



EveryDay Foundations

Teaching Guide

- FOR ELEMENTARY -



STUDENTS USE *ADVENTURE GUIDE* OR *EXPLORER'S GUIDE*
DEVOTIONAL STUDY GUIDES



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Curriculum Director: Katie Greenwood

Senior Editor: Janiece Waldrop

Editorial Assistant: Kathy Murphy

Design Manager: Andrea Young

Design: Angelia Duke

A list of contributing writers is available at D6EveryDay.com

Executive Director & CEO: Ron Hunter Jr., Ph.D.

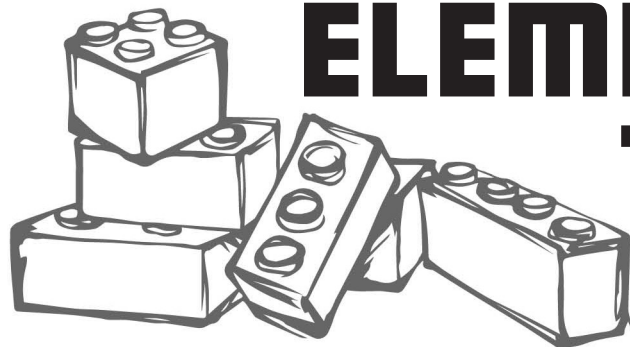
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Paul Bryant, M.Div., Vice Chair; Kendall Ross, M.A., Clerk;
Jay Baines, M.A.R., M.Div.; Darin Gibbs; Mike Mounts;
Ryan Giles; Rick Taylor; Tim York, M.A.R., M.R.E.

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ELEMENTARY TEACHING GUIDE

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**When you can't put your prayer into words,
remember God hears your heart.**

WELCOME TO THE ELEMENTARY TEACHING GUIDE

The *Elementary Teaching Guide* is the leader's guide for those who teach elementary: kindergarten–fifth grade. This teaching guide will help your students know God through the study of His Word and learn to apply and live out those truths. The *Teaching Guide* and *Teaching Essentials* for this age group are part of the D6 family of Sunday School/Bible study curriculum for all ages. D6 is a reference to the Scriptural teaching that says parents are to be the primary spiritual leaders for their children (Deuteronomy 6:5-9). D6 EveryDay Foundations curriculum provides a three-year study of the story of the Bible, helping lead the entire family to interact around the same biblical themes. Elementary–adult family themes correlate weekly and preschool themes align with them as much as possible.

IMPORTANT ELEMENTS IN THE TEACHING GUIDE

Scripture Text—The Scripture from which the lesson and family theme are based.

Lesson Objective—Identifies what you want learners to take away from the lesson.

Family Theme—The weekly theme that ages kindergarten–adult will focus on. The lessons are written and designed to be age-appropriate, yet still encourage family conversations about God's Word.

Application Verse—This verse correlates with the lessons and provides intentional focus for students to apply the verse to their lives and not just memorize the words (James 1:22). Posters and handouts are available in KJV, ESV, NKJV, and NIV translations.

Preparation Checklist—Provides a list of what is needed for the different parts of the lesson whether it is a Teaching Essential or additional items.

D6Digital—D6 EveryDay Foundations curriculum is available in a digital format. Study from your laptop, tablet, or smartphone. Go to d6curriculum.com or call 800.877.7030 for more information.

D6 EveryDay Foundations curriculum is built around the CLEAR Learning system, which uses five important steps to help children learn and participate in every lesson. These five steps are:

CONNECT: These are the opening activities for each lesson, designed to grab attention and help connect the students to the lesson. Two options are provided so teachers can choose the activity that best fits their students and classroom setting.

LEARN: *What does the Bible say?* This section answers this question by digging into the biblical text and explaining it in ways the students can understand.

EXPLORE: This section digs deeper to provide additional teaching and reinforcement of biblical truths presented in the lesson.

APPLY: This section places an emphasis on the application of God's Word in personal ways, including the learning of God's Word through an application verse.

RESPOND: This final section in each lesson encourages and challenges students to use what they have learned and live it out everyday.



ELEMENTARY COMPONENTS

The *D6 EveryDay Foundations* curriculum *Elementary Teaching Essentials* provides the tools needed to most effectively teach kindergarten-fifth grade. Teaching pictures and posters, application verse posters, and reproducible pages are included. Teaching pictures and posters are the four-color visuals used in teaching the lessons. They are printed front and back. Reproducible pages can include dramas, reader's theaters, craft templates, etc. Each *Teaching Essential* will have a TE number on it. The first number tells the lesson it was first used in, and the second number shows the order it was used in the lesson. Typically, the only TEs that will be used in more than one lesson are the application verse poster, activity pieces, and any connecting tie-in pieces for each "unit." The *Teaching Essentials* kit also includes an *Elementary Teaching Guide* and reproducible take-home sheets: *Field Notes*.

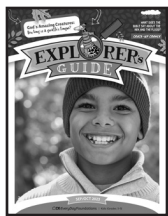
What are Field Notes? They are the weekly link between the class and home. These two-sided reproducible sheets are designed to reinforce the weekly lesson and theme through age-appropriate activities. One side provides a worksheet activity to be used in the classroom. Two options are provided for the classroom use—one for younger students (y) and the other for older students (o). Make the number of copies of each that best fits your students. For example, if you have four younger students who are not yet reading well and five who are older, make four copies of the (y) *Field Notes* and five of the (o) *Field Notes*. Follow the directions for each of the *Field Notes* as indicated in the *Teaching Guide*.

The other side of the *Field Notes* is to be utilized at home. It provides the family theme, Scripture text, application verse, lesson objective, and the *Next Step* for the lesson. It also includes an activity for the family to do together to continue conversations about the lesson and theme.

AT-HOME RESOURCES



Adventure Guide is the devotional study guide for students in kindergarten–second grade. It is a tool designed to help the student establish the habit of spending daily time with God in His Word. This devotional study guide features daily devotions, which help reinforce the weekly theme of the lesson learned at church. It also features fun pages, age-appropriate articles to increase biblical knowledge, a pull-out poster, a short story (*Adventures With Hodie*), and *God's Amazing Creatures*, which highlights one of God's creations.



Explorer's Guide is the devotional study guide for students in third–fifth grade. It is a tool designed to help the student grow the habit of spending daily time with God in His Word. This devotional study guide features daily devotions, which help reinforce the weekly theme of the lesson learned at church. It also features fun pages, age-appropriate articles to increase biblical knowledge, a pull-out poster, and *God's Amazing Creatures*, which highlights one of God's creations. Occasionally, it will also include a recipe, craft, or short story (*Tales From Explorer's Academy*).

