

TEACHER MANUAL  
SPRING 2020

# BEGINNER

GRADES 1–2



# Life of Christ

## *The Smiley Face Kids*

### Table of Contents

#### EDITORIAL STAFF

**Editor in Chief:** Robin Johnston

**Associate Editor, Curriculum:**

Lee Ann Alexander

**Children's Editor:** Chris Anderson

**Beginner Editor:**

Krisann Durnford

#### WRITERS

Sarah Calhoun, Krisann Durnford,

Shirley Engelhardt, Haleigh

Hohman, Sherii Parrett, Barbara

Westberg, John Alan Wilson III

#### DESIGN

Layout: Dennis Fiorini

Artist: Ron Wheeler

Editorial: Smile! Jesus Loves You . . . . . 2

Important Spring 2020 Notes. . . . . 3

Classroom Décor: The Smiley Face Kids. . . . . 4

#### UNIT 1: JESUS' EARLY YEARS

March 1, 2020 1 • Born to Save (Jesus' Birth) . . . . . 7

March 8, 2020 2 • Obedience to the Father (Jesus in the Temple) . . . . . 13

March 15, 2020 3 • Be Baptized (Jesus Is Baptized) . . . . . 18

March 22, 2020 4 • It Is Written (Jesus' Temptation) . . . . . 23

#### UNIT 2: JESUS' MINISTRY AND TEACHING

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

April 5, 2020 6 • The Lord's Prayer (Jesus Teaches Us to Pray) . . . . . 35

April 12, 2020 7 • The Old Rugged Cross (Calvary (Easter)) . . . . . 40

April 19, 2020 8 • The House on the Rock (Parable of Two Builders) . . . . . 45

April 26, 2020 9 • Good Soil (Parable of the Sower and the Seed) . . . . . 50

#### UNIT 3: JESUS' DEATH AND RESURRECTION

May 3, 2020 10 • Hosanna (Triumphal Entry) . . . . . 55

May 10, 2020 11 • In Remembrance of Me (The Last Supper) . . . . . 60

May 17, 2020 12 • Watch and Pray (Jesus Prays in the Garden) . . . . . 65

May 24, 2020 13 • He Is Alive (The Resurrection) . . . . . 70

#### 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 Beginner Curriculum Teachers."



**Beginner Teacher's Manual**

Manufactured in U.S.A., March 2020, 1232011

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.



## Smile! Jesus Loves You!

“Praise the Lord! Jesus loves you,” said the calm, kind voice. I looked up into the smiling face of Missionary Brian Wiseman. I was just a kid when he visited our church and presented what God was doing in the land of Brazil. His story was captivating. God’s Word was reaching souls, and Missionary Wiseman’s signature phrase was “praise the Lord! Jesus loves you.”

Years later I remember hearing other ministers share how, when they arrived in Brazil to visit churches and preaching points, they knew where Missionary Wiseman had been because the people greeted them with a smile and “praise the Lord! Jesus loves you.”

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 world that is self-centered and filled with despair, one act of love—a smile, a word of encouragement—captivates others. To give selflessly is a powerful lesson—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 our actions are making a difference in someone’s life. Let’s give them a smile and tell them Jesus loves them.

### 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: **BGsp2oServingTM**.

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 different. 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:

- *Attendance Chart*
- *Attendance Smiley Stickers*
- *Basic Timeline Visuals*
- *Bible Art (Line Art and Color)*
- *Child Information Form*
- *Classroom Décor*
- *Digital Postcards*
- *Home Connection Calendars*
- *Home Connection Devotionals*
- *JBQ Quizzes*
- *JBQ Verses*
- *Memory Chart*
- *New Birth Handout*
- *Review Questions*
- *Spiritual IEP*
- *Teacher Training: "Mobility Challenges"*
- *Unit Memory Verse (MV) Handouts*

Lesson 5 has a sound effect and lesson 12 has a song available 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 Smiley Face Kids*

### 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

The Gospels portray Jesus in action as a servant leader. His example will teach your students how to serve. This quarter, community volunteers participate in service projects of neighborly kindness. The *Smiley Face Kids* want to put a smile on their neighbor's face by volunteering in their community.

Fill your classroom with bright, happy smiles—on the walls, on folders, at the door, and so on. Purchase smiley face stickers, folders, pencils, and prizes. Make smiling a fun pastime. Plan numerous volunteer opportunities that the *Smiley Face Kids* can perform—both individually and collectively. Create small signs (e.g., SMILE AT SOMEONE TODAY; SAY A KIND WORD). Mount the signs around the room or hang them from the ceiling.

*Make it 3-D:* Create a three-dimensional feeling by decorating the room with project display boards that are decorated with smiley faces. Borrow emoticon happy face pillows to use around the room.

While studying the Gospels, students look for opportunities to bless and serve others. Their signature symbol is a smiley face, proving they can help others with a smile. Ideas for serving include:

- helping with small chores around the house,
- sprucing up the yard for spring,
- sending a smiley face note to those who are less fortunate.

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: The Smile Board*

This is your lesson area and should have a writing board. Cover the wall with a yellow, plastic tablecloth. Label the wall: SMILE! JESUS LOVES YOU! Make this wall an interactive attendance wall by allowing students to use permanent markers to add a smiley face each week they attend.

Mount the attendance charts (AP) 📄 around the writing board. Each week students will add a smiley face sticker to their charts.

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

If using the interactive attendance idea, cover the wall with brown Kraft paper before adding the plastic tablecloth. This will protect the wall from permanent marker mistakes.

### *Wall 2: The Smiley-Face Wall*

To highlight your volunteer projects, mount a chart that lists each activity. Position this on the wall at eye level. During the first lesson, take photos of each student. Print the photos and mount them near the chart. To one side, mount the New Birth poster (TRP).

Select community projects for your volunteers. Perhaps combine efforts with other classes or ask your pastor if it can be a church project with all families volunteering. Ideas include:

- hold food drives for a local food pantry,
- raise a community garden and donate the vegetables,
- have clothing or shoe drives for a local shelter,
- coordinate a kids' rummage sale or lemonade stand.

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.

*Make it 3-D:* Use 9-inch, yellow balloons to make smiley faces and tape them to the wall.

### *Wall 3: God's Word Wall*

God's Word puts a smile on our faces. Fill this area with Bibles of all sizes—add a few specialty versions for variety (e.g., Bibles printed in other languages, large print, children's Bibles, picture Bibles). Use theme art to decorate the wall and mount the unit MV posters (AP) 😊. Label the wall: LEARNING GOD'S WORD MAKES ME SMILE. Write students' names on the memory charts (AP) 😊 and mount them on the wall. Students will color one step each week the Memory Work is practiced.

### *Wall 4: The Work Area*

Volunteers need a work area. Use this wall to highlight community service. Fill it with pictures of your smiling students as they participate in kind actions. If your class is participating in suggested projects, set up a table where things can be gathered and sorted. Allow students to personalize this wall by mounting items made by them. Add a fun look to it by covering the wall with white Kraft paper and allowing students to use washable paint to place their handprints and their own smiley faces on the wall.

In one corner, set up a writing/drawing area where students can make cards and encouragement notes. Encourage students to draw pictures or write cards that can be mailed or delivered to senior communities, children's hospitals, or charity shelters. Decorate a volunteer board and spotlight several volunteers each unit. Have fun showing students how to serve their Savior while serving others.

## Additional Bulletin Board Ideas

### *Put on a Happy Face*

Cover the board with Kraft paper. Trace large letters spelling out: PUT ON A HAPPY FACE. Purchase a variety of stickers in different sizes and shapes. Each week every student selects a sticker to add to the board.

### *The Smiley Face Kids*

Purchase several colorful envelopes. Cut off the flap (leaving an open envelope) and staple these to the board.

Print and cut apart several sheets of kindness cards 📄. Place two or three cards in each envelope. Each week allow each student to select a card from an envelope. Discuss the picture and how it shows kindness and service to others. Encourage each student to take the card home and intentionally perform that act of kindness.

## Offering Container

Draw a smiley face on a large bucket to use as an offering container.

## Volunteers

Volunteers learn to serve with a smile. Here are some cool ways to select volunteers:

- Make smiley faces of different colors (two of each color). Tape one under each chair; keep the second set in a basket. When you need a volunteer, pull a color and ask students to look under their chairs. The one with the correct color is 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. Write the student's name on it, fold it 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

- Make or purchase smiley-face name tags for students to wear during each lesson.
- Use fruit, vegetables, crackers, and relishes to make smiley-face snacks.
- Create a code word or signal. At that signal, all students find a partner and have a smiling contest to see who can smile the longest before laughing.

# BORN TO SAVE

## Jesus' Birth



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Ruler, attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Hide a toy kitten in the room.

#### Relate and Receive

**Bible Lesson:** Activity paper (page 1), Bible, markers, The Wise Men Worship Jesus Bible art (TRP) 📄

#### Apply and Act

**Life Application:** Individually wrapped LifeSavers candies (1 or 2 pieces per student), New Birth poster (TRP) 📄

**Prayer and Call to Action:** No supplies needed

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

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* “Mighty to Save” by Capitol Kids! Worship, “We Bow Down” by Twila Paris

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

#### Reinforce and Review

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

**Option 1:** 1 large Styrofoam or plastic cup, small Styrofoam cups (1 per student), markers, drinking straws (1 per student)

**Option 2:** 9-inch balloons (1 per student and 1 for teacher), markers

**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](http://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

For younger Beginners, being “saved” may be seen through the lens of danger, as heroes “save” people from drowning, being struck by a vehicle, or being captured by a villain. As they develop the ability to think abstractly, however, they can see the need for a Savior from their sins. Help your students understand the beautiful story of the Savior 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.

### Smiley Kids Project

Use a large cardboard box to collect nonperishable food items. Label it: FOOD PANTRY DRIVE. Announce the project to students, 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

Greet students with a smile as they enter the room. Have a smile contest. Use a ruler to measure each child’s smile and see who gives the biggest smiles.

**Volunteers are important in our community. They do projects that create neighborly kindness. This quarter you are part of a special group of volunteers: The Smiley Face Kids. Our mission is to give smiles and put smiles on other people’s faces.**

Write students’ names on attendance charts (AP) 🗳 before attaching them to the wall, letting each student add a smiley-face sticker (TRP) 😊. **As we place a smiley-face sticker on our charts, let’s smile at each other. Smiles remind us that Jesus loves you and me.**

Show the smiley-face offering container and encourage students to give their offering with a smile. Lead students to the unit 1 MV poster (TRP) and slowly read John 1:1. **The Word of God teaches me that Jesus loves me.**

**Jesus loves 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 do not mean to, but sometimes I realize I have done something that makes God sad, which is called sinning. Jesus came to help me stop sinning. Instruct students to point to themselves and say the Life Application: “I need Jesus as my Savior.”

### Opening Activity: Lost and Found

- If you lost your kitten, what would you do?
- How could you find the kitten? *Search for it*
- What would help you find it? *Listen for its meows*

There is a toy kitten hidden in our room. You may search for it, but when you find it, do not point at it or touch it; just go and sit in your chair.

After students find the kitten, discuss the process it took to find it. **We care about saving a lost kitten. A lost kitten could get hurt or be hungry. It would need help. When we found the kitten, we could say that it was “saved.”**

Jesus came to find you and me. Like the kitten, we are lost in our sins. We need help, and Jesus cares enough to save us.

## RELATE AND RECEIVE

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

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

Gather students at a table and distribute activity papers. On the front page, students trace each figure as it is introduced.

