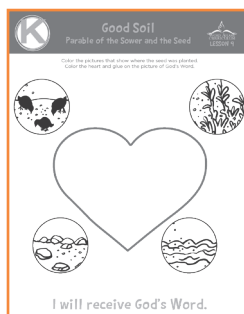
Show the fourth container. **Finally, the farmer found good soil. It was soft and damp and had no rocks or thorns. The farmer planted seeds there, and the seeds grew.** Let students feel the potting soil and scatter seed in it.

Jesus told us, “And other fell on good ground, and did yield fruit that sprang up and increased; and brought forth some thirty, and some sixty, and some an hundred” (Mark 4:8). The soil is like our heart and the seed is like God’s Word. We want to be good soil and allow God’s Word to grow in our heart.

APPLY AND ACT

Life Application: I will receive God’s Word.

Distribute activity papers. On the front page, students color the heart and the pictures showing the types of soil. Point to each picture while discussing how it applies to our hearts. **We do not want our hearts to be like the hard soil, the rocky soil, or the thorny soil. We want our hearts to be like the good soil. We want to allow God’s Word inside and let it grow.**







- **What are some ways we can let God's Word into our hearts?**
Learn it, say verses, obey it, read or listen to Bible lessons, and so on
- **What are some things we do to learn and allow the Word to grow?**
Tell the truth, love others, live right, and so on

Help students glue a Bible in the middle of the heart while they say, **"I will receive God's Word."**

Prayer and Call to Action

Gather students into a circle. Hold a large Bible in the middle. Ask students to reach out and touch the Bible while praying, **"Lord Jesus, I want to receive Your Word in my heart. I want my heart to be good soil where Your Word can grow."**

Home Connection

- For each student, send home a copy of the next unit's (unit 3)  calendar (TRP) . For each student, send home a copy of the lesson 9  devotion , or show parents the URL on the back of the activity paper.
- If parents give permission, call each student this week and practice the unit 2 memory verse over the phone.

EXPANDED (designed for a teaching period over 45 minutes)


WORSHIP AND THE WORD


Worship

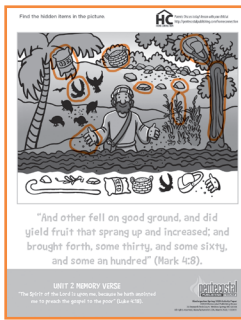
Give every student a Bible as you sing "The B-I-B-L-E" by CedarMont Kids. Students raise the Bible each time they say the phrase, "That's the book for me."

There are many things in God's Word that we can put inside our hearts. Let's use the alphabet and a song to think of what God's Word says. Give each student several alphabet letters. Listen to "The Bible Alphabet Song" by Psalty (on the album *Kids Praise!* 5). Help younger students raise the letters in alphabetical order.

Memory Work: Luke 4:18

Gather students at the unit 2 MV poster (TRP). Allow each student to recite Luke 4:18 individually. Then give each student a unit 2 MV puzzle (TRP)  and help them put it together.

Each week the verse is practiced, students color one step on the memory chart (AP) .



REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, ask students to find the hidden items in the picture.

Option 1: Planting Seeds

- **What do seeds need to grow?** *Good soil, sunshine, water*

When we plant seeds, we expect the seeds to grow. The soil receives the seed. The sun and water help it grow.

- **How can our heart be good soil for God's Word to grow?**

We can receive His Word and let it grow.

When we put God's Word in our heart, we expect it to grow. The good soil of our heart receives His Word. Prayer and Bible reading help it to grow.

Give students a plastic cup and a spoon. Write each student's name on the cup. Show them how to fill it with potting soil. As students plant the grass seed, instruct them to say, **"I will receive God's Word."** Lightly cover the grass seed with soil and sprinkle it with water. Place the cups in a sunny area and watch as they grow the next few weeks.

Option 2: Beanbag Toss

Open all items and place them on the floor. Discuss how well each receives a beanbag. Let students take turns tossing the beanbag as they observe which container received it. Compare this to how different people receive God's Word.

Option 3: JBQ Bowling

Students will take turns rolling a ball down to knock out the bowling pins. Whichever pins they knock down, they must quote the references on the pins. For each verse they quote correctly, they get a point.

Items

- 1/4 measuring cup
- Plastic beverage cup
- Paper bag
- Large funnel
- Baseball cap
- Large bowl

If students have mastered the verses, send home a new set of JBQ Verses 📌. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

HOSANNA

Triumphal Entry



CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: Royal Fanfare sound effect 🎵, crown

Relate and Receive

Bible Lesson: Print the palm leaf template 📄 onto green construction paper to make palm leaves. Ask a helper to play the donkey.

Bible, Bible costumes, Jesus' Triumphal Entry Bible art (TRP) 📄

Apply and Act

Life Application: Activity papers (page 1), crayons

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 3 🏠 calendar (TRP) 📄. For each student, copy the lesson 10 🏠 devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: Palm leaves from Bible Lesson; *suggested songs:* "Above All" from *Here I Am to Worship for Kids*, "10,000 Reasons" by Matt Redman

Memory Work: Write the MV words on colored index cards (1 word per card) and hide them around the room.

Unit 3 MV poster (TRP), Bible, memory charts (AP) 📄, crayons, removeable adhesive

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: Print the Praise Cue Cards 📄 and Jesus' Triumphal Entry Bible art 📄. Insert the Bible art picture among the Cue Cards.

Option 2: Prepare for each student to make a rhythm shaker (see page 61).

Per student: Plastic cups, cardstock circle, duct tape, beads

Option 3: Create a tic-tac-toe board on the floor using painters' tape. From posterboard, create large X's (red) and O's (yellow) and laminate them.

JBQ Quizzes 📄, JBQ Verses 📄

Unit 3

Jesus' Death and Resurrection

Unit Aim

Students will conclude that Jesus' death and resurrection were necessary for our salvation.

Unit Memory Verse

Luke 24:46

Scripture Text

Matthew 21:1–11

Mark 11:1–11

Luke 19:28–40

John 12:12–16

Bible Lesson Verse

John 12:13

Bible Point

Jesus is our King and is worthy of praise.

Life Application

I will praise Jesus.