Devotional study guides for use at home are available for everyone in your family. To order, visit www.d6family.com.

One of your most important roles as a church leader to elementary students will be to encourage and help guide them in their spiritual journey. For additional tips and guidelines for talking with children about salvation, go to www.d6everyday.com to download *Talking With Children About Spiritual Matters*.



CHECK YOUR ATTITUDE

PREPARATION CHECKLIST:

CONNECT

Option 1

___ TE 1-1

Option 2

___ TE 1-2

___ Scissors

___ Whiteboard and marker

LEARN

___ TE 1-3

___ TE 1-4

___ Whiteboard and marker

___ Packet of yeast

___ Bread

___ Communion crackers

EXPLORE

___ TE 1-5

APPLY

___ TE 1-6

___ Canvas bag

___ Treasures

RESPOND

___ TE 1-7

___ *Field Notes* 1

___ Colored pencils

TEXT:

Matthew 16:1–12;
23:1–6

LESSON OBJECTIVE:

The motivation of the Pharisees and Sadducees was self-serving. Let your love for God and others be your motivation for what you do.

APPLICATION VERSE:

Matthew 6:21

FAMILY THEME:

Jesus Confronts
Self-Righteousness

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Items Needed: TE 1-1

Before class, display TE 1-1 so the students can see the different words. **Do any of you know what these words say?** Encourage response. **These all say three.** Today we will learn about two significant times when the number *three* appears in the Bible.

Option 2

Items Needed: TE 1-2

Scissors

Whiteboard and marker

Before class, cut apart the pictures of the clouds from TE 1-2 and write the types of weather on the whiteboard (see sidebar). Display the different pictures for the students to see and have the students figure out which cloud is which, based on the description. **Many people look at the sky to get a picture of what the weather will be like for the day. The clouds indicate different types of weather. In our lesson today, we will learn about a time when Jesus reminded the Pharisees and Sadducees that they needed to recognize the obvious signs of the Messiah just as they recognized the signs in the sky.**

LEARN

Items Needed: TE 1-3—TE 1-4

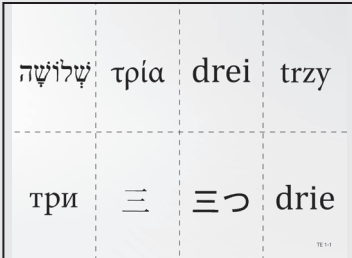
Whiteboard and marker

Packet of yeast

Bread (enough for each student to have a piece)

Communion crackers (enough for each student to have one)

Today we are going to learn about a time when Jesus confronted *self-righteousness*. Write the word *self-righteousness* on the whiteboard. **Do any of you know what this word means?** Encourage response. Circle the word *self*. **Who does this word refer to?** Encourage response. **It is talking about us.** Underline the word *righteousness* on the whiteboard. **Do any of you know what this word means?** Encourage response. Circle the word *right* in the word *righteous*. **In its simplest meaning, it is right living, according to God's holy**



TE 1-1

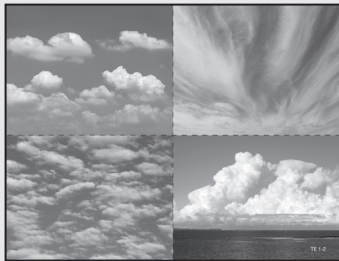
Cumulus: detached

individual clouds

Cirrus: short, hair-like clouds

Stratus: low-lying clouds

Cumulonimbus: multi-level,
large clouds



TE 1-2



BUILDING BLOCKS

The Jewish religious leadership of Jesus' day included two groups, the Pharisees and Sadducees. Neither accepted Jesus as Messiah.

standards. When we become a Christian, we receive the righteousness of Jesus. **Self-righteousness** is when we think we are superior, especially to God's way. Many of the Jewish leaders in Jesus' time were self-righteous and thought they were holier than Jesus.

The Pharisees and Sadducees were the Jewish religious leaders during Jesus' time. Neither group believed Jesus was the Messiah and both groups put their faith in their right works to give them eternal life. The Pharisees and Sadducees often tried to trick Jesus by asking Him to answer difficult questions. They hoped to catch Him saying something that would get Him "in trouble" according to their laws. Display TE 1-3. Matthew 16 describes both groups coming to Jesus to test Him by asking Him to show them a sign from Heaven. How do you think Jesus responded? Encourage response. Jesus told the leaders that they recognized the signs of the sky and predicted the weather, but they refused to recognize the signs of the Messiah. Do any of you know who the Messiah is? Encourage response. Yes, it is Jesus. The Pharisees and Sadducees refused to admit He was the Messiah even though Jesus had performed multiple miracles and they had witnessed those miracles. Jesus told the leaders they had the sign of Jonah. Do you know what Jesus meant by that? Encourage response. Do any of you know how many days Jonah was in the belly of the fish? Encourage response. He was in the fish's belly for *three* days. Jesus was referring to the three days He would be in the tomb after His death and before He rose from the grave (Matthew 16:1–4). Sadly, these leaders missed another obvious sign of who Jesus is.

Jesus left the leaders and traveled across the lake with His disciples. Display TE 1-4. Jesus was still thinking about His conversation with the religious leaders. He warned His disciples about the *yeast* of the Pharisees and Sadducees. The disciples realized they had forgotten to bring bread with them. They were focused on physical needs, and they thought Jesus was referring to that. They did not understand what Jesus was saying to them. Jesus scolded His disciples for their lack of faith. He reminded them of the times He fed large crowds with small amounts of food. It was then that the disciples understood Jesus was warning them about the *teachings* of the Pharisees and Sadducees (Matthew 16:5–12). Jesus was focused on their spiritual needs and the disciples weren't trusting Him to meet *all* their needs. Read or choose a student to read John 6:35 aloud.

Distribute pieces of bread to the students to look at, smell, and touch. Do any of you know what ingredient is added to bread to make it rise and have a fluffy texture? Encourage response. Display the yeast packet. It is yeast. Open the yeast packet and let the students see, smell, and touch the yeast. These tiny grains completely change the consistency of dough. Without it, our bread would be more like the crackers we eat when we participate in communion. Give each student a communion cracker. Jesus often used yeast as a symbol for sin. Jesus warned His disciples about the yeast of the Pharisees and Sadducees because He knew how hard it would be to get rid of. Can we remove each grain of yeast from the bread? Encourage response. No, it would be impossible. Jesus wants us to avoid sin and remove it from our lives because He loves us and wants to protect us from the consequences it brings.