God had a plan to come to earth Himself, as a baby. Joseph and Mary had to travel to Bethlehem to pay taxes. Mary was going to have a baby and needed a place to stay. In the first picture, ask students to trace Joseph and Mary.

When Joseph and Mary arrived in Bethlehem, the inn (hotel) was sold out. Desperate for a place to sleep, Mary and Joseph chose to stay with the animals.

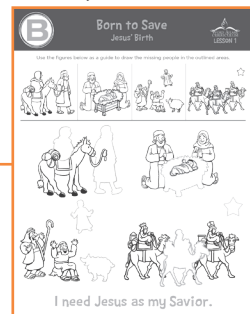
That night, baby Jesus was born. Mary wrapped Him in swaddling cloth and laid Him in a manger (the animals’ feeding trough). What a strange way for God to come to earth! In the second picture, ask students to trace baby Jesus in the manger.

Show the Book of Luke in your Bible. **Luke 2** tells us that shepherds were watching their sheep in the fields just outside of Bethlehem. In the third picture, ask students to trace the sheep.

An angel appeared to the shepherds and told them that Jesus was born. More angels appeared and gave praise to God. The shepherds hurried to Bethlehem to find and worship baby Jesus. In the same picture, ask students to trace the angel.

### 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).





The shepherds were not the only ones to recognize the birth of Jesus. As they studied the night skies, wise men from a far country saw a special star and knew that a special King had been born. They traveled many miles and days, following the star. In the fourth picture, ask students to trace the star and the middle wise man. They arrived in Jerusalem and 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).

From there the wise men continued to follow the star until it rested over Bethlehem. When they found baby Jesus, they worshiped Him and gave gifts to Him. The wise men knew Jesus came to save people from their sins.

- Why do you think the angels, the shepherds, and the wise men worshiped Jesus?

Through Mary, God came to earth as a baby who would grow to save us from our sins. Instruct students to point to Joseph and Mary. Joseph and Mary knew their baby, Jesus, came to save us from sins. Students point to the angel. The angel announced that we should worship Jesus because He came to save people from sin. Students point to shepherds. The shepherds worshiped Jesus because they knew He came to save us from sin. Students point to wise men. The wise men traveled many miles to worship Jesus, knowing He had been born for a reason. Show the Wise Men Worship Jesus Bible art (TRP).

- Why did Jesus come to earth? To save people from sin

## APPLY AND ACT

**Life Application:** I need Jesus as my Savior.

Show the LifeSavers candies. These are called LifeSavers. If my breath smells, I can eat a LifeSavers candy, and it saves you from smelling my stinky breath. If I get a cough in my throat, I can suck on a LifeSavers candy to save me from coughing too hard.

- LifeSavers are fun and enjoyable, but do the candies really save us?






Jesus is the real Lifesaver. He saves us from sin. Lead students to the New Birth poster (TRP). Point to each picture while explaining. When we repent of our sins and are baptized in Jesus’ name, He forgives us and washes our sins away. When we are filled with the Holy Ghost and speak in tongues, He makes our lives new and exciting.

Ask each student to say, “I need Jesus as my Savior” while you distribute the candy. Instruct students not to eat the candy until after prayer.

## Prayer and Call to Action

Lead students in prayer as they hold the LifeSavers. Jesus, I need You as my Savior. Please forgive me of my sins. You are my Lifesaver. I know I must be baptized in Your name and be filled with the Holy Ghost to live with You forever. Thank You, Jesus, for coming to save me.

## Home Connection

- For each student, send home a copy of the unit 1  calendar (TRP)  and the lesson 1  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

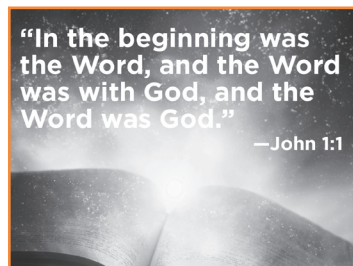
#### Worship

The angels, shepherds, and wise men all worshiped baby Jesus because they knew He was the King who had come to save us. Bowing shows reverence and worship.

Let students take turns bowing as they sing to the lyric videos for the following songs:


- “Mighty to Save” by Capitol Kids! Worship
- “We Bow Down” by Twila Paris

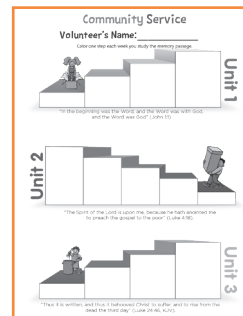
#### Memory Work: John 1:1



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.**

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

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



#### Unit 1 Memory Verse

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

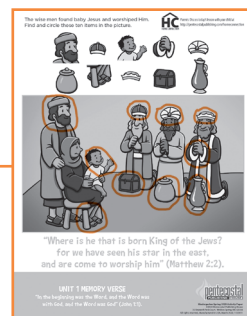
### REINFORCE AND REVIEW

#### 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: Cup and Straw Activity

Distribute Styrofoam cups, markers, and straws. Students draw a face on their cups and place them on the edge of the table. **These cups are like you and me.** Draw a face on the larger cup and place it in the middle of the table. **This cup is like Jesus. He wants us to come to Him. He wants to save us from our sins.** Recall the New Birth poster (TRP).



On “go,” students blow through their straws to move their cups to the Jesus cup. When the cups meet, the student says, **“I need Jesus as my Savior”** and retrieves the cup.

### Option 2: Balloon Activity

Ask students to take a deep breath.

- **What did you breathe into your lungs?** *Air*
- **Can you see the air?** *No*
- **Can you feel it?** *Yes*

**Like the air, God is a spirit. He is everywhere. We cannot see Him, but we can feel Him.**

Blow up a balloon. With a marker, write JESUS on the balloon. **People needed a Savior to save them from sin; they needed a Savior they could see. God put His Spirit in a body, like I put air in this balloon. God became a man who could be seen. Jesus is God in a body.**

Give each student a balloon to blow up. Help students tie off the balloons and write JESUS on them.

- **What is God’s name?** *Jesus*
- **Who is Jesus?** *He is God in a body.*

### 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.

See page 3 for more information on the JBQ option.

# OBEDIENCE TO THE FATHER

## *Jesus in the Temple*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket, food pantry collection box and tracking sheet

**Opening Activity:** Small prizes

#### 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:** Cut out the arrow on the Leader spinner (TRP) and attach it to the center of the spinner using a brad.

Activity papers (page 1), crayons

**Prayer and Call to Action:** No supplies needed

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

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Whistle, *suggested songs:* “O Be Careful Little Eyes” by Cedarmon Kids, “Trust and Obey” by Hillsong Kids

**Memory Work:** Cut apart the Directional cards (TRP).

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 14.

**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

### Looking Ahead

Next week’s lesson includes an object lesson that requires dirty pennies.

#### 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 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 should be followed. Help students realize that their obedience to God's Word and to leadership shows they are following Jesus.

A great community service project is a food pantry collection. Ask students to bring a nonperishable food item each week. Contact parents and church families to do the same. Set up a tracking sheet with a goal to show students how well the project is doing.

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

### EXCITE AND ENGAGE

#### Welcome

Greet students as they arrive. Collect offering in the smiley-face bucket. If your students bring nonperishable food items for the service project, place them in the collection box.

Let students add a smiley-face sticker (TRP) 📌 to their attendance charts (AP) 📌. Then lead them to the unit 1 MV poster (TRP) and review John 1:1. Have a smile off contest: students must keep smiling while they recite the memory verse. If they quit smiling, they are out. Play several times.

**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."**

**He showed us how to be obedient.**

#### Opening Activity: Obey the Leader

Play Obey the Leader (similar to Simon Says). The leader gives an instruction that students must obey until the next instruction. Students who fail to obey are out of the game. The last student in the round wins a prize. Play several rounds before discussing the activity.

**Obeying the leader allowed you to win a prize. There is always a reward for obeying leaders. Obeying our leaders shows we are willing to obey God.**

- **Can you name some leaders we should obey?** *Parents, teachers, pastors, police officers*
- **What are some rewards we get for obeying these leaders?**

**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.** Show Luke 2 in your Bible. **Luke 2 tells us about this trip. 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 Jesus and His family arrived in Jerusalem, they visited the Temple. They worshiped.** Sing a worship song. As students sing, discreetly place the Jesus face art 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 we would 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?**

**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?**

### 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*.

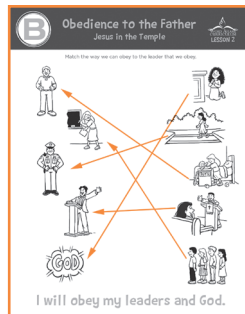


Show Young Jesus in the Temple Bible art (TRP) 📖. Find the Jesus face in the Temple area where students worshiped. **Joseph and Mary finally found Jesus. He was sitting in the Temple. The teachers were sitting next to Jesus. Jesus was asking such good questions and giving such good answers, the teachers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

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

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

Mary and Joseph did not 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.

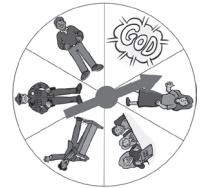


## APPLY AND ACT

**Life Application:** I will obey my leaders and God.

Distribute activity papers. On the front page, students match the pictures in the two columns to show how we can obey leaders.

Allow each student to spin the spinner and finish this sentence: **I will obey (leader) by \_\_\_\_\_.**



## Prayer and Call to Action

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

## Home Connection

- For each student, 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

Tell students to listen carefully for the whistle. If the whistle blows, they must keep singing but freeze their hands. Watch and compliment students who are careful to obey.

Use motions with the song “O Be Careful Little Eyes” by Cedarment Kids. Then sing “Trust and Obey” 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.**

Show the Directional cards (TRP). Explain what to do when each card appears:

- **Up Arrow: Step forward**
- **Down Arrow: Step backward**
- **Left Arrow: Step left**
- **Right Arrow: Step right**

Ask students to recite the verse. As they do, show a card. All students should step according to the card and continue saying the verse. Repeat several times.

After practicing the verse, students color one step on the memory charts (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 (TRP). 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.**

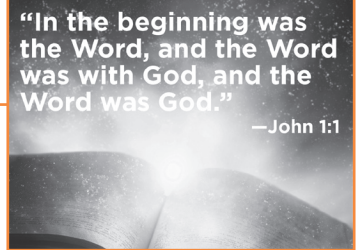
### Option 2: Service Project Relay Game


**The Smiley Face Kids have a goal: to make others smile. We show Jesus' love when we serve 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 (e.g., sorting boxed food items for the food drive, assembling care packets for senior communities). Give instructions and demonstrate the tasks. Assign each team an area to complete their project tasks. At your signal, teams work together to follow the instructions and complete the assignment. Compliment all who finish the project; highlight the groups that 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) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Activity papers (page 1), pencils

#### Relate and Receive

**Bible Lesson:** Bibles, John and Jesus cutouts (TRP) 📄, Jesus Is Baptized Bible art (TRP) 📄

#### Apply and Act

**Life Application:** In a shallow, glass bowl, pour a half-inch of white vinegar and add two teaspoons of salt. Fill another bowl with clean water.

Dirty pennies (1 per student), spoon, paper towels

**Prayer and Call to Action:** Pennies from Life Application

**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" by Charity Gayle on *Lord, You Are My Song*

**Memory Work:** Cut apart the 2 sets of unit 1 MV cards (TRP) 📄. Hide each set among the pages of a large Bible (1 Bible per team).