● Teacher Devotional

Read Matthew 21:1–11; Mark 11:1–11; Luke 19:28–40; and John 12:12–16. Prayerfully consider what these passages say:

About God

Jesus was the bodily fulfillment of countless Old Testament prophecies. The God of Heaven and Earth became flesh and walked among us. One day He will walk among us again. There have been many kings who have reigned for many years; however, only one King of kings will reign forever. He is worthy of all praise.

To You as a Teacher

It is a conscious decision we must make to praise Jesus. Do not let distractions steal His praise. Fix your gaze on Jesus and praise Him from the time you wake until the time you sleep.

To Your Students

Children love to praise. Encourage them to enjoy their praise by illustrating biblical worship through clapping and raising hands, bowing and kneeling, leaping and dancing, singing and shouting. Make praise a powerful part of every lesson as they fall in love with King Jesus.

While lesson 7 highlighted the Easter story, this unit examines the details of the death and resurrection of Jesus.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

As students arrive, greet them and explain the newest community service project that your class is organizing. **The WeCare volunteers have been busy this quarter as we show others the love of Jesus. Just like the bees gather nectar from flowers and make it into sweet honey, we have gathered together to work. Our work has sweetened other's lives.** Discuss the tasks and give students the opportunity to tell of their favorite service moments.

Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 3 MV poster (TRP) and introduce Luke 24:46. **Jesus came for a reason—to die and rise from the dead. He died for our sins. He rose from the dead so we could have new life.** Introduce the Bible Point: **Jesus is our King and is worthy of praise.**

Opening Activity: Playing King

Select a student to play king and place the crown on him. Discuss the role of a king (leads a country, makes rules/laws).

- If you were a king, what rules would you make?

Kings are treated in a special way. Long ago, people bowed to the king. Even today people shout, sing, wave, clap, and show excitement when they see their leader. These actions are called *praise*. Because Jesus is our King, He is worthy of our praise. Introduce the Life Application: **I will praise Jesus.**

Play the Royal Fanfare sound effect 🎵 as the king tells the students what praise action to use (e.g., marching in place, clapping, waving hands, snapping). Periodically stop the music and pass the crown to a different student. The new king continues instructing the class in praise. Repeat until all students play king.

RELATE AND RECEIVE

Access Prior Experience: **Have you ever walked in a parade or watched a parade? How did you feel? How did people act?**

Bible Lesson: **Triumphal Entry (Matthew 21:1–11; Mark 11:1–11; Luke 19:28–40; John 12:12–16)**



Show the Jesus' Triumphal Entry Bible art (TRP)

📌 **What is happening in this picture? Let's imagine that we are part of this story.** Assign characters and costumes: Jesus (teacher), two disciples, the helper who plays the donkey, and the crowd.

As the “donkey” to get on his hands and knees and make donkey noises. **This donkey was waiting for Jesus.** Stand the donkey in a corner.

One day Jesus told His two disciples, “It is time for us to go to Jerusalem. Go to the village. You will find a donkey tied up and waiting. No one has ever ridden it. Untie the donkey and bring it to me. If someone asks what you are doing, say, ‘The Lord needs the donkey.’”

Send the two disciples to the donkey. As they lead it away, call out, **“What are you doing?”** They should say, **“The Lord needs the donkey.”**

They brought the donkey to Jesus. He sat on it as the disciples walked next to Him. If appropriate, have Jesus sit on the donkey. If not, walk alongside. **Jesus and His disciples were on the road to Jerusalem. The disciples were excited.** Ask students to portray excitement. **Jesus was their King and He was going to the big city of Jerusalem. Soon everyone would see Him riding into Jerusalem. Perhaps everyone would realize that Jesus was the King!**

As they traveled, people followed. Some took off their coats and spread them on the ground in front of Jesus. Let several students do this. **Many took palm leaves off the trees. They put the leaves on the ground in front of Jesus. They waved the leaves in the air.** Distribute palm leaves. **They sang, “Hosanna: Blessed is the King of Israel that cometh in the name of the Lord” (John 12:13). As Jesus entered the city, they worshiped Him.**

- **How might you have felt to worship Jesus as He rode into the city?**

APPLY AND ACT

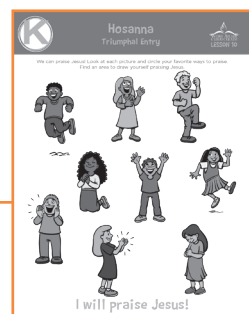
Life Application: **I will praise Jesus!**

Distribute activity papers. On the front page, students discuss the pictures of people praising Jesus. Have students circle their favorite praise actions as they say, **“I will praise Jesus!”**

Engage students in the role play of this story. Have a teen helper or teacher play the donkey while students act as the crowd. If able, take pictures of the role play and send to the parents later in the week.

Bible Lesson Verse

“Hosanna: Blessed is the King of Israel that cometh in the name of the Lord” (John 12:13).



“Thus it is written, and thus it behooved Christ to suffer, and to rise from the dead the third day” (Luke 24:46, KJV).

“Thus it is written, and thus it was necessary for the Christ to suffer and to rise from the dead the third day” (Luke 24:46, NKJV).





Prayer and Call to Action

Lead a praise break. Explain that students will practice each kind of praise.

Begin by singing and then lead into any of these: shouting, marching, leaping, dancing, clapping, raising hands, bowing, and kneeling.

Give students several praise words to repeat: “Hosanna,” “Hallelujah,” “I praise You,” and “I love You, Jesus.”

Home Connection

- For new students, send home a copy of the unit 3  calendar (TRP) . For each student, send home a copy of the lesson 10  devotion , or show parents the URL on the back page of the activity paper so they can download it themselves.
- Send photos to parents showing their child’s participation in the Bible lesson.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD


Worship

Wave the palm leaves while showing the lyric video to “Above All” from *Here I Am to Worship for Kids*, or “10,000 Reasons” by Matt Redman. Lead students in an echo praise by saying, **“Hosanna: Blessed is the King of Israel that cometh in the name of the Lord.”**

Memory Work: Luke 24:46

Gather students at the unit 3 MV poster (TRP) and slowly say Luke 24:46, allowing students to repeat it. Show the Bible. **The Old Testament was written before Jesus was born, yet it told what Jesus would do. Things about Jesus were written in the Old Testament because they were going to happen. Jesus came to die for our sins and to rise again.**

Instruct students to find the hidden index cards. As each is found, the student matches it to the words on the MV poster. Use removable adhesive to tack the index cards over the words. Recite the verse each time a new card is added.