TE 1-3



TE 1-4

If the students don't have allergies, allow them to eat the bread as you talk about it.

Go to d6family.com to download answer keys for the *Field Notes*. see color pictures of the crafts, and find other resources for this age group.

TAKE NOTE

With older students, talk about ways people put their trust in their good works instead of Jesus. What does this look like in today's world? Remind students that our good deeds are to honor God not please people.



TE 1-5

TAKE NOTE

With older students, talk about hypocrisies they see in today's world. *Why is it important for believers to live out the truths they say they believe? How can hypocrisy hurt a believer's relationship with God? How can it keep an unbeliever from believing what you say about Jesus is true?*

Suggestions for treasures: candy, money, Matchbox car, video game, tennis shoes, cell phone, etc.)

We can learn from the disciples' lack of faith and work to trust God and His Word completely. God is all-knowing, and we are His humble followers. We must fight against having the prideful and the self-righteous attitudes like the Pharisees and Sadducees did.

EXPLORE

Items Needed: TE 1-5

Later in the book of Matthew, Jesus continues His teaching about self-righteousness when He confronts the scribes, Pharisees, and Sadducees about their hypocrisy. Do any of you know what that word means, or have you heard the word *hypocrite*? Encourage response. *Hypocrisy* is when a behavior or actions don't match up with what someone says he or she believes. A *hypocrite* is when someone continually says one thing but does another. Other words we might use to describe the Pharisees and Sadducees are *pretenders* or *posers*. They said they lived by God's words (the Law), but they added many rules and regulations to it that were impossible for the people to keep but made *them* look better. Display TE 1-5. Even the things they wore were meant to bring attention to themselves instead of God. *Phylacteries* were small containers that held four writings from the Law, and they were worn on the forehead or arm. Extra tassels were on their robes, and they sat in the best seats in the synagogues to show how holy they were. But their actions were for show not to glorify God (Matthew 23:1-6). Their *external* looks might appear to honor God, but their *internal* hearts were focused on selfish desires. Their motives and actions did not please God.

APPLY

Items Needed: TE 1-6

Canvas bag

Treasures (see sidebar for suggestions)

Before class, place the items brought as treasures inside the bag so the students cannot see them. **Everyone struggles with a self-righteous attitude at some point. It is part of our human nature to want to be right, but as followers of Christ, we must mimic the behaviors and attitudes of Jesus. Our focus should be on Heaven and the reward of an eternal life with Jesus. That is our true treasure.** Pull out each "treasure" one at a time and show them to the students. **These things are not wrong to want and have, but if we consider them our treasure, our heart will be drawn away from God. Before we get to our application verse, let's read the verses right before them. The Bible tells us not to store up treasures on earth, but rather store up our treasures in Heaven. No "earthly treasure" should come before our relationship with God, which brings us to our verse for the next couple of weeks.** Display TE

1-6 and introduce the application verse to the students. If you have younger students, read the verse and then have them say it with you. If you have older students, have them read the verse with you. **This verse tells us that our treasure and heart are together. The things we treasure most show others what we think is most important. God can help us focus on Him and His Word, and that is something we might need to do every single day.** Say the verse together a couple of times. Have the students find a partner to practice saying the verse. One person will say the first part of the verse and the other person will say the second part. Both students will say the reference together. Then, repeat the activity and have the students switch parts.

RESPOND

Items Needed: TE 1-7

Field Notes 1

Colored pencils

Before class, copy *Field Notes* 1 for each student. **The Bible is clear that the attitudes and behaviors of the Pharisees and Sadducees were not pleasing to God. How can we avoid self-righteous attitudes?** Distribute *Field Notes* 1 and colored pencils to the students. Have the younger students color the words as you talk about them. Have the older students write the words as you talk about them. Display TE 1-7.

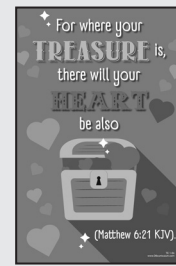
Ask God for help. God is always with us, and He desires to help us. He can help us live in a way that reflects His love to others. He hears every prayer and cares about every detail of our lives—big and little. God has also placed other people in our lives who can help us and offer guidance.

Pray for and encourage others. The word *encourage* means to support others with courage and hope. When we have an encouraging, prayerful attitude, we tend to think of others before we think of ourselves. This helps us see others in a positive way, in a way that God might see them.

Choose compassion over gossip. Talking negatively about others leads us to think we are better than them. This is the exact opposite of how Jesus lived. He showed compassion and grace to others and valued them regardless of their sin.

Live by faith, not works. We must live every day putting our faith in God. Our actions are important, but our faith is the foundation of our relationship with Christ. Believing God and His Word leads us to wise choices and our treasure in Heaven. Simply checking things off a to do list is not living by faith.

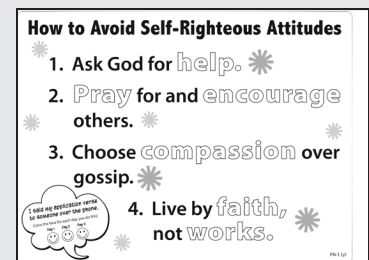
God can help us with each of these tasks. Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to let your love for God and others be your motivation for what you do.** Close with a prayer and ask God to help you and your students have the right motives and for our actions to please Him.



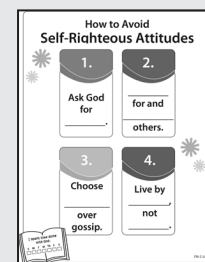
TE 1-6



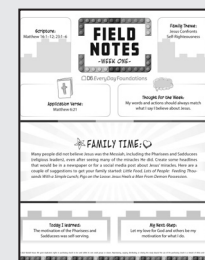
TE 1-7



Field Notes 1 (Y)

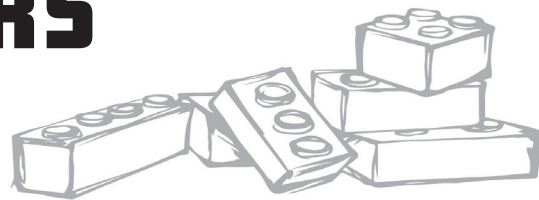


Field Notes 1 (O)



Field Notes 1

FORGIVE OTHERS



TEXT:

Matthew 18:15–35

LESSON OBJECTIVE

The Bible teaches we are to forgive others. Thank Jesus for forgiving your sin, ask for forgiveness when needed, and choose to forgive those who have hurt and wronged you.