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

#### Reinforce and Review

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

**Option 1:** For each student, prepare a craft kit with one 12-ounce Styrofoam cup, a Silhouette Man cutout 📄, a 5-inch square of blue tissue paper, and a craft stick. Make a sample craft as shown on page 22.

Blue crayons, glue

**Option 2:** New Birth poster (TRP); container of water, plastic doll or Lego figure, towel, line art version of the New Birth handout 📄 (1 per student), crayons

**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 some children. The better they understand what occurs prior, during, and after a baptism, the more they will desire to obey one day. Focus on helping your students 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 Beginners 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

The *Smiley Face Kids* service projects should be enjoyable and focus on serving others. As your helpers arrive, smile and thank them for showing love toward others. If your class is participating in the food pantry collections, have students count the food items and record the total on a tracking sheet. Help them figure out how many more cans or boxes they need to reach the goal.

**Sometimes we ask others to help us with our service projects. When we show them how to do the project, we are being an example. An *example* is something or someone that shows us what to do.**

- **Name someone who is an example to you—someone who shows you what to do.**

Collect the offering. Let students add a smiley-face sticker (TRP) 😊 to their attendance charts (AP) 📋.

Lead students to the unit 1 MV poster (TRP) and review John 1:1. **God’s Word tells about a time when Jesus showed us an important example.** 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: Good or Bad Example?

Distribute activity papers. On the front page, students look at each picture and discuss whether it is a good example to follow. Then they match good pictures to the thumbs-up symbol and bad pictures to the thumbs-down symbol. **Jesus is our example. He showed us how to obey God’s Word. He was baptized so we would know how 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? How did it help you to see it done?

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

Gather students around a table with Bibles. Help them find the books of Matthew, Mark, and John. **The Bible gives us many examples to follow. The books of Matthew, Mark, and John all tell about when Jesus was baptized.**

Place the John the Baptist cutout (TRP) on the table. **A man named John the Baptist began preaching in the wilderness of Judea. John told people, “Change your hearts and lives because the kingdom of Heaven is at hand.” How close is your hand? That is how close John was saying the kingdom of Heaven is.**

**John’s clothes were made of camel’s hair. He wore a leather belt around his waist. For food, he ate locusts and wild honey.**

Place the Crowd cutout (TRP) near the John cutout. **Many people went out to hear John preach. They came from everywhere around Jerusalem and Judea. John was preaching near the Jordan River. When people heard John, they thought about their sins. Many repented.**

### • What does it mean to repent?

**After the people repented, John baptized them in the Jordan River. John preached that they must be baptized with water. Baptism showed that they wanted to change their hearts and lives.**

**John also told them someone great was coming, someone more important than John.**

Place the Jesus cutout (TRP) near John. **One day a man walked up to John. It was Jesus. He asked to be baptized. This bothered John. He asked Jesus, “Why do You come to me to be baptized? I should be baptized by You.”**

**Jesus said, “Suffer it to be so now: for thus it becometh us to fulfil all righteousness” (Matthew 3:15). Jesus wanted to be baptized so He could give us an example. Jesus was obeying God’s Word through His example.**

**Jesus was baptized. When He came out of the water, John saw God’s Spirit coming down like a dove. Show the Dove cutout (TRP). A voice spoke from heaven and said, “This is my Son and I love Him. I am very pleased with Him.”**

**This let John know that Jesus was the one who would save us from sin. Show the Jesus Is Baptized Bible art (TRP) 📖.**

## APPLY AND ACT

### Life Application: I must be baptized.

**Jesus is our example. He showed us how to be baptized. Baptism makes us clean and new inside.** Gather around a table. Give each student a dirty penny. **These pennies are like us before we are baptized—dirty. We need to be cleaned because we do things we should not do. We sin.**

Place the vinegar/salt solution on the table. Ask students to drop the pennies into the pan. Use a spoon to stir the pennies. Pass the spoon around the table giving each student a turn to stir the pennies and say, **“I must be baptized.”** After several minutes, the vinegar/salt water will clean the pennies.






Scoop the pennies out of the solution and rinse them in the bowl of clean water. Give students paper towels to dry the pennies.

**When we are baptized, we are made clean. Turn to each other and say, “I must be baptized.”**

### Prayer and Call to Action

As students hold the pennies, lead in prayer. **“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  calendar . For each student, send home a copy of the lesson 3  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 a 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.” 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. (A great version of this song is sung by Apostolic artist, Charity Gayle.)

### Memory Work: John 1:1

Gather students at the unit 1 MV poster  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.**

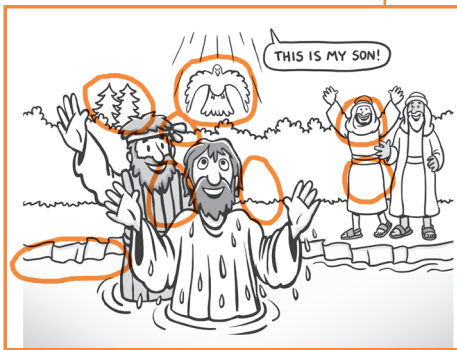
Form two teams. Give each team a Bible containing a set of unit 1 MV cards . Explain that there are eight cards to be found in the pages of the Bible. Once all cards are found, each team puts the verse words in order and recites the verse.

Practice the object lesson prior to class to see how much time is needed for the dirt to leave the pennies.

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.

### Unit 1 Memory Verse

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



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 find eight differences between the pictures.



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: Be Baptized Project

To each student, distribute a 12-ounce Styrofoam cup, a Silhouette Man cutout 📄, a 5-inch square of blue tissue paper, and a craft stick. Help students glue blue tissue paper inside the cup (representing water). Help students glue the silhouette man to the end of the craft stick. Poke a hole in the bottom of the cup. Insert the stick in the hole from the inside. Show students how to baptize the man by raising and lowering the stick into the cup.

- Why was Jesus baptized?
- Why are we baptized?

### Option 2: Baptism Role-Play

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 figure and saying, **“I must be baptized.”** Then have students color the New Birth handout coloring page 📄.

### 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.

# IT IS WRITTEN

## Jesus' Temptation



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Smiley-face prizes (1 per student), attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Bible, stuffed animal (dog or cat)

#### Relate and Receive

**Bible Lesson:** For each student, prepare one set of Jesus' Temptation pictures 📄.

Activity papers (page 2), scissors, glue, Bible, Jesus' Temptation Bible art (TRP) 📄, whiteboard and marker

#### Apply and Act

**Life Application:** On a large piece of cardboard (large enough to cover the head and torso of a student), draw a shield and write on it: IT IS WRITTEN!

Foam balls

**Prayer and Call to Action:** Cardboard shield from Life Application

**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 Bibles (1 per student) 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:** Write 1–4 on four pieces of paper and mount each in a corner of the room. Number four craft sticks 1–4. Place the craft sticks number side down in a container.

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

#### Reinforce and Review

**Activity Paper:** Activity papers (page 1), pencils

**Option 1:** Two pairs of rhythm sticks (dowel rods or drumsticks)

**Option 2:** On cardstock, print a Bible bookmark 📄 for each student.

Art supplies, paint pens, hole punch, scissors, 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

The Word of God was precious to an elderly woman who was losing her sight. Before going blind, she decided to memorize one hundred verses. She found it easier than she imagined, since she was already familiar with many verses. She ended up memorizing five hundred verses, which provided great comfort to her when she could no longer physically read the Bible.

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 Scriptures. Encourage students to practice and retain the verses they memorize. Help them use the Bible verses in daily life by praying them, reciting them, and meditating on them.

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

### EXCITE AND ENGAGE

#### Welcome

This is the last Sunday of unit 1. If you are doing a different service project for each unit, finish collecting, sorting, and counting the nonperishable food items today. Plan a delivery date to your local food pantry. Consider sending the following note home to parents:

Dear Parents,

Thank you for helping us reach our goal. Because you cared, many families in our community will go to bed tonight with stomachs filled and hearts warmed by love. This class project has been a valuable learning experience for us. We have learned that it is more rewarding to serve than to be entertained. Be blessed.

Beginner Sunday School Class

As students arrive, give each a smiley-face prize. **It is fun to get a prize. Prizes encourage us to participate.**

- **Why do you think I gave you a smiley-face prize?**

**Just like we enjoy getting prizes, we also enjoy getting smiles from people. Have you ever smiled at someone who looked sad or disappointed and that person returned a smile? Your smile showed that you cared. When we give to others, they learn that we care.**

If your class is participating in the food pantry collection, allow students to sort, count, and list the figures on the tracking sheet. Collect offering. Let students add a smiley-face sticker (TRP) 🍌 to their attendance charts (AP) 🍌.

Lead students to the unit 1 MV poster (TRP) 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: What Is Temptation?

Introduce the Bible Point: **"Jesus resisted the devil's temptation through the power of the Word."** Show the Bible and explain that God's Word helps us do right. **Temptation is when we want to do things we know we should not—like take something that does not belong to us.**

**God's Word gives us the strength to say no to temptation.** Ask students to say the Life Application: "I will find strength in the Word of God." Hand the Bible to a student and ask the student to say the Life Application. Do this with several students.

In the following story, use a stuffed dog or cat as the character who is tempted. **This is Cookie, the pup (or cat). Cookie was a good pup. He loved to run and play. Run him along the table. One day Cookie was sniffing the ground when he noticed a new smell. It smelled wonderful. Make the pup sniff around the table. He followed the smell to the fence. The smell was coming from the other side. It was coming from the neighbor's patio, from the neighbor's grill.** Run the pup up to a fence or wall.

- **What do you think Cookie smelled? A hot dog? A hamburger? A steak?**

**Cookie knew he was not supposed to leave the yard. He knew the fence meant he should stay home, but the smell of meat was so tempting. Cookie started digging. The more he dug, the more he wanted what he could smell. Make the pup dig.**

**Temptation always tempts us away from what is right. Almost every day we are tempted to do the wrong thing. Just like Cookie, we might try to find the temptation. Once we try, the temptation gets worse. Soon we want it so bad.**

- **What do you think happened to Cookie?** Let students finish the story.

**When we are tempted, we must find strength in God's Word. We must 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)

On the writing board, write the Life Application: **"I will find strength in the Word of God."** Have each student hold the Bible and repeat the Life Application.

### 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).



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

**Satan came to Jesus to tempt Him. First, he tempted Jesus with this idea. “Jesus, You are hungry. See those stones? You have the power to turn those stones into bread. Make yourself some bread.”**

- 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).**

Students glue on the first square. **Jesus resisted temptation, so Satan tried again. “Look, Jesus. Look at all the kingdoms in the earth. I am in charge of those. If you bow down and worship me, I will give all of it to 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). Students glue on the second square.**

**Jesus used God's Word two times to say no. Satan tried one more temptation. He took Jesus to the highest point of the Temple and dared Jesus, "Go ahead and jump. Show everyone Your power. You will not get hurt because You are the Son of God."**

**Jesus was not about to listen to Satan. He replied, “It is said, Thou shalt not tempt the Lord thy God” (Luke 4:12).** Students glue on the third square.

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.

**By ourselves it is foolish to stand against the devil's temptations. However, we have a special weapon that will help us say no to temptation.**

- **What did Jesus use against temptation?** *The Word of God*

Ask a volunteer to hold the prepared shield. Give foam balls to another volunteer and tell her to throw the balls at the volunteer, who should shield himself. **These foam balls are like temptation. God's Word protects us from temptation, just like this shield protects from the balls.**



- What happens if the shield is not moved when the balls are thrown?