Each week the verse is practiced, students color one step on the memory chart (AP) .

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students count the number of palm leaves.

Option 1: Praising Our King

- **Why do we clap or cheer for people?**

When we clap and cheer, we are showing praise. To praise someone is to tell them that they did a good job, that we are happy and proud of them, or that we love them deeply.

- **When do people give you praise?**

We can give people praise, but there is a special kind of praise that we only give Jesus. That praise tells Him we are thankful and happy to know Him. It says we love Him as our King—the One who is always taking care of us.

One at a time, show the Praise cue cards 📌.

- Instruct students to put their hands behind their backs and shake their heads if the card shows a leader or worldly figure.
- Instruct students to clap their hands and shout, “I will praise Jesus!” when they see the Jesus’ Triumphal Entry Bible art (TRP) 📌.

Option 2: Praise Rhythm Shakers

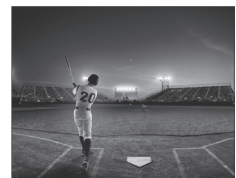
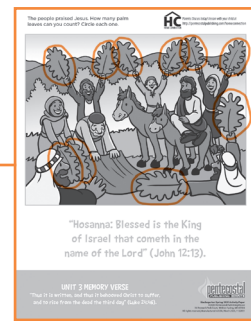
To make a shaker:

1. Place the plastic cup mouth side down on cardstock. Trace the cup and cut out the circle.
2. Fill the cup half full of beads or beans.
3. Lay the circle on the mouth of the cup. Use duct tape across the entire opening.
4. Flip the cup and shake, shake, shake.

Help each student make a shaker. After completing the shakers, teach students how to keep rhythm to worship music. Explain how exciting it is to use musical instruments to praise Jesus.

Option 3: JBQ Tic-Tac-Toe

Show students the tic-tac-toe board and the posterboard X’s and O’s. Divide students into two teams. Ask a question from the JBQ Quizzes 📌. If they get it right, they place their X or O in one of the squares. The team who gets three in a row wins!



If students have mastered the verses, send home a new set of JBQ Verses 📌. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



Unit 3

Jesus' Death and Resurrection

Unit Aim

Students will conclude that Jesus' death and resurrection were necessary for our salvation.

Unit Memory Verse

Luke 24:46

Scripture Text

Matthew 26:17–30

Mark 14:12–26

Luke 22:7–20

John 13

I Corinthians 11:23–26

Bible Lesson Verse

Mark 14:22

Bible Point

Jesus asked us to remember
His sacrifice for us.

Life Application

I will remember what
Jesus did for me.

IN REMEMBRANCE OF ME

The Last Supper

CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container, paper, pencil, crayons

Opening Activity: Activity papers (page 1), crayons

Relate and Receive

Bible Lesson: Bible, pieces of bread, juice boxes (1 per student), The Last Supper Bible art (TRP) 📄

Apply and Act

Life Application: For each student, print the line art version of the New Birth handout 📄, crayons

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 3 HC calendar (TRP) 📄. For each student, copy the lesson 11 HC devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* “Nothing but the Blood of Jesus (Modern Version)” by TheIslandSing, “Thankful Heart” from *Great Worship Songs For Kids Vol. 4*

Memory Work: Unit 3 MV poster (TRP), Bible, memory charts (AP) 📄, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), crayons

Option 1: Whiteboard and marker

Option 2: Play-Doh

Option 3: Write the verse references on scrolls and place them inside empty plastic water bottles. Replace the lids and float them in a large tub of water.

JBQ Quizzes 📄, JBQ Verses 📄, small prizes

● Teacher Devotional

Read Matthew 26:17–30; Mark 14:12–26; Luke 22:7–20; and I Corinthians 11:23–26. Prayerfully consider what these passages say:

About God

When Jesus asked us to remember His sacrifice, He understood exactly what was about to happen. He knew it would change humanity forever. By Jesus sacrificing His body and shedding His blood, we would have access to everlasting life. We honor His sacrifice every time we remember.

To You as a Teacher

We commemorate things that are important to us in our lives. When we take the time to remember the sacrifice Jesus made for us, we are recognizing the importance of what He did for us. Remembering the price He paid is not a seasonal activity; rather, it is something we must remind ourselves about daily.

To Your Students

Though children may not understand what it means to sacrifice for another, they can comprehend doing something for another. With this quarter's focus on helping and caring for others, most likely your students can name things your class did for someone else. It is good to remember kind and caring actions.

After recalling volunteer projects, help students remember what Jesus did for us. Highlight God's love, miracles, and the gift of salvation.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Greet students and give each student a piece of paper. Ask them to remember one special thing that another person did for them and draw a picture of it. **Remembering kind things is important. When someone does something special for us, we need to remember it often.** Introduce the Bible Point: **"Jesus asked us to remember His sacrifice for us."**

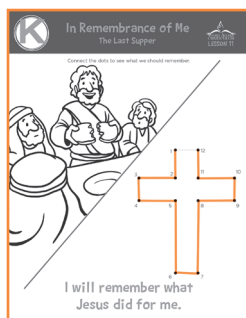
- Can you remember the most important thing Jesus did for you and me?

Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 😊. Lead students to the unit 3 MV poster (TRP) and introduce Luke 24:46. **Our verse helps us remember what Jesus did. He died and rose again for you and me.**

Opening Activity: Activity Paper

When we remember things, we often tell others what happened. I will mention some things, and if you remember one of these things in your life, stand up.

- having a birthday party
- receiving a new toy
- visiting a friend who lives far away



Bible Lesson Verse

“And as they did eat, Jesus took bread, and blessed, and brake it, and gave to them, and said, Take, eat: this is my body” (Mark 14:22).



- going to your grandparents’ (aunts’, uncles’) for a holiday
- visiting a friend who lives far away
- going to your first day of school

Each of these moments was important—that is why we remember those times. Distribute activity papers. On the front page, connect the dots to remember what Jesus did for you and me.

RELATE AND RECEIVE

Access Prior Experience: Can you remember a time you helped someone in a special way? What did you do for that person?