APPLICATION VERSE:

Matthew 6:21

FAMILY THEME:

Jesus Teaches Forgiveness

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ Two pieces of construction paper
- ___ Marker
- ___ Two chairs
- ___ Tape

Option 2

- ___ Plastic disposable and closeable sandwich bag
- ___ ¼ cup warm water
- ___ ½ cup vinegar
- ___ 3 teaspoons baking soda
- ___ Tissue

LEARN

- ___ TE 2-1
- ___ TE 2-2
- ___ TE 2-3
- ___ TE 2-4
- ___ TE 2-5

APPLY

- ___ TE 1-6
- ___ TE 2-6
- ___ *Field Notes 2*
- ___ Crayons

RESPOND

- ___ *Field Notes 2*

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Items Needed: Two pieces of construction paper

Marker

Two chairs

Tape

Before class, write *yes* on one piece of construction paper and *no* on the other. Place two chairs so they are on opposing sides of the room and tape the pieces of construction paper to the chairs. **Today we are going to talk about forgiveness and learn what the Bible says about it. Do any of you know what forgiveness is?** Encourage response. ***Forgiveness is not counting a person's wrongdoing against him or her. I am going to read several statements, and you will decide if the statement does or doesn't describe forgiveness. You will move to the chair to indicate your answer.***

Forgiveness is ignoring what has been done to you. (no)

Forgiveness is freeing someone from an offense against you. (yes)

Forgiveness is letting the person who hurt you off the hook and never talking about it. (no)

Forgiveness is giving up the desire to get even. (yes)

Forgiveness is a part of life, and it isn't always easy. Jesus taught His disciples about forgiveness, and we are going to learn about how God views forgiveness in our lesson today.

Option 2

Items Needed: Plastic disposable and closeable sandwich bag

¼ cup warm water

½ cup vinegar

3 teaspoons baking soda

Tissue

Do any of you know what forgiveness is? Encourage response. ***Forgiveness is not counting a person's wrongdoing against him or her. Forgiveness is a part of life, and it isn't always easy. Forgiveness is necessary and brings freedom. Refusing to forgive hurts you more than anyone else.*** Add ¼ cup warm water to the sandwich bag. Next, add ½ cup vinegar to the bag. Measure out 3 teaspoons of baking soda and put those in the center of a tissue. Fold the tissue around the baking soda. Work quickly and place the folded tissue into the bag and zip it closed. The explosion shouldn't be very big but use caution just



Are you on Facebook? Join the D6 Curriculum Teachers group, a place of community for you to share stories, ask questions, get advice, and engage in conversations with other D6 curriculum teachers.

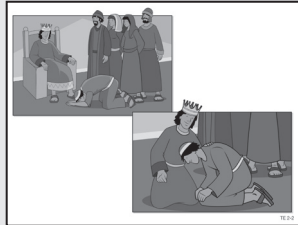


BUILDING BLOCKS

Forgiveness is a choice.
Because God forgave us,
we are to forgive others.



TE 2-1



TE 2-2



TE 2-3



TE 2-4



TE 2-5

in case. You can shake the bag if the explosion is “hesitant.” **When we refuse to forgive, our anger and hurt grows, and these emotions might explode on others. That is not wise or right living. We are going to learn what Jesus taught His disciples about forgiveness in our lesson today.**

LEARN

Items Needed: TE 2-1—TE 2-5

Today’s Bible lesson is found in the New Testament book of Matthew. We learned a little about him a few weeks ago. He was a tax collector when Jesus told him to come follow Him. Matthew became one of Jesus’ disciples. He is also the author of this book in the Bible. Today’s lesson involves a conversation between another one of Jesus’ disciples, Peter, and Jesus.

Display TE 2-1 and point to the different pictures. **One day, Peter asked Jesus how many times he should forgive someone who wrongs him. He asked Jesus if seven times was enough. Jesus answered Peter telling him he should forgive him seventy times seven (Matthew 18:21–22)! Even though Jesus gave Peter a specific number, do you think we quit forgiving once we reach that number?** Encourage response. **No, we forgive as many times as is necessary. Jesus was not giving an exact number as a limit for how we are to forgive, but to teach us there is no limit to our forgiveness, He was emphasizing how important forgiving others is.**

As Jesus often did, He told the disciples a parable. Do any of you remember what a parable is? Encourage response. **It is an earthly story with a heavenly meaning.** Display TE 2-2 and point to the different pictures. **This parable was about a king who decided to settle his accounts, so he gathered the people who owed him money. One servant owed the king ten thousand talents. A talent was equal to the money a worker would earn for twenty years of work! The servant was unable to pay, so the king decided to sell the servant, his wife, and his children to get the money owed to him. But the servant fell to the ground and begged the king for mercy. When the king saw this, he canceled the man’s debt and let him go home to his family.**

Display TE 2-3 and point to the different pictures. **When the servant left the king, he went to find another servant who owed him 100 denarii, far less than he owed the king. A denarius is worth only one day’s earnings for a worker. When the servant could not repay the debt, the man became full of anger and choked the servant. When the servant begged for mercy, the man had the servant thrown into prison! Some of the people who witnessed this knew this same man had been forgiven his debt to the king. Display TE 2-4. They became angry with the man’s actions, and they told the king what the man had done. Display TE 2-5. When the king heard this, he sent for the man and told him he should’ve shown mercy like the mercy he received. The king was outraged and had the man thrown into jail. Jesus**

told His disciples that God will treat those who do not forgive like the king treated the unforgiving servant (Matthew 18:23–35).

God takes forgiveness seriously. Forgiveness isn't always easy, but it is necessary. Refusing to forgive hurts you and your relationships with God and others more than it hurts anyone else. God's forgiveness came at the high price of Jesus' death on the cross. God's Word teaches us to forgive others, especially when we are reminded of Christ's sacrifice, grace, and mercy toward us.