**We must know and use God’s Word like Jesus did.** Allow students to take turns tossing the balls and holding the shield. As each ball is thrown, students say: **I will find strength in the Word of God.**

### Prayer and Call to Action

Gather in a circle. Pass the shield to each student and help students pray. **Jesus, please help me use Your Word when I am tempted.**

### Home Connection

- For each student, 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.
- If your class collected nonperishable food items for the food pantry, take pictures of students helping sort the items. Send pictures of students to their parents with appreciation notes.

## 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 John 1:1 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.**

Students scatter across the room. At your signal, each student selects one corner of the room and moves to that area. Pull a craft stick. Students in that corner recite the verse and then sit down. Continue play until only one student is left in the game.

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

### REINFORCE AND REVIEW

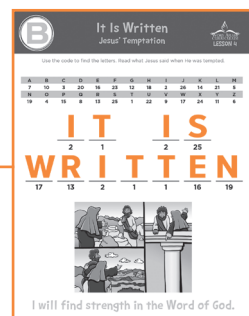
#### Activity Paper

The back of the activity paper was finished during the Bible lesson.

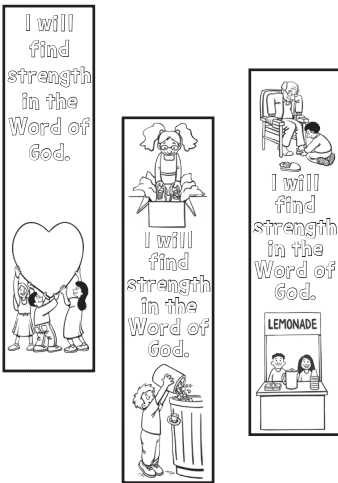
On the front of the activity paper, students decode the words: It Is Written.

#### Unit 1 Memory Verse

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



½-inch dowel rods or drumsticks can be used for rhythm sticks.



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: Review Game

Have two teams sit facing each other. Give each team a pair of rhythm sticks to be passed down the line during the game. To play, when you read a review question, the first student to click together the sticks may answer. If correct, the team receives a point. If incorrect, the other team may answer; if that team answers correctly, that team get two points.

**Was it tempting to click your sticks before I finished reading the question?  
How did you handle that temptation?**

#### Review Questions

- **Where was Jesus when Satan visited Him?** *In the wilderness*
- **How many days did Jesus fast and pray?** *40 days*
- **What did Satan tell Jesus to turn into bread?** *Stones*
- **What three words did Jesus say to resist temptation?** *It is written.*
- **What gave Jesus strength to resist temptation?** *The Word of God*
- **What did Satan say he would give if Jesus would worship him?** *All the kingdoms of the world*
- **Who said, “It is written”?** *Jesus*
- **While standing on top of the Temple, what did Satan tell Jesus to do?** *Jump off and let the angels catch Him*
- **How can we resist temptation?** *With the Word of God*

### Option 2: Bible Bookmark

Give each student a Bible bookmark 📖. Distribute art supplies and paint pens, and let students decorate the bookmarks. Hole-punch each bookmark at the top and add a piece of yarn.

### 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:** Attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Blank cards, envelopes, markers

#### Relate and Receive

**Bible Lesson:** 13 Styrofoam cups, markers or crayons, Bible, Jesus Calls His Disciples Bible art (TRP) 📄

#### Apply and Act

**Life Application:** Activity paper (page 1), pencils

**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 a postcard to or call each student.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* “I Have Decided to Follow Jesus,” “I Give You My Heart” by Hillsong Kids

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

#### Reinforce and Review

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

**Option 1:** Prior to class, use masking tape to mark off a 4x4 grid, each square large enough for a child to stand in it. Number the grid 1–16. On sixteen slips of paper, write 1–16, fold them, and place them in a bag. (If your class has more than sixteen students, enlarge the grid to 5x5 and number twenty-five slips of paper.)

Game Movements list 📄

**Option 2:** Cardstock (1 sheet per student), crayons

**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 4:18–22

Mark 2:13–14

Luke 6:12–16

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 child? How can children 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.

Plan a new community service project for your students. The suggested project is called “Making Smiles” and highlights these tasks: cards, prayer certificates, notes, small crafts, and fun snacks sent to seniors, those with illness, or shut-ins.

## ● 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. Introduce the “Making Smiles” project and allow students to suggest those who might be the recipients.

Collect offering. Let students add a smiley-face sticker (TRP) ② to their attendance charts (AP) ①.

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: Encouragement Project

Introduce the Bible Point: “Jesus calls all His disciples to follow Him.”

**Following Jesus means we do what He teaches us. One of the things He teaches us to do is to love and care for others.**

- Can you tell of a time when someone showed care for you?

Help students make encouragement cards and select the recipient.

### 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)



Show the Jesus Calls His Disciples Bible art (TRP) 🗺️. **Jesus was working alone when He first started to preach, but He quickly choose men to help Him. Draw a face on a cup and place it in the center of a table. This cup will represent Jesus. Let's see how many disciples followed Jesus.**

**One day Jesus was walking along the Sea of Galilee. He saw two fishermen in a boat. They were brothers named Simon and Andrew. Jesus called to them, “Follow Me and I will make you fishers of men.” They got out of the boat and followed Jesus. Jesus told Simon, “From now on, your name is Peter,” so Simon’s name became Peter.** Ask two students to each draw a face on a cup, one for Simon Peter and one for Andrew. Place these cups behind the Jesus cup.

**As He walked, Jesus saw two more brothers, James and John. They were in a boat with their father. They were fishermen too. When Jesus called to them, they left their boat and followed Jesus.** Ask two more students to each draw a face on a cup and place these in the line. (Continue doing this as each disciple is mentioned.)

**Andrew went and found his friend Philip. Add another cup. Andrew told Philip, “We have found the one we read about in the Scriptures—the one John the Baptist told us would come. He is here.”**

**Philip found Nathanael (also known as Bartholomew). Nathanael was sitting under a tree when Philip told him they had found the Savior. At first Nathanael did not believe Philip, but when Jesus met Nathanael, Jesus said, “I saw you sitting under the tree before you met Me.” Nathanael believed and followed Jesus.** Add another cup.

**Jesus called a man named Levi (also known as Matthew). He was not a fisherman; he was a tax collector. The Jewish people did not like tax collectors. Some tax collectors cheated people and took extra money. Jesus did not care that Levi was a tax collector. Jesus knew His disciples would change to become better people.** Add another cup.

**Jesus called other men. Add a cup for each name. Their names were Thomas, two brothers named James and Judas Alphaeus, another man named Simon the Zealot, and lastly, Judas Iscariot.**

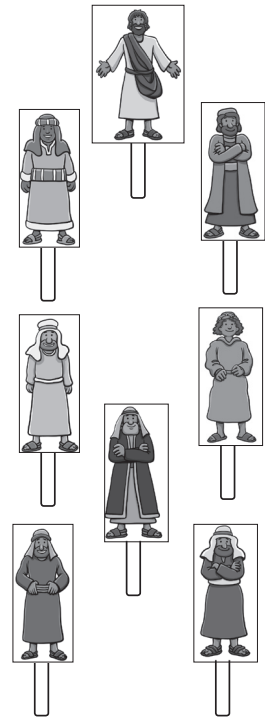
- **How many disciples did Jesus call?** Have students count the twelve cups.

**These men came from many different places and lived different lives. When the twelve disciples started following Jesus, their lives changed. 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?**

**Bible Lesson Verse**

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





## APPLY AND ACT

### Life Application: I will follow Jesus.

Distribute activity papers. On the front page, students circle things they like. Discuss the similarities and differences between students' choices.

**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. 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 **HC** calendar (TRP) and the lesson 5 **HC** devotion, or show parents the URL on the back of the activity paper so they can download it themselves.
- This week send a postcard to each student 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.** Call each student's name and have students line up behind you.

Sing "I Have Decided to Follow Jesus" as students follow you around the room.

Gather in a circle and sing "I Give You My Heart" by Hillsong Kids.

## Memory Work: Luke 4:18

Gather students at the unit 2 MV poster (TRP). and read Luke 4:18, phrase by phrase, with students echoing the words.

In the Bible, show the Old Testament and explain that 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.**

- **What do you think Jesus meant when He said, “The Spirit of the Lord is upon me”?**

Show the blanket. Drape it around a volunteer. **When we say, “The blanket is on me,” we mean that our body is covered and we can feel it. When Jesus said, “The Spirit of the Lord is upon me,” He meant that God’s Spirit covered Him.**

- **What do you think it means to be “anointed”?**

Allow a volunteer to try the hand lotion. **When we put lotion on our hands, it is like we are anointing our hands. The lotion is all over our hands. It covers our hands. It makes our hands soft and nice. When Jesus said He was anointed to preach, He meant that God’s Word was all over His mind. It covered His thoughts and softened His heart so He could follow its instructions.**

Allow students the opportunity to be covered with the blanket and use the lotion. As they use each item, recite 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: Following Instructions Game

**In this game there are two ways to follow someone: (1) follow in the person’s footsteps, or (2) follow the person’s instructions.** Explain how you had to follow instructions to make the grid.

- **Can you tell us about a time you followed someone’s instructions to do something (like set the table or build a model)?**

**Our game helps us learn to follow instructions. When we follow Jesus, we listen to His instructions.**

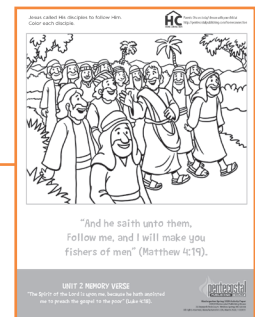
- **Where are His instructions found?** *In the Bible*

Ask each student to select a square and stand in it. Call out one action from the Game Movements list (TRP). After all students have followed the instruction, pull a number from the bag. The student standing on that numbered square will answer the review question. Call out another action and continue until all the questions have been answered.

## 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 using hand lotion in this activity, check that each child does not have allergies to its ingredients.



Prior to class, use masking tape to mark off a 4x4 grid, each square large enough for a child to stand in it. Number the grid 1–16. (If your class has more than sixteen students, enlarge the grid to 5x5.) On sixteen slips of paper, write 1–16, fold them, and place them in a bag.

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.

### Review Questions

1. Who called Peter and Andrew to follow Him? *Jesus*
2. How many disciples did Jesus have? *12*
3. Who was collecting taxes when Jesus called him? *Levi (Matthew)*
4. From the memory verse, the Spirit of the Lord has anointed me to preach what? *The gospel*
5. Jesus called His disciples to do what? *Follow Him*
6. Name one fisherman who followed Jesus. *Peter, Andrew, James, or John*
7. What were James and John doing when Jesus called them? *Fishing*
8. Who is calling you to follow Him? *Jesus*
9. How do we follow Jesus? *Obey Him*
10. Where was Nathanael sitting when Jesus called him? *Under a tree*
11. Who told Nathanael about Jesus? *Philip*
12. Who had twelve disciples? *Jesus*
13. Jesus told His disciples that He would make them fishers of what? *Men*
14. Whom should we follow? *Jesus*
15. What was Levi (Matthew) doing when Jesus called him? *Collecting taxes*
16. Finish this sentence. "Follow Me, and I will make you \_\_\_\_\_  
\_\_\_\_\_." *Fishers of men*

### Option 2: I Will Follow Jesus Poster

Help students trace their footprints on cardstock and write on their papers: I WILL FOLLOW JESUS.

### 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) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** For each student, copy a Prayer certificates (TRP) 📄. Prepare envelopes (1 per gift certificate).