Bible Lesson: The Last Supper (Matthew 26:17–30; Mark 14:12–26; Luke 22:7–20; John 13; I Corinthians 11:23–26)

Gather students near the writing board. Introduce the Life Application: “I will remember what Jesus did for me.”

Show students the New Testament. **The New Testament tells us the story of Jesus. When we read it, we remember what He did for us. At a special meal, Jesus told His disciples to remember Him. The meal was during a holiday called the Passover. The Jews celebrated Passover every year.**

While the disciples were eating their meal, Jesus picked up a piece of bread. He prayed a blessing over it. Take a piece of bread and pray over it. Tear it in pieces and distribute. **Then He told the disciples, “Take this bread and eat it. This will remind you of My body that will be broken for your sins.”** Let the students eat some bread.

Next Jesus took a cup. He prayed a blessing over it. Pray over the juice boxes and distribute. **He told the disciples, “Take this and drink it. This will remind you of My blood that I will shed for your sins.”** Let the students drink the juice.

The disciples did not understand what Jesus meant. These were normal things to eat at Passover. This was the last supper Jesus ate with them before He died on the cross. After Jesus died on the cross and rose from the dead, they understood what He meant. Show The Last Supper Bible art (TRP) 📖.

APPLY AND ACT

Life Application: I will remember what Jesus did for me.

Discuss how communion is celebrated at your church (how often, the service, who leads it). Let students ask questions.

Give each student a New Birth handout 📖 to color. Discuss how each picture reminds us of something Jesus does for us. Instruct students to say, “I will remember what Jesus did for me.”

Prayer and Call to Action

Ask students to bow their heads while seated at the table and think about the things Jesus does. Pray individually with each student. Finish prayer by asking students to stand, raise their hands to Jesus, and thank Him. **“Jesus, thank You for what You have done for me.”**

Home Connection

- For new students, send home a copy of the unit 3 HC calendar (TRP) 📅. For each student, send home a copy of the lesson 11 HC devotion 📖, or show parents the URL on the back of the activity paper so they can download it themselves.
- During the week, send a postcard to each student, reminding students that you love them and are praying for them.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

As worship songs play, encourage students to close their eyes and remember all that Jesus did for them. Suggested songs include:

- “Nothing but the Blood of Jesus (Modern Version)” posted on YouTube by TheIslandSing
- “Thankful Heart” from *Great Worship Songs For Kids Vol 4*

Memory Work: Luke 24:46

Gather students at the unit 3 MV poster (TRP) and slowly recite the verse. Help students find it in the Bible. Write the verse on the board and allow each student a turn to erase one word. Recite the verse each time a word is erased.

Each week the verse is practiced, students color one step on the memory chart (AP) 📅.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students color the picture of Jesus and His disciples at the Last Supper.

Option 1: Five Things I Remember

Form two teams. Teams take turns discussing and naming things they remember that Jesus did. Write each team’s ideas on the board.

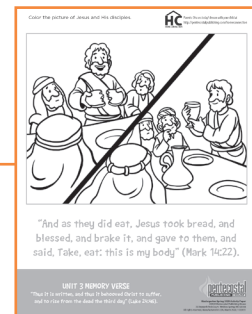
After listing the ideas, have teams sit in a circle. Read each idea. The team that gave that idea stands up and says, **“I will remember what Jesus did for me.”**

Option 2: Play-Doh Fun

Distribute Play-Doh. Ask students to make a cross with Play-Doh, and tell what they remember about Jesus’ death.

Option 3: JBQ Message in a Bottle

Show students the tub of water containing water bottles. Let students select a bottle, pull out the verse reference, and quote the verse. If they get the verse correct, they get a small prize.



If students have mastered the verses, send home a new set of JBQ Verses 📖. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



Unit 3

Jesus' Death and Resurrection

Unit Aim

Students will conclude that Jesus' death and resurrection were necessary for our salvation.

Unit Memory Verse

Luke 24:46

Scripture Text

Matthew 26:30–46

Mark 14:26–42

Luke 22:39–46

Bible Lesson Verse

Matthew 26:41

Bible Point

Jesus calls us to watch and pray so we do not enter into temptation.

Life Application

I will watch and pray.

WATCH AND PRAY

Garden of Gethsemane

CORE SUPPLIES

Excite and Engage

Welcome: On note cards, write simple ideas for students to show care to others (like putting away the dishes, getting the mail from the box, helping little brother put on his shoes). Place the note cards in a bag.

Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container, paper, crayons

Opening Activity: Wooden clothespins (pincher style), chairs, music

Relate and Receive

Bible Lesson: Activity papers (page 1), pencils, The Garden of Gethsemane Bible art (TRP) 📄

Apply and Act

Life Application: Soft items for an obstacle course (e.g., squeaky toy, blanket, slipper), blindfold

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 3 HC calendar (TRP) 📄. For each student, copy the lesson 12 HC devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: Binoculars; *suggested songs:* "I Will Pray" by Yancy & Little Praise Party from the album *Taste and See*, "I Wanna Please You, Father" 📄 from Word Aflame's *Kids in Praise, Volume 2*

Memory Work: Print, cut out, and assemble the number cube 📄. Cover each word on the unit 3 MV poster (TRP) with a sticky note. Number the sticky notes 1, 2, 3, 4, 5, and 6.

Bible, memory charts (AP) 📄, crayons

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils, crayons

Option 1: No supplies needed

Option 2: Make a sample binocular craft by placing two rubber bands around two 6-inch paper tubes. 6-inch paper tubes (2 per student), large rubber bands, stickers

Option 3: Music, potato, JBQ Quizzes 📄, JBQ Verses 📄

● Teacher Devotional

Read Matthew 26:30–46; Mark 14:26–42; and Luke 22:39–46. Prayerfully consider what these passages say:

About God

Jesus gave us the recipe to prevent us from entering temptation. We are to be vigilant and watchful for things that could cause us to stumble. When we are prayerful, we have our minds conditioned to focus on the things of God and are less likely to become ensnared in temptation.

To You as a Teacher

Watch and pay attention to how you spend your time. Take the steps necessary to carve out a set time for prayer as part of your daily schedule. This is how you build your relationship with God and protect yourself from the temptations of the world.