EXPLORE

How do you repair a broken relationship? Encourage response. **Repairing a relationship that is damaged is not easy, but God's Word guides us through what is often a messy situation. Jesus told His disciples to go directly to the person and speak privately. Don't gossip to other people who are not involved. We shouldn't worry over the damage but get busy with the repair. But what do we do if he or she doesn't want to listen? Jesus told His disciples to bring someone with them for the next conversation—not a fired-up friend, but someone who is wise, kind, and gracious. Is the goal to put the person on trial or try to help that person understand where he or she went wrong?** Encourage response. **But what do we do if *this* doesn't work? Jesus told His disciples to find help from other believers, and we should always turn to prayer (Matthew 18:15–20). Put Jesus' instructions into practice the next time you experience hurt in a relationship.**

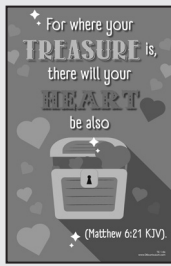
APPLY

Items Needed: TE 1-6
TE 2-6
Field Notes 2
Colored pencils

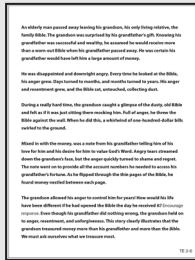
Before class, copy *Field Notes 2* so each student will have one. **What's the difference between forgiving someone and forgetting the hurt?** Encourage response. **Is it okay to set boundaries after forgiving someone?** Encourage response. **Everyone finds forgiveness difficult from time to time. It's hard to ask for forgiveness, and it's equally difficult to offer forgiveness. Even though forgiveness is not easy, it is possible, and it is absolutely necessary. Forgiving others is another way we can mimic the behaviors and attitudes of Jesus. If I placed a Bible on our table of treasures, would you have placed your heart there? Sometimes the treasures we can buy have a bigger tug on our hearts than the treasures in God's Word. We must work to keep our focus on Heaven and the reward of an eternal life with Jesus—our true treasure. Are any of these treasures wrong?** Encourage response. **They ar-**

TAKE NOTE

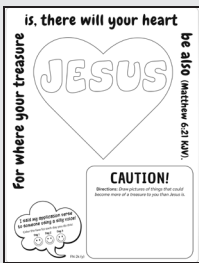
With older students, ask and discuss these questions: *Why is it hard to forgive? What are some things that are easier to forgive and what are some things that are harder? Are you ever like the servant?*



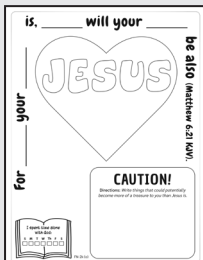
TE 1-6



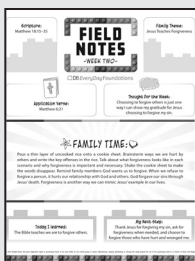
TE 2-6



Field Notes 2 (Y)



Field Notes 2 (O)



Field Notes 2

en't wrong, but if we allow our hearts to be drawn away from God, we have made them too important. Display TE 1-6 and review the application verse with the students by saying it together. **This verse tells us that our treasure and heart are together.** Read the story from TE 2-6 aloud to the students. **The treasure Jesus was talking about is whatever is most important to you and what you put effort into. Jesus wants us to put our treasures into spiritual things instead of material things. Spiritual treasures are eternal; material treasures are temporary.** Say the verse together allowing each student to say one word of the verse until the entire verse has been shared. Distribute *Field Notes 2* and colored pencils to the students. Allow younger students to color the name Jesus and the heart with the application verse around it. Also, have younger students draw pictures of things that could potentially become more of a treasure to them over Jesus. Have older students color the name Jesus and the heart and then write the missing words of the application verse around the heart. Have them write things that could potentially become more of a treasure to them over Jesus. Encourage the students to hang their *Field Notes* in a place they will see it often to remind them to keep Jesus first in their heart.

RESPOND

Items Needed: *Field Notes 2*

Is there someone you need to ask God to help you forgive? The responsibility of forgiveness is on us, not necessarily the person who is being forgiven. It's not always easy, and forgiving is different from forgetting. When we forgive someone, we let go of the power the person has over us and we don't hold a grudge toward him or her. When we don't choose to forgive, we create an environment where bitterness can grow. Do any of you know what *bitterness* is? Encourage response. It is anger that turns into resentment, and it is not healthy. We are to forgive those who wrong us as often as necessary. However, that does not mean you allow that person to continue doing whatever it is to you over and over. Even with forgiveness, there are consequences that can result, and boundaries can be set. But the bottom line is we are to demonstrate forgiveness toward others. Why is this so important to God? Encourage response. The forgiveness we receive through our faith in Jesus is greater than we can ever repay. We cannot expect Him to forgive our sins if we are not willing to forgive the sins of others. This is just one more reason why forgiveness is such an important action on our part. Have the students turn to the *Next Step* section on their *Field Notes*. Your *Next Step* is to thank Jesus for forgiving your sin, ask for forgiveness when needed, and choose to forgive those who have hurt and wronged you. Close with a prayer asking Jesus to help you and your students choose forgiveness over bitterness.



HEAVENLY TREASURES> EARTHLY TREASURES

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ Ruler, measuring tape, yard stick, etc.
- ___ Whiteboard and marker

LEARN

- ___ TE 3-1
- ___ TE 3-2
- ___ Needle

APPLY

- ___ TE 1-6
- ___ A roll of green crepe paper
- ___ Treats

RESPOND

- ___ *Field Notes 3*
- ___ Colored pencils
- ___ Whiteboard and marker

TEXT:

Matthew 19:16–30

LESSON OBJECTIVE:

Earthly treasures do not compare to the heavenly treasures we receive when we follow and serve Jesus. Keep your focus on things that help you grow closer to Jesus and show others you value your relationship with Him.

APPLICATION VERSE:

Matthew 6:21

FAMILY THEME:

Choosing Treasures in Heaven

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Items Needed: Ruler, measuring tape, yard stick, etc.
Whiteboard and marker

Drawbridge—22 inches wide (Somerset Bridge in Bermuda), Car—2'4" (Lamar), country—55 miles (at its thinnest point, Chile), and house—3 feet (Keret House).

TAKE NOTE

If possible, find and show pictures of the different items on your phone for the students to see.

Before class, write the following measurements in one column on the whiteboard: 22 inches, 2 feet 4 inches, 3 feet, 55 miles. **I'm going to name some things that are very narrow, and I want you to tell me which measurement you think matches each thing.** Call out the different items one at a time without revealing the measurements and allow time for the students to guess the correct measurement. Write their answers next to the measurement. **Country, drawbridge, house, car.** The answers are provided in the sidebar. Show the measurements using the measuring tools and walking the length of 55 feet. **These are the narrowest in each category, and it seems impossible that these items have such small widths. In our lesson today, we are going to talk about something Jesus said to His disciples about a camel going through the eye of a needle. Only God can help us do the hard things and make what seems impossible a reality.**

Option 2

Read the following headlines and pause after each one to let the students guess if the headline is true or false. (They are all true!)