#### Relate and Receive

**Bible Lesson:** For each student, copy a set of Lord's Prayer cards (TRP) 📄, Activity papers (page 1), pencils, Bible, The Lord's Prayer Bible art (TRP) 📄

#### Apply and Act

**Life Application:** Make a primitive telephone by punching holes in the bottom of two Dixie cups and tying the two together with string. Practice "talking" through these.

Walkie talkies, cellphone

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

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

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* "Ask, Seek, Knock" by Hillsong Kids, "He Knows My Name" by Israel Houghton

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

#### Reinforce and Review

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

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

**Option 2:** The Lord's Prayer cards (TRP) 📄

**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 📄

### 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 6:1–15

### 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 6:1–15. 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 if they listen, He will talk back. Be creative and use cool techniques to make prayer exciting and engaging to your students.

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

### EXCITE AND ENGAGE

#### Welcome

**The *Smiley Face Kids* want to make people smile. We want others to know that Jesus loves them. We want to serve others through our actions.** Collect offering. Let students add a smiley-face sticker (TRP) 📎 to their attendance 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.”**

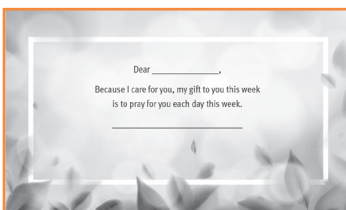
**Because Jesus wants to talk with us, He taught us to pray.**

#### Opening Activity: Prayer certificates

- **Why should we pray for others?**

**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.” He taught us to pray for others.**

Give each student a Prayer certificate (TRP) 📎. Students select a person to receive the certificate. Help them sign it and place it in an envelope. Remind them to deliver it as soon as possible and pray for the person every day this week.



## 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 6:1–15)

Show the Book of Matthew in your Bible. Explain that in chapter 6, Matthew wrote down the lesson Jesus taught about prayer. Show The Lord's Prayer Bible art (TRP) 🎨.

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?"

Jesus told them to find a quiet spot away from others. Then He said, "When you pray, do not be like those people who want to get attention. They think God will hear them because of the beautiful words they pray. When you pray, say what you are thinking. 'Your Father knoweth what things ye have need of, before ye ask him'" (Matthew 6:8).

Distribute activity papers. On the front page, students draw a line to match the prayer phrases as each of The Lord's Prayer cards (TRP) 🎨 is shown. **Here is what Jesus taught about prayer:**

- **Our Father which art in heaven.** Jesus taught us to respect God. We can pray, "You are my Father. You are everywhere and I honor You."
- **Hallowed (holy) be thy name.** He taught us to honor His name. We can pray, "Jesus, Your name is special. I will praise You. I will not use Your name the wrong way."
- **Thy (Your) kingdom come. Thy (Your) will be done in earth, as it is in heaven.** Jesus taught that God is in control. We can pray, "I want You to be in control. I will do what You want me to do—not what I want to do."
- **Give us this day our daily bread.** He taught us that God will give us what we need. We can pray, "Jesus, please supply all I need today."
- **And forgive us our debts (sins), as we forgive our debtors (others).** Jesus taught us to pray for forgiveness. We can pray, "Please forgive me for anything I have done wrong. Help me forgive those who are mean and hurt me."
- **And lead us not into temptation, but deliver (keep us) from evil.** He taught us to pray so we would not be tempted. We can pray, "Do not let me be fooled into doing wrong. If I get into trouble, please help me."
- **For thine (Yours) is the kingdom, and the power, and the glory for ever. Amen.** Jesus taught us to worship. We can pray, "Jesus, everything is Yours. You have all the power in this world. I want to praise You and give You glory forever. Amen."

## APPLY AND ACT

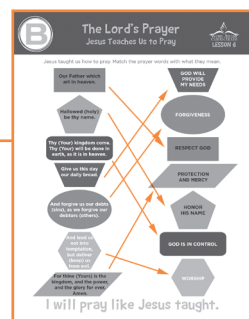
### Life Application: I will pray like Jesus taught.

Ask volunteers to demonstrate how the simple cup-phone works. Ask others to demonstrate the walkie talkies. Show the cell phone and discuss how it allows us to communicate. **All of these help us communicate (talk to someone).**

- **Which one works the best?**

### Bible Lesson Verse

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



**Jesus taught His disciples to pray because prayer is the best way to communicate with God. When we pray, we are talking to God.** Have students say, **“I will pray like Jesus taught.”**

### Prayer and Call to Action

Use the Lord’s Prayer cards (TRP) 📄, from the Bible lesson to lead students in prayer.

### Home Connection

- For each student, send home a copy of the unit 2 HC calendar (TRP) 📄 and the lesson 6 HC devotion 📄, 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 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

Using motions for *ask*, *seek*, and *knock*, sing along with the lyric video for “Ask, Seek, Knock” by Hillsong Kids.

Then gather together for a quiet praise moment while singing, “He Knows My Name” by Israel & New Breed.

#### 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. **When we pray, we can feel the Spirit of the Lord. As we pray, God’s Spirit helps us know how to love others, how to live, and how to act. When we pray, we can receive the Holy Ghost.**

Stack the blocks near a wall and mark a throwing line a few feet from them. Students take turns standing behind the line and tossing the bean bag to knock over blocks. For every block that is knocked down, a verse word is written on the board. Students recite all the words that are written each time a new word is added. Continue play until the verse is complete.

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

#### 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).

## REINFORCE AND REVIEW

### Activity Paper

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

#### Option 1: Lord's Prayer Card Relay

**It is good to remember what Jesus taught about prayer.**

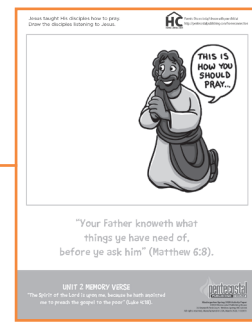
Show The Lord's Prayer cards (TRP) 📄. Teams take turns drawing a card and placing it on their side of the table, putting them in order and matching the cards as the game progresses. If the team already has a card, they throw it back into the basket. The first team with all cards in order wins the relay.

#### Option 2: Talking to Jesus Activity

Place The Lord's Prayer cards (TRP) 📄 face down on the table. Students take turns selecting one, reading what it says, and recalling what it means.

#### 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:** Sticky notes (1 per student), attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** For each student, place several plant or flower seeds in a zippered bag. Purchase a full-grown plant or flower to show students. Prepare to show a time-lapse video of a caterpillar becoming a butterfly (*suggested video*: “Monarch Butterfly Metamorphosis Time-Lapse FYV” posted on YouTube by FrontYardVideo).

### Relate and Receive

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

### Apply and Act

**Life Application:** Cut out the large heart shapes (TRP). Students will need black crayons.

**Prayer and Call to Action:** For each student, cut out one of the small heart shapes (TRP) 📄. Students will also need crayons or pencils.

**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:** Paper (1 sheet per student), crayons; *suggested songs*: “My Redeemer Lives” by Hillsong Kids, “Lord, I Lift Your Name on High” by Cedarment Kids

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

### Reinforce and Review

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

**Option 1:** For each student, cut heavy-duty paper plates in half (each student needs a half). Cut an opening as shown in the sketch on page 44. Use construction paper to cut stones, sized to fit over the opening. Hole-punch the plate and the stone in the correct place for the brad. Make a sample craft; save the sample to use again in lessons 13 and 14.

Cardstock (1 sheet per student), crayons, hole punch, paper brads (1 per student), craft sticks (2 per student), glue

**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 (1 per student).

**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 📄

## Looking Ahead

Lesson 8 requires a few extra props. Be sure to prepare early in the week.

# ● 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 to comprehend 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

As students arrive, collect offering. Let students add a smiley-face sticker (TRP) 😊 to their attendance charts (AP) 😊.

Easter is a perfect time to show others how much you care. Discuss the ways we can show others love and actions that will make them smile. Let each student pick one action to do for someone else this week. Write it on a sticky note and stick it to the student’s shirt. **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: Seeds and Plants

Show students the full-grown plant, and then show seeds from which it started. Give each student a bag with seeds and let them touch the seeds.

**This plant grew after seeds were placed in soil. God put all the things in this seed for it to grow and become a plant.**

- **How do we plant a seed?**
- **What does a seed need to grow?** *Soil, water, sunshine*

**When a seed is planted, it must go through a change. The seed itself will die, but eventually it changes into a small plant. The plant grows and makes new seeds.** Encourage students to plant the seeds at home.

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).



Show a time-lapse video of a caterpillar becoming a butterfly (*suggested video*: “Monarch Butterfly Metamorphosis Time-Lapse FYV” posted on YouTube by FrontYardVideo). Discuss the process of a caterpillar becoming a butterfly.

## 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.





Show a large heart. **Each of us sins. When we sin, we feel dirty. Our hearts are filled with dirty, black sin.** Allow students to scribble across the heart with black crayons. **We cannot get rid of our own sin. We need Jesus. Jesus is bigger and stronger than sin because He is God. He died on the cross for our sins.**

**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.** Replace the black heart with a clean, white heart. **The cross is where Jesus died for our sins.** Have each student 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.
- When parents arrive, tell them about the seeds and encourage them to plant the seeds with their children.
- If parents allow you to communicate via text, send the link of the caterpillar turned butterfly and encourage them to review it with their children. See page 42 for information about the video.

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

### WORSHIP AND THE WORD

#### Worship

Hand out paper and crayons. Have students draw a picture of the cross. Sing songs that highlight what Jesus did for us when He died on the cross. Suggested songs include:

- "My Redeemer Lives" by Hillsong Kids
- "Lord I Lift Your Name on High" by Cedarmonk Kids

#### 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.

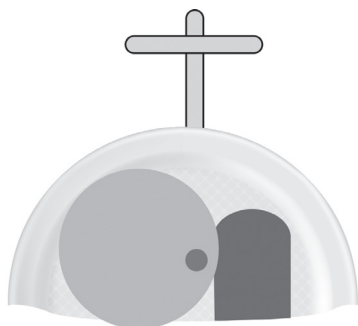
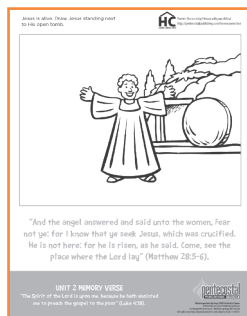
Instruct students on how to stand in the shape of a cross. Practice scattering and then forming the shape of a cross several times.

#### 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).

Ask for a volunteer to read the verse out loud. Remaining students hurry to form the cross before the volunteer finishes the verse. Allow each student the opportunity to read the verse out loud while others do the actions.

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



Keep the craft sample for review in lesson 14.

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: The Old Rugged Cross Craft

#### Supplies for Each Student

- One sheet of cardstock
- Half of a heavy-duty paper plate
- Two craft sticks
- Glue
- Construction paper circle
- Brad

#### Directions for Students

1. Glue two craft sticks to make a cross. Set aside to dry.
2. On a sheet of cardstock, color the top like sky and the bottom like ground.
3. On the half paper plate, attach the construction-paper stone with a brad. Move the stone to open and close over the opening.
4. Glue the back edge of the tomb in place on the cardstock.
5. Glue the cross on top of the tomb 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:** 11" x 17" piece of paper, markers, attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Shallow pan filled with one inch of sand, shallow pan filled with various sized rocks, a gallon of water, activity papers (page 1), markers

#### Relate and Receive

**Bible Lesson:** Fill one cake pan with flat rocks. Fill another cake pan with two inches of sand. Prior to the lesson, practice using the props. Prepare to play the Whirlwind sound effect 📄.