To Your Students

In your students' lives, *watch and pray* literally means *watch out for what is happening and pray I don't get into trouble*. Provide them with appealing prayer techniques and continually encourage them that Jesus wants to communicate with them. Equip these young saints with the necessary tools to avoid temptation.

● CORE (designed for a teaching period around 45 minutes)

EXCITE AND ENGAGE

Welcome

As students enter the room, collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

As the quarter winds down, finish the large community service projects. **We have been busy as bees this quarter—helping others, caring for those who need us, and showing the love of Jesus.** Write simple ideas on note cards and allow each student to select one. Read the idea and encourage students to do it in the coming week.

Lead students to the unit 3 MV poster (TRP) and read it. Review what Jesus did for us.

Opening Activity: Watch That Clothespin!

Introduce the Bible Point: **“Jesus calls us to watch and pray so we do not enter into temptation.”** Give each student a clothespin. Each clothespin should be pinned on the sleeve where others can see it.

- **What does it mean if I say, “Watch out!”** Allow student response.

Play an adapted version of musical chairs. The goal is to keep from touching a chair until the music is off and students sit down. When the teacher sees a student touch a chair while the music is playing, the student loses the clothespin. Continue play until only one student has a clothespin.

Today we will play a special game of musical chairs. You may not touch a chair while the music is playing. I will watch closely. If I see you touch the chair while the music plays, I get your clothespin. The last person with a clothespin is the winner of this game.

After the game, discuss how tempting it was to touch the chairs. Say the Bible Point and explain how watching and praying keeps us from temptation.

RELATE AND RECEIVE

Access Prior Experience: **What happens when you are not watching where you walk?**

Bible Lesson: Garden of Gethsemane (Matthew 26:30–46;
Mark 14:26–42; Luke 22:39–46)

Gather students at the table and distribute activity papers. On the front page, students will follow the numbered pictures through the maze as the story is told.

Picture 1: **Jesus knew it was almost time for Him to go to the cross. He knew it was the only way to save us from our sins, but He did not want to suffer and die.**

Picture 2: **He asked His disciples to go with Him to the Garden of Gethsemane. Jesus wanted to pray. It was late at night as Jesus and His disciples entered the garden.**

Picture 3: **Jesus left a group of His disciples in one part of the garden. He asked Peter, James, and John to go with Him to another part. Jesus wanted them to pray with Him.**

He knew it was time to die on the cross, but His disciples did not understand. Peter, James, and John sat down to rest. Jesus walked away to pray.

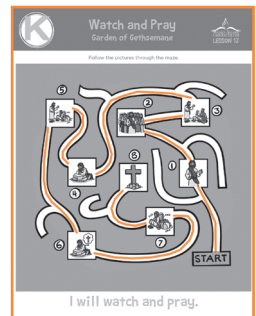
Picture 4: **Jesus prayed hard. “Father, if possible, do not make Me go to the cross, but I will do what You want, not what I want.”**

Picture 5: **Jesus went back to Peter, James, and John. They were sleeping instead of praying! Jesus woke them up and asked them, “Couldn’t you stay awake with Me and pray for one hour?” Then He told them, “Watch and pray, that ye enter not into temptation: the spirit indeed is willing, but the flesh is weak” (Matthew 26:41).**

Picture 6: **Jesus went to pray again. He prayed so hard, He started to sweat. He prayed “Father, even if I must die on the cross, I will do what You want.”**
Show the Garden of Gethsemane Bible art (TRP) 🕯️.

Picture 7: **After praying, Jesus returned to the disciples. They were still asleep. They were having problems watching and praying.**

Picture 8: **Jesus’ prayers helped Him. He was tempted to do what He wanted. Instead, He did what God wanted. He died on the cross to save us from our sins.**



Bible Lesson Verse

“Watch and pray, that ye enter not into temptation: the spirit indeed is willing, but the flesh is weak” (Matthew 26:41).



APPLY AND ACT

Life Application: I will watch and pray.

Mark a walking path and lay obstacles along it. Students take turns wearing a blindfold as they attempt to walk the path. As a student approaches an item, call out, “Temptation.” At this word, the student should stop and listen as friends explain how to avoid stepping on the item.





- How did we help you avoid the temptation?
- Would it be easier if you were not blindfolded?

Repeat the activity without blindfolds. Each time a student approaches an item, she should say, “**I will watch and pray.**”

Prayer and Call to Action

When we watch and pray, we avoid temptation. Temptation can get us into trouble, so we must be careful to watch for it. Praying helps us listen to Jesus and ignore the temptation. Pray with students: “**Jesus, help us to listen to You and watch out for temptation.**”

Home Connection


- For new students, send home a copy of the unit 3  calendar (TRP) . For each student, send home a copy of the lesson 12  devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- Call the parents this week and ask them if there are any special prayer needs in their family. Encourage them and tell them you are praying for their family.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD


Worship


Stand students in a circle. Pass around the binoculars while singing “I Will Pray” by Yancy & Little Praise Party from the album *Taste and See*.

Encourage students to close their eyes and, as a prayer to Jesus, sing the song, “I Wanna Please You, Father” , available as a digital resource, but also available on Word Aflame’s *Kids in Praise, Volume 2*.

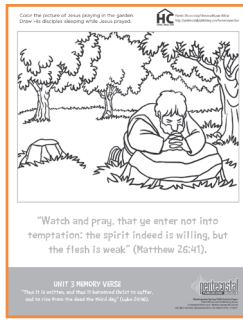
Memory Work: Luke 24:46

Gather students at the unit 3 MV poster (TRP) and slowly recite the verse.

Cover each word of the verse with a sticky note. Form six groups. Assign each group a number from the cube . Instruct students to watch carefully as teacher rolls the number cube. If the group’s number faces up, they remove one sticky note and recite the verse. Continue play until every word is revealed.

Each week the verse is practiced, students color one step on the memory chart (AP) .





REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students color the picture and draw the sleeping disciples.

Option 1: Responding to Temptation

Recall the obstacle course from Life Application. **Temptation gets in our way every day. It does not look like squeaky toys or slippers. It looks like things we know we should not do—like stealing a cookie from the cookie jar. Sometimes it looks like not doing a chore or like not cleaning our room when we are told.**

- **What are some temptations we might have to avoid?**

Use student responses and the list below to discuss good responses to help avoid temptation. Teach the class possible phrases that will help them avoid it.