An Otter Hassles Surfers and Steals Their Boards

An 11-Year-Old Boy Caught a Fish With Human-like Teeth in an Oklahoma Pond

Rabbits Have Overrun a Florida Community; Volunteers Hop to the Rescue

A Rare Spotless Giraffe Born in a Tennessee Zoo

Rats With Tiny Backpacks Trained to Help Earthquake Survivors

Want Cockroaches? NC Company Pays to Test New Pest Control Method

These headlines seem far-fetched and completely made up, yet every one of them is true. In our lesson today, we are going to talk about something Jesus said to His disciples about a camel going through the eye of a needle. Only God can accomplish the impossible and help us do things beyond our own strength.

LEARN

Items Needed: TE 3-1—TE 3-2

Needle

We have studied some parables that Jesus taught in His ministries, but the story we will study today is from a real situation involving a rich, young man. Display TE 3-1 and point to the two pictures. The man didn't come to Jesus with an ulterior motive or like the Pharisees and other religious leaders who were trying to trick Jesus. He came to Jesus honestly and respectfully wanting true answers. The man called Him *Teacher* and asked what good thing he needed to do to gain eternal life. Jesus told the man the only One who is good is God. Jesus then instructed him to keep the commandments. When the man told Jesus he had kept the commandments since he was a young boy, Jesus told him if he wanted treasure in Heaven, he needed to sell *all* he owned, give to the poor, and follow Him. The Bible tells us the man went away sad, because he had lots of money and great possessions that he wasn't willing to give up (Matthew 19:6–22).

Display TE 3-2. Jesus went on to explain to His disciples that it is very hard for a rich man to enter Heaven. In fact, He said it would be easier for a camel to go through the eye of a needle. Display the needle for the students to see. The disciples were surprised by Jesus' words. They asked, "Then who can be saved?" Listen to what Jesus told them. Read or choose a student to read Matthew 19:26 aloud. Then, Peter spoke up and reminded Jesus that he and the other eleven disciples left all they had to follow Him. Peter wanted to know what they would receive in Heaven. Jesus told His disciples they would sit on twelve thrones beside Jesus on His throne. Jesus explained that anyone who left houses, family, or lands for Him would receive 100 times the treasure in Heaven (Matthew 19:23–29)!

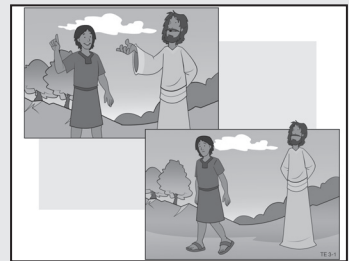
The man was not looking to give his all to Jesus and follow Him. He believed good works would get him to Heaven. The rich, young man believed he had kept all the commandments, but felt as though something was missing. Jesus knew this man's heart and knew his love of money and possessions was greater than his desire for eternal life. Even though the man had given many financial resources to the synagogue, he was not willing to give up everything to follow Jesus. The man valued possessions over following Jesus.

Put yourself in the shoes of the young, rich man who came to Jesus. How do you think you would respond? Encourage response. Choosing between our earthly treasures and our treasures in Heaven is hard because of our human desire to have and enjoy the things earth offers. But the earthly possessions God might ask us to give up do not come close to the heavenly treasures that believers will receive one day.



BUILDING BLOCKS

The Bible teaches us to seek treasure in Heaven rather than earthly possessions.



TE 3-1



TE 3-2

TAKE NOTE

With older students, discuss these questions: What are some things our choices tell others about what is important to us? While material possessions aren't wrong and money is necessary, how can they hinder our relationship with Jesus? What are some ways you can keep your focus on spiritual riches instead of material riches?

EXPLORE

Sometimes the things Jesus taught and said are confusing to us. One example of this is when Jesus told His disciples that the *first will be last and the last will be first* (Matthew 19:30). **What do you think Jesus meant when He said this?** Encourage response. **Jesus was simply saying that those who choose to follow Him also choose to serve and help others. When we have a desire to serve and help others, we are choosing to put the needs of others before our own needs. Those who love God and serve others put themselves last in this earthly life, and they will gain a great reward in the heavenly life to come! On the other hand, those who choose to be first—only thinking of themselves or what they can gain—in this earthly life will be last in the spiritual life. Jesus tells us there are things which are impossible for us, as humans, to do, but with God all things are possible. We sometimes think God has forgotten about us or doesn't care when we don't get the answers we want. Instead, we should remember that sometimes sacrifice is what is needed. We must trust in and yield to God's plan over our plan.**

Jesus also wanted His disciples to understand sacrifice as a part of following Him. Even at your age, God can use you to help and serve others. For example, what are some ways you can help someone in your neighborhood? Encourage response. **Do you have a friend who needs your help? How can you put the needs of your family first this week? Serving others is following Christ's example, and God can help us accomplish this. We just need to be willing!**

APPLY

Items Needed: TE 1-6

A roll of green crepe paper

Treats (stick gum, tootsie rolls, stickers, small erasers, etc.)

TAKE NOTE

Generally, one roll of crepe paper is 81 feet which is enough to sufficiently cover at least 15 small treats.

Before class, place one of the treats in the crepe paper and wrap until it is covered. Add another treat and do the same. Continue until all the treats are wrapped. Make sure there is one treat for each student.

Serving others is a selfless act. It requires our time and effort. Many in our world today serve themselves before meeting the needs of others, but as believers, we must look for opportunities to help others. This is one way we can reflect God's love to those who don't know Him as their Savior. Display TE 1-6 and review the application verse with the students by saying it together. **The young rich man in our lesson today treasured his possessions more than the heavenly reward he could receive. His heart was tied to his material wealth. Is being rich wrong?** Encourage response. **No, it's not. In fact, God sometimes chooses to give people great wealth** (1 Chronicles 29:1; 2 Chronicles 1:12; Job 42:12). **But those things should never become more important**

to us than our relationship with God because material things fade, fail, and are temporary. The things we treasure most show others what is most important to us. We can ask God to help us focus on His treasures and teach us to serve others even when it isn't easy. Have the students form a circle. Display the green ball to the students and explain you will give the ball to one of them. He or she will say one word of the verse and then pass the ball to the next person beside him or her who will say the second word. Continue passing along the ball and saying the words to the verse until the last student says the reference. He or she will unwrap the crepe ball to retrieve the first treat. Have all students who have received a treat move outside of the circle but continue to say the words to the verse. Repeat the activity until every student has unwrapped a treat.