Wooden blocks, pitcher of water, a fan, Bible, Parable of the Two Builders Bible art (TRP) 📄

#### Apply and Act

**Life Application:** From a craft store, purchase flat painting rocks (1 per student).

New Birth poster (TRP), paint pens

**Prayer and Call to Action:** Rocks from Life Application

**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:** Write the verse on 21 index cards, 1 word per card. On the opposite side, number the cards 1–21, making sure the cards are in correct sequence.

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

#### 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:** For each student, print and cut apart the House on the Rock shapes 📄, placing each set in an envelope. Each student will need a sheet of construction paper and glue.

**Option 2:** Place pieces of masking tape on eighteen wooden blocks. On two sets of nine blocks, write the Life Application words (one word per block): I will build my life on what Jesus taught.

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

JBQ Quizzes 📄, JBQ Verses 📄

### Looking Ahead

Next week's lesson requires early preparation for the Bible lesson.

#### 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.

Deliver the card and ask the recipient for permission to take a picture. Send the picture to your students or show it to them next week in class.

## ● 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 around a table. **Today we are going to make a special card to help someone smile.** Name the recipient and give a few details about why this person needs the card (e.g., recovering from illness, elderly and unable to leave home, and so on). Fold the paper like a card, write an encouraging greeting to the person, and ask students to help by adding drawings and signing it.

Collect offering. Let students add a smiley-face sticker (TRP) 📌 to their attendance 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*

**Jesus taught many things while He was on earth. 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: Sand and Rocks

**A building must be built carefully. Storms, wind, and floods can damage a building.** Show the container of sand.

- **What happens to sand when it rains and floods?**

Show the container of rocks.

- **What happens to rocks when it rains and floods?**

**Let's see how water affects each of these.** Have students help pour water over each container. Discuss what happened to the sand and rocks.

- **If you were to build a house on one of these, which one would you choose? Why?**

**Building a house is like building our lives. We want to build our lives on good things—things that will last. When life sends storms that threaten us, we want a good foundation.** State the Bible Point: **“Jesus taught us how to build our lives on a sure foundation.”**

Distribute activity papers. On the front page, students follow the words through the maze as they reveal the Life Application: **“I will build my life on what Jesus taught.”**

## 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)

**Jesus told stories to help us learn important things.** Show Matthew 7 in your Bible. **To make us think about how we build our lives, Jesus told a story about two builders—a wise man and a foolish man.**

Select a volunteer to be the wise man. **The wise man built a house in a safe area. He built on the rocks. He knew his house needed a good foundation.** Instruct volunteer to build a house with the blocks on the rocks.

Play the whirlwind sound effects 🌀 and turn on the fan as you pour water on the structure. **It rained hard, the winds blew, and the floods came. The house built on the solid rock did not fall.**

Select a volunteer to be the foolish man. **The foolish man built his house down on the beach. He built on the sand. He really liked the cool breeze as it drifted in off the water.** Instruct volunteer to build a house with the blocks on the sand.

Again, play the whirlwind sound effects 🌀 and turn on the fan as you pour water on the structure. **It rained hard, the winds blew, and the floods came. The house built on the shaky sand did not last very long. The wind and the rain knocked it flat.**

Show the Parable of the Two Builders Bible art (TRP) 📖. **After telling this parable, 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).** People who hear what Jesus taught and do not obey are like the foolish man. **We should be like the man who built his house on the rocks. 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.

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

Show the New Birth poster (TRP). **The most important wise choices we can make are to repent, be baptized, and receive the Holy Ghost. After we make those wise choices, the Holy Ghost will help us make more wise choices as we build our lives.**

As you give each student a flat painting rock, ask the student to say one way we can be wise in building our lives. After discussing students’ answers, allow students to use paint pens to write their names on their rocks.

### Prayer and Call to Action

As students hold their stones, lead them in prayer. **“Jesus, help me to build my life on what You taught. I want to be like the wise man and build my house well.”**

### Home Connection

- For new students, send home a copy of the unit 2 HC calendar (TRP) 📅. For each student, send home a copy of the lesson 8 HC devotion 📖, or show parents the URL on the back page of the activity paper so they can download it themselves.
- When you deliver the card from Welcome, ask the recipient for permission to take a picture and send the picture to the families of students via social media.

## 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.

Scatter the prepared index cards across the table, number side up. At your signal, students put the cards in numerical order. After all cards are in correct sequence, turn each card over and recite the word.

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

#### 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).

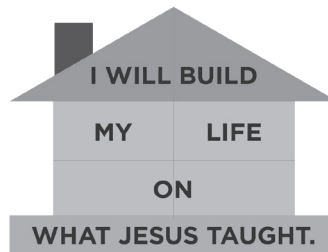
## REINFORCE AND REVIEW

### 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: House on the Rock Craft

Give each student a sheet of construction paper, glue, and an envelope containing a set of House on the Rock shapes 📎. First, students glue down the rock foundation, and then they build their house on it. Once completed, ask students to read the Life Application: **“I will build my life on what Jesus taught.”**

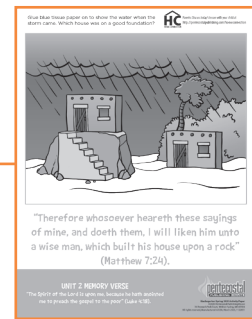


#### Option 2: Building a Tower

Form two teams. Give each team a set of blocks that are labeled with the Life Application. Have each team build a tower with the first word on the bottom and the last word on the top. Challenge them to topple the tower, scatter the blocks, and see how quickly they can build it again with words in correct sequence from bottom to top.

#### 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.



Prior to class, place pieces of masking tape on eighteen wooden blocks. On two sets of nine blocks, write the Life Application words (one word per block): I will build my life on what Jesus taught.

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:** Purchase small crafts students can make and then give as gifts (1 per student). Purchase a small gift bag for each craft.

Attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**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:** Activity papers (page 1), crayons, glue, grass seed

**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:** Large Bible, popcorn kernels (3 per student), individually wrapped candy (up to 3 pieces per student)

**Option 2:** Fruit that has seeds (e.g., watermelon, apples, oranges, grapes), knife to cut fruit, plastic utensils, plates, napkins

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

JBQ Quizzes 📄, JBQ Verses 📄

# ● 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. **The Smiley Face Kids want to see people smile. We want to help people feel Jesus' love. This week we will make small gifts to give to people.** Help students with the craft. Place each one in a bag and write the recipient's name on it. Encourage students to deliver the gifts as soon as possible.

Collect offering. Let students add a smiley-face sticker (TRP) 😊 to their attendance 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.**

Prior to class, 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.

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.**

## 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)

Bring out the soil containers as described on page 51. 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 sprang up quickly, but then the roots hit the rocks. When the hot sun came out, the plants dried up because the soil was shallow and the plant had no roots.**

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 weeds stole all the water and blocked the sunshine while the thorns choked out the good plant. 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 and grew and 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). That soil gave a lot of plants.**

- **Why do you think Jesus told this story? What do you think He meant?**

Point to each container as it is described.

- **This soil was hard, like people who do not listen to God’s Word. When they hear the Word of God, Satan steals it, just like the birds took the seed.**

### 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).

- This soil is rocky and there is little dirt. The seed found a place to grow, but there was no soil to grow roots. This is like people who hear God's Word, but they do not let it go deep inside and change them. They start to grow, but they quickly stop.
- This soil has thorns and weeds. It is like people who let God's Word into their hearts, but they do not want to change. Other things in their hearts take over, and the seed cannot grow.
- This soil is good. What do you think that means about our hearts?

The good soil is like people who hear the Word of God and receive it. They love to learn God's Word. They love to read the Bible. Nothing stops them from letting God's Word inside their hearts. We want our hearts to be like the good soil—eagerly receiving God's Word. Have students say, "I will receive God's Word."

## APPLY AND ACT

### Life Application: I will receive God's Word.





Distribute activity papers. On the front page, students color the pictures and glue grass seed on the good soil. Students trace the words on the bottom of the page. **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.**

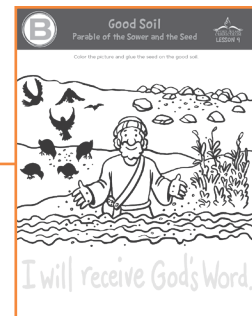
- **What are some ways we can let God's Word into our hearts?**  
*Learn it, say verses, obey it, read or listen to Bible lessons, and so on.*
- **What are some things we do to learn and allow the Word to grow?**  
*Tell the truth, love others, live right, and so on.*

### 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 Cedarmon 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. While listening to “The Bible Alphabet Song” by Psalty (on the album *Kids Praise! 5*). Help younger students raise the letters in alphabetical order.

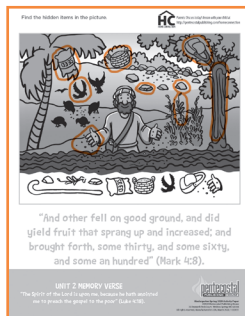
#### Memory Work: Luke 4:18

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) 🧩. Help students as needed.

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

#### 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).



### REINFORCE AND REVIEW

#### Activity Paper

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

#### Option 1: Sowing Seed Game

Place an open Bible in the middle of a table. Have students stand one foot from the table. Give each student three popcorn kernels. Students take turns tossing a kernel.

- If it lands on the Bible, the student names one way we can receive God’s Word in our hearts and earns a piece of candy.
- If it does not land on the Bible, the student says, “I will receive God’s Word,” and the turn is finished.

#### Option 2: Finding the Seed

Ask students to wash their hands and sit at a table. Cut the fruit in pieces for students and allow each student to select a piece. Using plastic utensils, students separate the seeds from the fruit while they enjoy the snack.

- **What do these seeds need to grow?** *Good soil*
- **How does the good soil in our hearts allow God’s Word to grow?**

#### 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.



# HOSANNA

## Triumphal Entry



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Prepare to play the Royal Fanfare sound effect 📄. You will also need a crown.

#### Relate and Receive

**Bible Lesson:** Activity papers (page 1), crayons, Bible, Jesus' Triumphal Entry Bible art (TRP) 📄

#### Apply and Act

**Life Application:** Cut apart the Praise pictures (TRP) 📄.

**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 10 HC devotion 📄.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Hand instruments (e.g., shakers, tambourines, rhythm sticks, triangles); *suggested songs:* "Look What the Lord Has Done" by Charity Gayle, "I've Come to Praise You" by Clint Brown

**Memory Work:** On colored index cards, write the MV words (1 word per card). Hide the cards 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:** Listen to and learn the motions for "Ho! Ho! Ho! Hosanna (He Wants Us to Be Happy)" from *Our Daily Bread for Kids Sunday School Songs* posted on YouTube by Discovery House.

**Option 2:** Prepare for each student to make a rhythm shaker (see page 59). Have worship music ready to play.

*Per student:* Plastic cups, cardstock circle, duct tape, beads or beans

**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

If your class is participating in community service projects, select one that takes you into the community (e.g., a community garden that needs tending, building small birdhouses for senior living communities, and so on).

As students arrive, greet them and explain the newest community service project that your class is organizing. **The *Smiley Face Kids* have been busy this quarter showing others the love of Jesus.** Discuss last unit's project and give students the opportunity to tell of their favorite service moments.

Collect offering. Let students add a smiley-face sticker (TRP) 😊 to their attendance charts (AP) 📝. Lead students to the unit 3 MV poster (TRP) and introduce the verse—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: Here Comes the King

Select a student to play king and place the crown on his head. Play the Royal Fanfare sound effect 🎵 and demonstrate how a king enters a room. Discuss the way people respect and honor the leader.