- Telling a lie. **“No, I will tell the truth.”**
- Disobeying. **“I want to please the Lord. I will obey.”**
- Stealing. **“I will not take it. I will ask, “May I have it?”**
- Being selfish. **“I will share with others.”**
- Pushing others/trying to be first. **“I can let others go first.”**

Option 2: Watch and Pray Binoculars

Help students rubber band the paper tubes together to make binoculars. Decorate with stickers. **When I raise my hands in prayer, look through your binoculars and say, “I will watch and pray.”**

Option 3: JBQ Hot Potato

Play music as students pass around a potato. When the music stops, the student holding the potato should quote a verse, give the reference, or answer a JBQ Quiz 📖 question.

If students have mastered the verses, send home a new set of JBQ Verses 📖. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

HE IS ALIVE

The Resurrection



CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: Cut each Cross story card (TRP) 📄 into two pieces. Students will need tape.

Relate and Receive

Bible Lesson: Emoticon Faces (TRP) 📄, Bible

Apply and Act

Life Application: The Gospel Bible art (TRP) 📄, activity papers (page 1), pencils

Prayer and Call to Action: No supplies needed

Home Connection: For new students, copy the unit 3 HC calendar (TRP) 📄. For each student, copy the lesson 13 HC devotion 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: Paper, crayons; *suggested songs:* “Glorious Day” by Casting Crowns, “I’m So Glad That the Lord Saved Me”

Memory Work: Bible, memory charts (AP) 📄, crayons, MV poster (TRP)

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils

Option 1: No supplies needed

Option 2: For each student, print and cut apart the Emoticon stick-puppet faces (TRP) 📄. Make sample stick puppets per the instructions on page 75.

Craft sticks (2 per student), tape, glue

Option 3: Set up a ring toss game of your choice (either homemade or store bought).

JBQ Quizzes 📄, JBQ Verses 📄

Unit 3

Jesus’ Death and Resurrection

Unit Aim

Students will conclude that Jesus’ death and resurrection were necessary for our salvation.

Unit Memory Verse

Luke 24:46

Scripture Text

Matthew 28:1–10

Mark 16:1–11

Luke 24:1–12

John 20:1–10

Bible Lesson Verse

Matthew 28:6

Bible Point

Jesus rose from the dead.

Life Application

I can have new life because Jesus rose from the dead.

● Teacher Devotional

Read the Resurrection accounts in the four Gospels. Prayerfully consider what these passages say:

About God

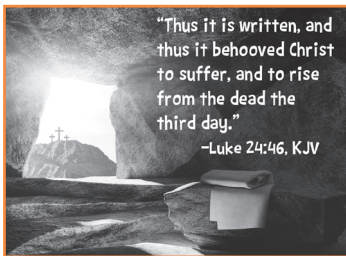
As the popular song proclaims, “God’s not dead; He’s surely alive.” While scholars wrestle with the historical possibility of Jesus’ resurrection two thousand years ago, Spirit-filled Christians recognize that God is still pouring out His resurrection power to believers today, just like the Bible said He would!

To You as a Teacher

Belief in Jesus’ supernatural resurrection provides a litmus test for the Christian heart. Romans 10:9 says, “That if thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved.” If we believe, God will supernaturally confirm it by filling us with the Spirit of Truth as evidenced by speaking in tongues.

To Your Students

The Resurrection is the most powerful, life-changing Bible narrative we can teach. Students need to observe the anticipation and excitement of the Resurrection. Children have active faith. They believe what they are told. Be excited as you tell the Resurrection story. Cause your students to want that Resurrection power in their lives because they see joy and happiness in yours. Show the world that Jesus is alive.



● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Greet students and lead them to the project area.

- **What do people get from bee hives?** *Honey*

Honey bees work together to make something that is special—something people like. In the same way, we have volunteered together to make special things happen for others. Finish projects and compliment them for a job well done at the *WeCare* Community Center. Collect offering. Help students add an attendance bee sticker (TRP) 🐝 to their charts (AP) 🐝.

Lead students to the unit 3 MV poster (TRP) and read it. Review what Jesus did for us.

Opening Activity: The Cross Story Cards

Recall the Easter lesson (lesson 7). Distribute the pieces of the Cross story cards (TRP) 🐝. Instruct students to work as a team to match all the cards and tape the pieces together. Introduce the Bible Point: **“Jesus rose from the dead.”**



RELATE AND RECEIVE

Access Prior Experience: Think about a time when you were more excited than you have ever been. What made you so excited?

Bible Lesson: The Resurrection (Matthew 28:1–10; Mark 16:1–11; Luke 24:1–12; John 20:1–10)

Show the Emoticon faces (TRP) and name each emotion. During the Bible story, point to the appropriate emoticon (matching the word in italics) and have students demonstrate the emotion: *happy*, *sad*, *scared*, and *excited*.

The disciples of Jesus were *sad*. They loved Jesus. They followed Him. They believed He was the promised Messiah. They thought He would be the king who rescued them from enemies. When He died on the cross, they lost hope.

The disciples were *scared*. What would happen to them? Would soldiers arrest them? For three days, the disciples and women who followed Jesus were *sad* and *scared*. They hid from people. They did not know what to do.

After three days, the women went to the tomb where Jesus was buried. The women wondered how they would move the big stone from the opening. As they approached the tomb, they saw the stone was moved. They saw an angel. This *scared* the women.

The angel told them, Do not be afraid. “He is not here: for he is risen, as he said. Come, see the place where the Lord lay” (Matthew 28:6). The women were *excited*! They ran to tell the disciples Jesus was alive! They were *happy* that Jesus was alive.

Some disciples believed the women. They were *excited*! Other disciples did not believe that Jesus was alive. That evening they gathered in a room. The door was locked. Suddenly, Jesus appeared.

They were surprised and *excited*. Jesus showed them His hands and feet where the nails had been. He ate food with them. The disciples stopped being *sad*. They stopped being *scared*. The disciples were *happy* that Jesus rose from the dead. He told them to tell everyone that He was alive. The disciples were *excited* and told the good news: Jesus is alive!

APPLY AND ACT

Life Application: I can have new life because Jesus rose from the dead.