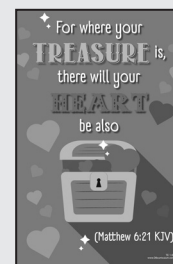
RESPOND

Items Needed: *Field Notes 3*
Colored pencils
Whiteboard and marker

Before class, copy *Field Notes 3* so each student will have one. Distribute *Field Notes 3* and colored pencils to the students. Have the students follow your instructions on what to do on their *Field Notes*. **Our family theme for today is choosing treasures in Heaven. That means we are to give our attention and focus on things that help us grow closer to God and show others He is the only way to have eternal life. What are some earthly treasures that people put before God?** Encourage response. Write their answers on the whiteboard. Have younger students draw pictures of some of the things in the space on their *Field Notes* and older students write some of the answers in the blank space. **Look on your *Field Notes* to discover some of the heavenly treasures God gives us when we put Him first. Peace, joy, patience, strength, comfort, godly relationships, and provision are just a few of the many blessings we receive when we choose heavenly treasures over earthly ones.** Allow the younger students to find the bolded words in the word search and older students place the bolded words in the crossword puzzle.

Jesus' disciples left their homes and families and chose to follow Jesus. Following Jesus meant serving others and putting the needs of others before their own. Was the rich, young man who came to Jesus willing to sacrifice his wealth and possessions and follow Jesus? Encourage response. **No, the Bible describes the man sadly walking away from Jesus. His earthly treasures were more important to him than the heavenly treasures available through following Jesus. Think about this question: Are there any earthly treasures you place before God? If so, ask God to help you change your focus. He is in the business of helping us do hard things. We are to devote our time and energy into things that matter to God.**

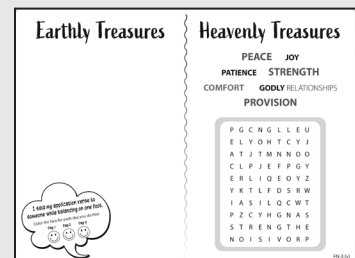
Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to keep your focus on things that help you grow closer to Jesus and show others you value your relationship with Him.** Close with a prayer asking God to show you ways you can serve others and focus on treasures in Heaven.



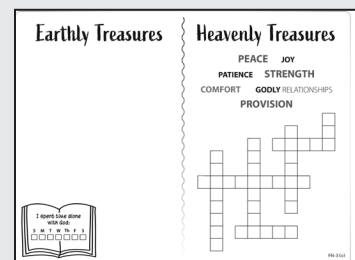
TE 1-6

TAKE NOTE

Go to d6family.com to download the answer key for the *Field Notes*.



Field Notes 3 (Y)



Field Notes 3 (O)



Field Notes 3

JESUS IS LORD AND KING



TEXT:

Matthew 22:1–27

LESSON OBJECTIVE

Jesus is the only One who can save us from sin. Learn the truth about who Jesus is and why we should praise and celebrate Him.

APPLICATION VERSE:

Philippians 2:10–11

FAMILY THEME:

Jesus Comes As King

PREPARATION CHECKLIST:

CONNECT

Option 2

- ___ TE 4-1
- ___ Scissors

- ___ Scissors
- ___ Tape
- ___ Marker
- ___ Whiteboard and marker

LEARN

- ___ TE 4-2
- ___ TE 4-3
- ___ TE 4-4
- ___ TE 4-5

APPLY

- ___ TE 4-6
- ___ TE 4-7
- ___ Scissors
- ___ Bag

EXPLORE

- ___ Green construction paper
- ___ Drinking straws

RESPOND

- ___ *Field Notes 4*
- ___ Colored pencils

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Have any of you ever been to a parade or seen one on TV? Encourage response. **What are some of your favorite things in a parade?** Encourage response. **We are going to use our imagination and have our own parade. I want you to follow what I do as we march around the room in our parade.** Do some of the suggested actions from the sidebar. Consider letting some of the students take a turn at leading the parade. After a bit, have the students sit. **What a great parade! Did you know there was a parade in the Bible?** Encourage response. **Listen to our lesson to find out who was in the parade.**

Option 2

Items Needed: TE 4-1
Scissors

Before class, cut apart the cards from TE 4-1. Choose a student to be the clue giver to the other students. He or she will say the words, one by one, on the list and the other students will try to guess what those words have in common.

Have any of you ever been to a parade or seen one on TV? Encourage response. **Did you know there is a parade in the Bible?** Encourage response. **Listen to our lesson to learn who was in the parade.**

Suggested actions:

Drummer in a marching band
Clown walking silly
Cheerleader doing cheer motions
Person riding on a float (walk around waving to the right and left)
Person riding a horse
Majorette twirling a baton

THINGS THAT MARCH IN A PARADE	THINGS (OR GROUPS) OF PEOPLE WHO MAY RIDE A FLOAT IN A PARADE
House	Acrobat(s)
Drum	Singer
Trumpet player	School
Cheerleader	Church
Queen	Queen
Baton twirler	Sports team
Drummer	Clothes
Costume designer	Children
Elephant	Policeman
Banish	Fireman
THINGS YOU MAY EAT OR DRINK AT A PARADE	THINGS OF THINGS TO DRIVE OR RIDE IN A PARADE
Hot Dog	Tractor
Cotton candy	Motorcycle
Cake	Car
Cookies	Bus
Lemonade	Unicycle
Snow cone	Fire truck
Popcorn	Police car
Popsicle	House
Coffee	Carnage
Nutcase	Elephant

TE 4-1

LEARN

Items Needed: TE 4-2—TE 4-5

What are we celebrating next week? Encourage response. **We are celebrating Easter.** Do any of you know why we celebrate Easter? Encourage response. **We are celebrating Jesus' death and resurrection. It might seem strange to celebrate Jesus' death. But when Adam and Eve disobeyed God's rule, sin entered the world. Sin is anything we think, say, and do that goes against God's way. Because God is holy, He cannot be with sin. Jesus chose to die to take the punishment for our sin. He gave us the opportunity to have eternal life in Heaven with Him and that is something worth celebrating.**

TAKE NOTE

The only time Jesus was honored with the respect due a king on earth was during the triumphal entry. Other times people flocked to Him, but their interest was driven mostly by their need or their curiosity, and not their understanding of who He was.



BUILDING BLOCKS

Jesus is the promised Messiah. His triumphal entry fulfilled Old Testament prophesy.



TE 4-2



TE 4-3



TE 4-4



TE 4-5

TAKE NOTE

Discuss these questions with older students: *Have you ever experienced not getting the recognition you deserved? How did you feel? How can knowing Jesus was not recognized as the King He is help you?*

Today we are going to talk about Jesus' last week on earth. Some people call this week *Passion Week*. Jesus and His disciples were just outside the city of Jerusalem near a town called Bethphage (BETH-fuh-gee). Display TE 4-2. Jesus sent two of His disciples to Bethphage with special instructions. They would see a donkey tied with her colt beside her. They were to untie the donkeys and bring them to Jesus. He told the disciples if asked what they were doing, they were to say the Lord needs them and those asking would let them take the donkeys (Matthew 21:1–5). This might seem kind of odd to us, but it was to fulfill God's promised plan. Read Zechariah 9:9 aloud to the students.