**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!”**

Gather in a circle and pass the crown while the Royal Fanfare sound effect 🎵 plays. The student holding the crown when the music stops names one way we can praise Jesus. Continue play until all students have named a way to praise. (To protect against lice, be sure students do not wear the crown but just pass it.)

## 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)**

Distribute activity papers. On the front page, students find the words as they occur in the Bible lesson.

**One day Jesus told His disciples, “It is time for us to go to Jerusalem.”**

**He chose two disciples for a special task. “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.’”**

**The disciples did what Jesus instructed. They found the donkey and untied it. A man asked, “What are you doing?”**

- **What did Jesus tell the disciples to say if they were asked that question?**  
“The Lord needs the donkey.”

**They brought the donkey to Jesus. He sat on it as the disciples walked next to Him. Jesus and His disciples were on the road to Jerusalem. The disciples were excited. Jesus was their King, and He was about to enter the city of Jerusalem. Soon everyone would see Him riding into Jerusalem. Perhaps everyone would realize that Jesus was the King.**

**Show the Jesus’ Triumphal Entry Bible art (TRP) 🎨. As they traveled, people followed. Soon a large crowd was walking along the road. Some took off their coats and spread them on the ground in front of Jesus. Many took palm leaves off the trees. They put the leaves on the ground in front of Jesus and waved the leaves in the air. Everyone was excited. 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 gave their worship to Jesus.**

- **How do you think the disciples felt as they saw the people worshipping Jesus?**
- **How would you have worshiped Jesus as He rode into the city?**

## APPLY AND ACT

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

Show the Praise pictures (TRP) 🎨. Demonstrate each praise action, encouraging students to participate with you. Have students their favorite praise actions as they say, “**I will praise Jesus!**”

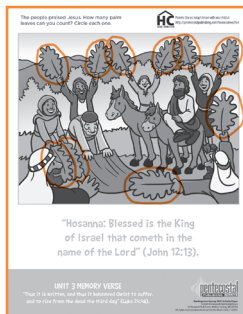
### Bible Lesson Verse

“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, Jesus” and “I Love You, 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 10 HC 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 worship.

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

## WORSHIP AND THE WORD

### Worship

Let students use hand instruments (e.g., shakers, tambourines, rhythm sticks, triangles) as they worship. Suggested songs include:

- “Look What the Lord Has Done” by Charity Gayle
- “I’ve Come to Praise You” by Clint Brown

### 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: Giving Praise

**Praising someone is saying good things about that person.** Go around the room praising each student. Focus on characteristics like kindness, joyfulness, and obedience, rather than clothing or physical features. **When we praise others, it makes us feel good and it makes them feel good. Praising God is fun.**

- Can you recall some ways we can praise Jesus?
- What are some praise words we say when we worship God?
- What did the people say as Jesus rode into Jerusalem?

Play “Ho! Ho! Ho! Hosanna (He Wants Us to Be Happy)” from *Our Daily Bread for Kids Sunday School Songs* (posted on YouTube by Discovery House). Use the following motions:

Cup hands around mouth	<b>Ho! Ho! Ho! Hosanna</b>
Hands on stomach	<b>Ha, ha, ha!</b>
Point up	<b>He saved me</b>
Sway	<b>And I’ve got the joy of the Lord</b>

**When we praise Jesus, it makes Him happy, and it makes us happy.**

### 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 22:7–23

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) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket, paper, (1 sheet per student), markers

**Opening Activity:** No supplies needed

#### Relate and Receive

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

#### Apply and Act

**Life Application:** Activity papers (page 1), crayons or 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 11 HC devotion 📄. Send each student a postcard during the week.

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** *Suggested songs:* "I Lift Up My Hands" by Shout Praises Kids, "Here I Am to Worship" by Maranatha! Music

**Memory Work:** Make 2 sets of MV sheets by writing the words on sheets of paper (1 word per sheet). Use a different color marker for each set. Randomly lay all papers on the floor and mark a throwing line with masking tape.

Beanbags, unit 3 MV poster (TRP), Bible, memory charts (AP) 📄

#### Reinforce and Review

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

**Option 1:** No supplies needed

**Option 2:** For each student, print the Remember Me coloring sheet 📄. Students will need watercolor painting supplies.

**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

### Looking Ahead

Next week's lesson requires a mouse trap

# ● Teacher Devotional

Read Matthew 26:17–30; Mark 14:12–26; Luke 22:7–23; John 13; 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

As students enter, give each student a piece of paper and markers. **Think of something special that another person did for you and draw a picture of it.**

**Remembering kind things is important. Thinking about those things helps us when we are sad or lonely. 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. Let students add a smiley-face sticker (TRP) 😊 to their attendance charts (AP) 📅. Lead students to the unit 3 MV poster (TRP) and review the verse—Luke 24:46. **Our verse helps us remember what Jesus did. He died and rose again for you and me.**

#### Opening Activity: Testimony Time

**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
- 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. Let's remember some exciting moments that Jesus gave us. Allow each student to give a testimony of something Jesus did.

## RELATE AND RECEIVE

*Access Prior Experience:* Do you have any special foods you look forward to eating during the holidays?

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

In the Bible, show students the New Testament. Introduce the Life Application: **"I will remember what Jesus did for me."**

**The New Testament tells us the story of Jesus. When we read it, we remember what He did for us.**

Put on the robe and invite students to the table. Have students help set the table with plates and napkins. **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. They celebrated Passover to remember the time when God saved them from slavery. At every Passover meal, they ate certain foods and told the story of how God saved them.**

Ask students to be seated. Bring out the bread and juice boxes. **As Jesus and His disciples ate the Passover meal, Jesus did something special. He had something new He wanted His disciples to remember. He had a new way that this meal should be eaten.**

**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 students eat some bread.

**Jesus wanted His disciples to remember what He was going to do. He was going to die on the cross to save them from sin. His body was going to be broken and hurt so we could be healed.**

**Next Jesus took a cup. He prayed a blessing over it.** Pray over the juice boxes and distribute. **Jesus told the disciples, "Take this and drink it. This will remind you of my blood that will be shed for your sins."** Let students drink the juice. **Jesus wanted His disciples to remember that His blood would save them from sin.**

Show The Last Supper Bible art (TRP) 📖. **The disciples did not understand what Jesus meant. These were normal things to eat at Passover. They did not understand that this was the last supper Jesus would eat with them before He died on the cross.**

### 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).



After Jesus died on the cross and rose from the dead, they understood what He meant. Jesus had told them to eat the new meal in remembrance of Him. We call this communion.

## 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.

Distribute activity papers. On the front page, students look at the pictures and write what Jesus does for us. Instruct students to say, **“I remember what Jesus did for me.”**

### Prayer and Call to Action

Ask students to bow head 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 students lift their hands in praise, sing “I Lift Up My Hands” by Shout Praises Kids. Then have students kneel at a chair while they quietly listen to “Here I Am to Worship” by Maranatha! Music. Encourage students to close their eyes and remember all Jesus did for them.

#### Memory Work: Luke 24:46

Gather students at the unit 3 MV poster (TRP) and slowly recite the verse. Form two teams and assign each team a color. Each team takes turns throwing a beanbag at the verse words. If the beanbag lands on a word of their team’s color, the team may take it. After each new word is taken, the team recites the verse. The first team to get all their verse words wins.

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

“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).

The activity's goal is to have students critically think about what they have learned. As they select a question for the other team, it will be necessary for them to recall the lesson.

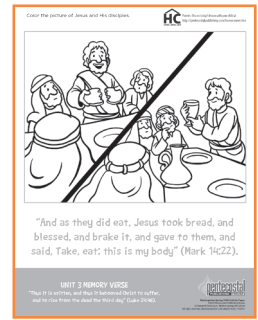
If students have mastered the verses, send home a new set of JBQ Verses 📖. Otherwise let them study the same set of verses again.

Save the materials for future JBQ reviews.

## REINFORCE AND REVIEW

### Activity Paper

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



### Option 1: Can You Remember?

Form two teams. Teams sit across the table from each other. Team A asks Team B: **Can you remember?** and adds something from the Bible lesson. If Team B can answer the question, they get a turn at asking Team A a question. Be prepared to prompt each team as necessary. Allow the teams to discuss the question they wish to ask.

### Option 2: Watercolor Painting

Give each student a Remember Me coloring sheet 🎨. Provide supplies for students to paint with watercolors.



### 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.

# WATCH AND PRAY

## *Garden of Gethsemane*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** For each student, print one I Care list (TRP) 📄.

Attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Place these items on a tray and cover with a cloth: mouse trap, cookie, \$5 bill, a magazine picture of cigarettes

#### Relate and Receive

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

#### Apply and Act

**Life Application:** Mouse trap from Opening Activity, ruler, piece of candy

**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:* “Alive” by Hillsong Young and Free, “I Wanna Please You, Father” 📄 from Word Aflame’s *Kids in Praise, Volume 2*

**Memory Work:** Bible, memory charts (AP) 📄, crayons

#### Reinforce and Review

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

**Option 1:** Print Watch and Pray labels 📄 (1 label per student). Each student will also need a plastic cup, 6 craft sticks, a marker, glue, and a small paper bag.

**Option 2:** Soft items for an obstacle course (e.g., squeaky toys, blankets, pillows, slippers), blindfold

**Option 3:** Music, potato, 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 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.

# ● 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. Let students add a smiley-face sticker (TRP) 📌 to their attendance charts (AP) 📌.

Give each student an I Care list 📌. Read the list out loud. **This week each of us will try to bring smiles to as many people as we can. Every time you do one of these for someone, draw a smiley face on your list. Bring it back next week so we can count how many smiles we created by caring for others.**

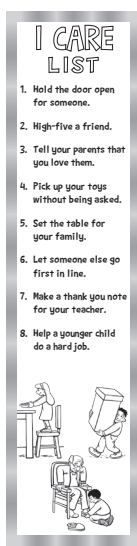
Lead students to the unit 3 MV poster (TRP) and read Luke 24:46. Review what Jesus did for us.

#### Opening Activity: Tempting Items

Introduce the Bible Point: **“Jesus calls us to watch and pray so we do not enter into temptation.”** Uncover the hidden items. Tell students to look carefully at the items. After twenty seconds, cover the items and ask each student to answer this question:

- **Can you name one item that you saw and why it could be a temptation?**  
Let students respond.

After discussion, uncover the items. **Each of these could be a temptation. We must learn to watch and pray so we say no to temptation.** Say the Bible Point: **“I will watch and pray.”** 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 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, “Could you not 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.**

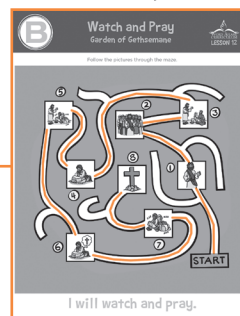
## APPLY AND ACT

### **Life Application:** I will watch and pray.

Jesus told His disciples to watch and pray so they would not fall into temptation. We must be very careful when we are tempted. Temptation can lead us into a trap. Show the mouse trap. Demonstrate how it works, using a ruler to snap it.

### **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).







Show the candy. **Temptation always looks good, just like this candy.** Carefully place the candy where the bait goes and set the trap. Using the ruler, demonstrate what would happen if someone took the candy. **When we give in to temptation, it traps us quickly. We must watch and pray when temptation comes our way.** Have students 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.** Lead students in prayer. “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 students this week, with parental permission. Encourage them to use their I Care lists and the Watch and Pray sticks (if you do Option 1 on page 69).