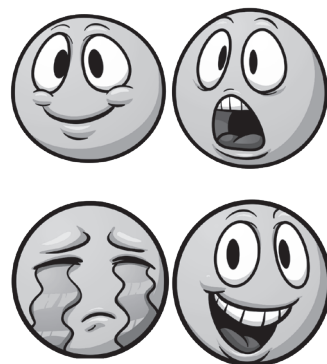
Show The Gospel Bible art (TRP) . Distribute the activity papers. On the front page, point to the pictures. **The gospel is the good news that Jesus died, was buried, and rose again to save us.** Help students match the gospel pictures to the salvation pictures.

- Jesus died on the cross. When we repent, it reminds us Jesus died to take away our sins.
- Jesus was buried in the tomb. When we are baptized in Jesus’ name, it helps us bury our old ways. We are washed clean from sin.
- Jesus rose again to new life. When we receive the Holy Ghost, we have a new life. As the Holy Ghost fills us, we speak in tongues.

Instruct students to say, “I can have new life because Jesus rose from the dead.”

Bible Lesson Verse

“He is not here: for he is risen, as he said. Come, see the place where the Lord lay” (Matthew 28:6).



Prayer and Call to Action

Have an altar call. Lead students in repentance. **“Jesus, forgive me of my sins. Thank You for dying for me.”** Encourage them to worship Jesus. If students are ready, encourage them to pray for the Holy Ghost. Be excited as new life fills your students.

When children believe, Jesus touches them with the Holy Ghost. Once they understand that they can receive the Holy Ghost, offer them a faith-filled atmosphere where they can pray.

1. Encourage them to pray out loud to Jesus.
2. Lead them in a prayer of repentance.
3. Make sure they understand what will happen when they receive the Holy Ghost. They will speak in tongues—a language they have never learned.
4. Build faith by worshiping and praying in tongues.
5. Encourage them to worship Jesus.

Home Connection

- For new students, send home a copy of the unit 3 HC calendar (TRP) 📅. For each student, send home a copy of the lesson 13 HC devotion 📖, or show parents the URL on the back of the activity paper so they can download it themselves.
- If a student is filled or is praying to be filled with the Holy Ghost during altar time, spend time talking to the student’s parents about the student’s experience.

EXPANDED (designed for a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

As you play “Glorious Day” by Casting Crowns, ask students to draw a picture of themselves with hands raised.

Then sing “I’m So Glad That the Lord Saved Me” while encouraging students to clap and be demonstrative in worship.

Memory Work: Luke 24:46

Gather students at the unit 3 MV poster (TRP) Allow each student to recite the verse individually.

Form two teams. Teams take turns listening for the word the teacher misses while reciting the verse. Skip a different word each time. After several turns, challenge students by reciting faster.

Each week the verse is practiced, students color one step on the memory chart (AP) 📅.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity paper, students draw happy faces on the people who know that Jesus is alive.

Option 1: Role Play

Assign students roles in the Resurrection story (angel, women, disciples). Review the story through role play.

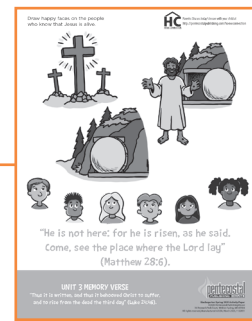
Option 2: Emoticon Stick Puppets

Help students make Emoticon stick-puppet faces 📌. Tape a craft stick to the back of the sad face. Glue the happy face to the other side. Repeat with the scared and excited faces. Show the students how to turn the stick puppets from being sad and scared to happy and excited.

Instruct them to show the sad and scared faces as you ask, **“What can we have?”** Students turn the sticks to show the happy and excited faces as they respond, **“I can have a new life because Jesus rose from the dead.”**

Option 3: JBQ Ring Toss

Students will be given a question to answer. If the student does NOT answer the question correctly, they get one ring to toss. If the student DOES answer the question correctly, they get three rings to toss. For every ring that makes it around the stake, they earn a piece of candy or prize.



If students have mastered the verses, send home a new set of JBQ Verses 📌. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.



Unit 1

Jesus' Early Years

Unit 1 Memory Verse

John 1:1

Unit 2

Jesus' Ministry and Teaching

Unit 2 Memory Verse

Luke 4:18

Unit 3

Jesus' Death and Resurrection

Unit 3 Memory Verse

Luke 24:46

Bible Point

The life of Christ is an example that I can follow.

Life Application

I will follow Jesus.

REVIEW

Life of Christ

CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📄, attendance bee stickers (TRP) 🐝, honey-jar offering container

Opening Activity: Post the Bible art pictures for lessons 1–13 (TRP) 📄 on the walls around the room.

Objects from various community service projects

Relate and Receive

Bible Lesson: Bible art pictures from lessons 1–13, review questions (TRP) 📄

Apply and Act

Life Application: With a permanent marker, number craft sticks 1–13 and place them number-end down in a cup.

Prayer and Call to Action: No supplies needed

Home Connection: No supplies needed

EXPANDED SUPPLIES

Worship and the Word

Worship: Student favorites from the quarter, *optional:* karaoke machine

Memory Work: From Life Application, use the numbered crafts sticks 1, 2, and 3.

Reinforce and Review

Activity Paper: Activity papers (pages 1 and 2), crayons

Option 1: Items for the favorite game or activity selected from this quarter

Option 2: Volunteer Appreciation Party items (certificates of appreciation, food, prizes, and so on)

Option 3: Supplies from your favorite JBQ activities, JBQ Quizzes 📄, JBQ Verses 📄

Looking Ahead

Next week begins a new quarter. Build the excitement by dropping a hint to your students about the theme. Consider having students (or teens) help redecorate the room this week. Separate and prepare the resource packet. Tear apart activity papers and separate into weekly piles. Have fun prepping your room for the next quarter!

● Teacher Devotional

Consider how your class learned to serve this quarter.

- **What new experiences did they have?**
- **Think of your favorite interaction with the students. Can you pinpoint what made it happen?**

Learning to live like Jesus happens step-by-step, day-by-day. The take-away from this quarter is to follow Jesus and serve others. If your students developed a caring attitude from this quarter, then they have benefited from studying the life of Christ. Pray for them as they enter the summer months. Ask the Lord to keep them—physically, emotionally, mentally, and spiritually. Expect His love and care to touch their lives as they serve others.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Collect offering. Help students add one last attendance bee sticker (TRP) to their charts (AP) 🐝. **The WeCare Community Center loves volunteers! You have buzzed around busily for weeks—helping others and showing them the love of Jesus. Just like the bees buzz around to find flowers full of nectar, we are going to buzz around the room and celebrate what we have done this quarter.**

We learned many stories about Jesus. We learned how He loved people. We learned how He served. We learned about the stories He taught.