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

### WORSHIP AND THE WORD

#### Worship


Have students stand in a circle. Play the lyric video for “Alive” by Hillsong Young and Free and help students clap on beat while singing.

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.

Line up students on one side of the room. Select one student to be the caller and stand on the opposite side of the room. That student calls out the way all students must move forward (e.g., hopping, crawling, tiptoeing, and so on). The caller turns to the wall and recites the verse as students hurry across the room. The first student to reach the caller before the caller is done reciting gets to be the next caller. Play several times.

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

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).



## REINFORCE AND REVIEW

### Activity Paper

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

#### Option 1: Watch and Pray Sticks

Give each student a plastic cup, six craft sticks, a marker, and glue. **Think of six people you want to pray for this week.** Help students write the names on the sticks, one name per stick. Then have them glue a Watch and Pray label 📌 on the outside of the cup, place the craft sticks inside the cup, and place the entire craft in a bag to take home.

**This week we will watch and pray—not only for ourselves, but for others. Each morning chose one stick and pray for that person.**

#### Option 2: Obstacle Course

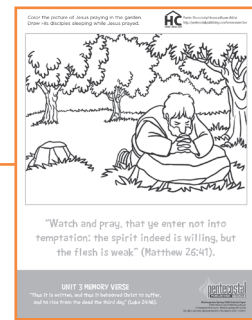
Make an obstacle course out of soft items (e.g., squeaky toys, blankets, pillows, slippers). Students take turns wearing a blindfold as they attempt to walk the path. As a student approaches an item, call out, “Temptation.” At this word, the student should stop and listen as friends explain how to avoid 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, the student should 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.



### 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.

# HE IS ALIVE

## *The Resurrection*

### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Attendance charts (AP) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Use the Old Rugged Cross craft sample from lesson 7 Option 1 (page 71) or the activity paper from lesson 7 to review the Easter story. Copy and cut apart the Resurrection puppet faces (TRP) 📄 so each student will have one. Make a puppet using the Jesus face. Each student will need crayons, a small brown bag, and glue.

#### Relate and Receive

**Bible Lesson:** Bag puppets from Opening Activity, Bible, The Gospel Bible art (TRP) 📄

#### Apply and Act

**Life Application:** For each student, copy and cut apart the New Birth pictures for AP (TRP) 📄, activity papers (page 1), glue

**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 (1 sheet per student), crayons; *suggested songs:* “Glorious Day” by Casting Crowns, “I’m So Glad That the Lord Saved Me”

**Memory Work:** 2 helpers with Bibles, memory charts (AP) 📄, crayons

#### Reinforce and Review

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

**Option 1:** Bag puppets from Opening Activity

**Option 2:** Each student will need a colored plastic cup, a clear plastic cup (slightly larger or smaller than the colored cup), potting soil, and 5 marigold or zinnia seeds.

Spray bottle of water, push pin, plastic table cover, wet wipes or container of water and towel for washing hands

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

JBQ Quizzes 📄, JBQ Verses 📄

# ● 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. 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 with a smile. Give each student a smiley-face sticker and thank each student for being part of the *Smiley Face Kids*. If students remembered to bring the I Care list from lesson 12, count how many smiles they had. Finish the service project this week.

Collect offering. Let students add a smiley-face sticker (TRP) 😊 to their attendance charts (AP) 😊. Lead students to the unit 3 MV poster (TRP) and read Luke 24:46. Review what Jesus did for us.

#### Opening Activity: Bag Puppets

Allow each student to select a face to make a bag puppet. Have students color the faces. Help them glue each face on a paper bag. Show them how to use the puppets.

Show the Old Rugged Cross craft sample from lesson 7 Option 1 (page 44) or the activity paper from lesson 7 to review the Easter story.

Introduce the Bible Point: **“Jesus rose from the dead.”** Have students practice using their puppets as they say the Bible Point.



### **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).

## **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)

Students are seated with their puppet characters (disciples, women, and angels).

**The disciples of Jesus were sad. Jesus was dead. Can you make your disciple puppet act sad? The disciples 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 their hope.**

**It was Sunday morning—the first day of the week. Just as the sun rose, the women who loved Jesus went to the tomb.** Students with women puppets walk around the room. **As they walked, the women talked, “I am so sad Jesus is dead. Who is going to roll the large stone away?”** Encourage students to say this with their puppets.

**When the women arrived at the tomb, they were surprised. Can you make the women puppets act surprised? The tomb was open. The large stone was rolled away.**

**They were even more surprised when they saw an angel.** Students with angel puppets go stand near the women puppets. **The angel said, “He is not here: for he is risen, as he said. Come, see the place where the Lord lay” (Matthew 28:6).**

**The women looked in the empty tomb. Jesus was not inside. The angel told the women to go tell the disciples that Jesus had risen from the dead.**

**The women turned to leave. They were excited and happy. As they walked away from the tomb, Jesus met them.**

- **How do you think the women felt when they saw Jesus?**

**Jesus told them, “Go tell My disciples that I am alive and will see them soon.”**

**The women hurried back to the disciples.** Students hurry around the room and stop near the disciple puppets. When they arrive, the women puppets tell the disciple puppets, **“Jesus is alive! He is risen from the dead!”**

**The disciples were surprised. Can you make your disciple puppets act surprised?**

**Some disciples believed the women and were excited.** Have several disciple puppets say, **“He is alive! Jesus is alive.”**

**Other disciples did not believe that Jesus was alive.** Have other disciple puppets say, **“Are you sure? I don’t know if Jesus is alive.”**

**That evening they gathered in a room. The door was locked.** All women puppets and disciple puppets gather in the center of the room. **Suddenly, Jesus appeared.**

**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 Jesus rose from the dead. Jesus 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 activity papers, glue, and New Birth pictures for AP (TRP) 📖. On the front page, students match the New Birth pictures for AP (TRP) 📖 to the corresponding gospel pictures and glue them to their papers.

- Jesus on the cross matches to the picture of the child repenting. **Jesus died on the cross. When we repent, it reminds us Jesus died to take away our sins.**

- The tomb with the stone matches to the picture of the child being baptized. **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.**
- The empty tomb matches to the picture of the child receiving the Holy Ghost. **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.**

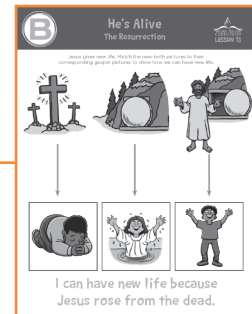
Instruct students to say the Life Application, **“I can have new life because Jesus rose from the dead.”**

## 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.

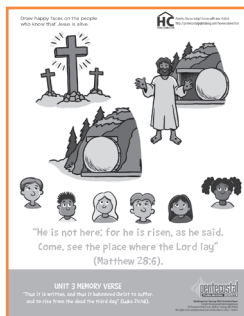
When children believe, Jesus touches them with the Holy Ghost. Once they understand that they can receive the Holy Ghost, offer them a faith-filled atmosphere where they can pray.

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.



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).



## Home Connection

- For new students, send home a copy of the unit 3 HC calendar (TRP) ④. For each student, send home a copy of the lesson 13 HC devotion ④, 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

Hand out paper and crayons. 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. Ask two helpers to stand at the end of the room with Bibles open to the verse. Teams line up across the room from the helpers.

At your signal, the first student in each line hurries to the assigned helper and recites the verse. (If the student is unable to recite, the student may echo the helper.) After reciting, the student hurries to the back of the line and the next team member repeats the process. The first team to have all students recite the verse is the winner.

Each week the verse is practiced, students color one step on the memory chart (AP) ④.

### 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

Using the puppets from Opening Activity, let students review the story through role-play.

### Option 2: Making a Miniature Greenhouse

Cover the work table with a plastic cloth. Have wet wipes or a container of water and a towel handy for washing hands.

**Jesus was dead, but He came back to life. Lots of plants and seeds die, but they resurrect when planted.**

Each student makes a mini greenhouse.

- To allow water drainage, help students use a push pin to punch five holes in the bottom of each colored plastic cup.
- Fill the cups almost full of potting soil. Gently pat down the soil.
- Students place five marigold or zinnia seeds on top of the soil, leaving space between the seeds.
- Cover the seeds with a layer of potting soil and gently pat down the soil.
- Encourage students to spray them with water (being careful not to overwater).
- To lock in the moisture and warmth, cover with a clear plastic cup (either slightly larger or smaller than the colored cup).

Instruct students to take their greenhouses home, set them in an aluminum pie pan or other tray, and place them where they will get sunshine. Remind them to water them slightly every day and watch the seeds that were dead come to life. **We have life because Jesus rose from the dead. He is alive.**

### 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) 📄, smiley-face stickers (TRP) 📄, smiley-face offering bucket

**Opening Activity:** Post the Bible art pictures for lessons 1–13 (TRP) 📄 on the walls around the room.

Set up a photo booth. For each student, copy and cut out a Smile photo prop (TRP) 📄. Each student will need a craft stick and glue. Make a sample smile prop.

#### Relate and Receive

**Bible Lesson:** Bible art pictures from lessons 1–13, review questions (TRP) 📄

#### Apply and Act

**Life Application:** Bible art pictures (TRP) 📄 from lessons 1–13.

**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:** Bible, memory charts (AP) 📄, crayons, smiley-face stickers (TRP) 📄

#### 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 (e.g., certificates of appreciation, theme-related food and prizes)

**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 decorate 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. Let students add a smiley-face sticker (TRP) to their attendance charts (AP). **The Smiley Face Kids did a fabulous job showing others how much we care. We gave many smiles and did many projects that showed the love of Jesus.**

**During this quarter, we learned 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: Smile Photo Prop

Give each student a Smile photo prop (TRP) to glue on a craft stick. Let students use the props as they take photos in the photo booth. Send the photos to their parents. **Our smiles are good examples to others. We showed them that Jesus loves us, and He loves them too. We want to follow Jesus and serve Him.** Introduce the Bible Point: **"The life of Christ is an example I can 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.

*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.

Attendance and memory charts go home today.

*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 arts (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.

Distribute the Bible art pictures (TRP). (If you have more than thirteen students, ask students to pair up.) For each Bible lesson, say the Life Application. Students decide who is holding the matching Bible art picture and that student stands. Continue until all students are standing. After students are standing, say together, **"I will follow Jesus."**

*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 place a hand on their neighbor's shoulder and pray, **"Jesus, thank You for my friend. 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 Beginner 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).

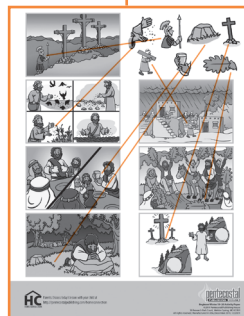
##### Unit 3 Memory Verses

"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 number. All students with that number stand and say that unit's verse. Continue 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, and so on).



Do a verse quiz. Students are seated as you recite a verse. You may stop at any point in the verse and signal this by saying, “Go.” The first student to stand can finish the verse. If correct, the student receives a smiley-face sticker and steps to the front to be the next reciter. If incorrect, the student remains in the quiz. Once a student has a chance to recite, the student watches from the side. Continue this until all students have a smiley-face sticker.

## 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. Purchase or make a smiley-face pinata and fill with smiley-face prizes. Enjoy theme-related snacks.

### Option 3: JBQ Option

Choose your favorite JBQ activities from throughout the quarter. Help students review all sets of the JBQ Verses 📖 they memorized this quarter.