- **Can you remember one thing you learned about Jesus' life this quarter?**
- **Can you remember your favorite Bible story about Jesus?**

Opening Activity: My Example

Lead students to the project work area. Recall the community service projects that were accomplished. Allow each student to say their favorite project or task.

Each project was our example of how to serve other people. Jesus served and taught us. Introduce the Bible Point: **"The life of Christ is an example that I can follow."**

- **Can you name one example that you want to follow?**

Point out the Bible art pictures (TRP) that have been placed around the room. State the Bible Point and challenge students to gather at the Bible art they think matches the statement. Students get a point for each correct answer.

Lesson 1: Jesus came to save us from our sins.

Lesson 2: Jesus obeyed His parents and God.

Lesson 3: Jesus was baptized to obey God's Word.

Lesson 4: Jesus resisted the devil's temptation through the power of the Word.

Lesson 5: Jesus calls all His disciples to follow Him.

Attendance and memory charts go home today.

Lesson 6: Jesus taught His disciples how to pray.

Lesson 7: Jesus died for our sins.

Lesson 8: Jesus taught us how to build our lives on a sure foundation.

Lesson 9: Jesus taught us how to receive God's Word.

Lesson 10: Jesus is our King and worthy of praise.

Lesson 11: Jesus asked us to remember His sacrifice for us.

Lesson 12: Jesus calls us to watch and pray so we do not enter into temptation.

Lesson 13: Jesus rose from the dead.

RELATE AND RECEIVE

Access Prior Experience: **How do you like to help others?**

Bible Lesson: The Life of Christ

Again, point out the Bible art (TRP) placed around the room. Using review questions (TRP) from each lesson, ask students which Bible art goes with the question. The first student to find the correct Bible art tries to answer the question. If the student is incorrect, allow other students to answer. Continue play until a review question has been asked for every lesson.

APPLY AND ACT

Life Application: I will follow Jesus.

Honey bees often follow each other to flowers to find nectar. They make sweet honey out of the nectar. At the WeCare Community Center, we learned how to follow Jesus and make life sweet for ourselves and others. Let's remember some of the ways we can follow Jesus.

Allow each student to select a numbered craft stick. Lead the student in saying the Life Application from that lesson.

Lesson 1: I need Jesus as my Savior

Lesson 2: I will obey my leaders and God.

Lesson 3: I must be baptized.

Lesson 4: I will find strength in the Word of God.

Lesson 5: I will follow Jesus.

Lesson 6: I will pray like Jesus taught.

Lesson 7: I know that Jesus died on the cross for my sins.

Lesson 8: I will build my life on what Jesus taught.

Lesson 9: I will receive God's Word.

Lesson 10: I will praise Jesus!

Lesson 11: I will remember what Jesus did for me.



Lesson 12: I will watch and pray.

Lesson 13: I can have new life because Jesus rose from the dead.

Prayer and Call to Action

Gather in a circle. Have students turn toward the neighbor on their right and pray, **"Jesus, thank You for my friends. Thank You for helping us learn to follow You and help others. Please bless my friend."**

Home Connection

- There is no calendar or devotion for this review week. Send home the attendance charts (AP)  and memory charts (AP) .
- Send home a personal note with each student, telling parents how much you have enjoyed having their child in class.
- Consider working with teachers from other classes and putting together a PowerPoint containing photos of all the fun children had this quarter. Post it on Facebook (with parents' permission) or show it to your congregation.
- This week as you decorate for the next quarter, share your photos with parents on Facebook. Ask them to share the photos with their children to get them excited for next week's class. (Also share the photos with us at "Word Aflame Kindergarten Curriculum Teachers.")

EXPANDED *(designed for a teaching period over 45 minutes)*

WORSHIP AND THE WORD

Worship

Ask students for favorite songs from the quarter. If available, use a karaoke machine, asking for volunteers to lead worship.

Memory Work: Review

Unit 1 Memory Verse

"In the beginning was the Word, and the Word was with God, and the Word was God" (John 1:1).

Unit 2 Memory Verses

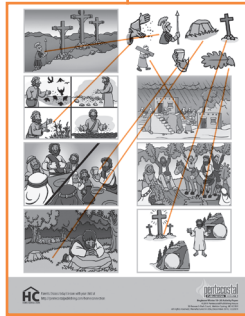
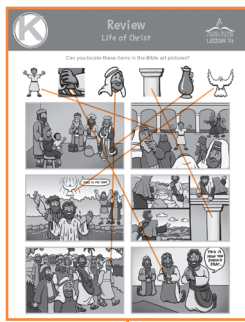
"The Spirit of the Lord is upon me, because he hath anointed me to preach the gospel to the poor" (Luke 4:18).

Unit 3 Memory Verses

"Thus it is written, and thus it behoved Christ to suffer, and to rise from the dead the third day" (Luke 24:46, KJV).

"Thus it is written, and thus it was necessary for the Christ to suffer and to rise from the dead the third day" (Luke 24:46, NKJV).

Lead students in reciting each verse. Randomly assign each student the number 1, 2, or 3. Students scatter across the room and sit on the floor. Select a numbered craft stick. All students with that number stand and say that unit's verse. Continue activity until all verses are recited several times. Add variety by giving each group a specific way they must recite the verse (e.g., whispering, while standing on one foot, with eyes closed).



REINFORCE AND REVIEW

Activity Paper

Distribute activity papers. For each Bible lesson, show the Bible art and briefly review the story. Ask students to find the item that belongs in the picture and draw a line matching the two.

Option 1: Favorite Game

Play a favorite game or activity from the quarter.

Option 2: Volunteer Appreciation Party

Finish the quarter with an appreciation party. Consider making a certificate of appreciation for each student and offer a sweet honey-related snack.

Option 3: JBQ Review

Choose your favorite JBQ activities from throughout the quarter. Help students review all sets of the JBQ Verses 📖 they memorized this quarter.