The two disciples left and later returned bringing the donkey and colt to Jesus. Did you hear which animal Zechariah said Jesus would ride? Encourage response. He rode the colt, the one who had not been trained to ride. Normally a donkey or horse who is unbroken would throw off the person who tried to ride it. The disciples threw their outer garments over the young colt and Jesus rode the untrained colt the entire way to Jerusalem. The parade began! Display TE 4-3. As Jesus rode through the streets, many in the crowd spread their outer garments on the road ahead of Him. Others grabbed branches from the palm trees and spread them on the road to show their respect and honor to the King (Matthew 21:6–9)!

So, how did Jesus go from being praised to crucified? Encourage response. The Bible tells us when Jesus entered Jerusalem, He went to the Temple to worship God. Display TE 4-4 and point to the different pictures. Jesus saw people selling oxen, sheep, and doves, and this made Him angry. God's house was not meant to be a market or store, but rather a place for prayer and worship. But what really made Jesus angry was that the merchants were cheating the people! He turned over the tables and made the people leave. Then, Jesus healed the blind and lame in the Temple and the people worshiped Him. This made the chief priests and the leaders angry and jealous. They did not like what He was doing and how the people followed Him (Matthew 21:12–16). Display TE 4-5. They questioned His authority because they did not recognize Him for who He was, and they couldn't explain His power and the miracles He was doing (Matthew 21:23).

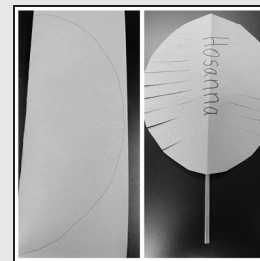
But remember this. *Jesus is God's Son and He is All-Powerful*. He could have at any moment, stopped all the terrible things that happened to Him. But He didn't because His love for us is greater than the pain He experienced.

EXPLORE

Items Needed: Green construction paper
Drinking straws (one straw/student)
Scissors
Tape
Marker
Whiteboard and marker

Before class, fold the construction paper in half, long end to long end, so each student will have one. Draw a semi-circle for the students to use as a guide for cutting. Write the word *Hosanna* on the white board. **Passion Week began the Sunday before Jesus died on what we call *Palm Sunday*. We learned the Israelites waved palm branches as Jesus entered Jerusalem. While this might seem strange to us, palm branches were a part of celebrations of victories in battle for Israel in this time. The people celebrated Jesus as their king. They also shouted, “Hosanna” which means “save us.” This word was used to express joy and congratulations. God had promised the next king would be a descendant of King David, and Jesus was that king. They celebrated Jesus because He was the long-awaited Messiah who was coming to save them. Unfortunately, the people didn’t understand exactly who Jesus was. They wanted their “king” to set up a literal kingdom to save them from the tough times of the Roman government, not to save them from their sin.**

Distribute a piece of construction paper, scissors, and a marker to each student. Have the students cut along the line, being sure not to cut the fold. Have the students write the word *Hosanna* in the center of their leaf. Then demonstrate for the students how to cut slits on the edges of the leaf (except for the top and bottom), stopping about an inch from the fold. Start in the center and make cuts about every inch to the edge. Distribute a straw and tape to the students and show them how to tape the straw to the back of the leaf. Encourage the students to wave their palm leaves as a reminder that Jesus saves us.



TAKE NOTE

Consider drawing lines on the leaves for younger students to use as a guide for cutting.

APPLY

Items Needed: TE 4-6—TE 4-7

Scissors

Bag

Before class, cut apart the pieces from TE 4-7 and place them in the bag. **Jesus is our humble King. Do any of you know what the word *humble* means?** Encourage response. **It’s a word that describes a characteristic of not thinking too highly of yourself and putting yourself above others. The opposite of humility is pride—thinking you are better or more important than others or you can do things without God.** Read Philippians 2:7–8 to the students. **Jesus’ entire life on earth was a perfect example of humility. The people praised Jesus, but their words and actions were only temporary. Only five days after Jesus entered Jerusalem, many of the people were yelling for Jesus to be crucified on the cross. How can we remember to praise Jesus for the King He is? We learn His Word.** Display TE 4-6 and introduce the application verse to the students by reading it to them. Be sure to point to each word as you say it. **The first part of these verses tells us at the name of Jesus we should bow. Jesus and His name should be treated with honor and respect. It’s not His name that makes Him special, but rather who He is—the Son of God. One day, Jesus will return with all His glory, and all will confess that He is Lord and King. Let’s say our verse together a few times. Choose**

That at the name of **Jesus**
every knee should bow . . .
And that every tongue
should confess that
Jesus Christ is Lord . . .
(Philippians 2:10–11 KJV).

TE 4-6

Hop on one foot while saying the verse.

Whisper the verse.

Snap your fingers while saying the verse.

Skip around the room while saying the verse.

March while saying the verse.

Put your hands on your hips while saying the verse.

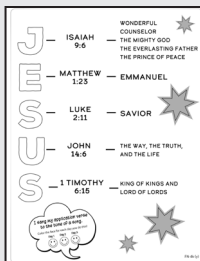
TE 4-7

a student to select a piece from the bag to indicate how the students should say the verse. Then have the students follow the instructions and say the verse. Continue until all the pieces have been chosen.

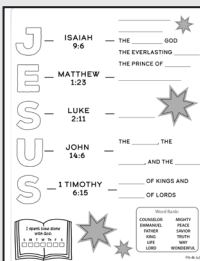
RESPOND

Items Needed: *Field Notes 4*
Colored pencils

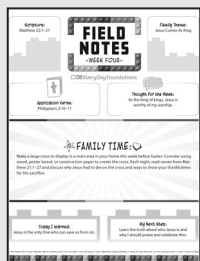
Before class, copy *Field Notes 4* so each student will have one. In your Bible, mark the verses listed on the *Field Notes*. **Jesus came as King as He rode on a donkey into Jerusalem. Many people celebrated Him as they threw down their garments and palm branches. They responded in a way that showed Him honor. Let's read some verses from God's Word that tell us who Jesus is and why we should worship and honor Him.** Distribute *Field Notes 4* and colored pencils to the students. Instruct the younger students to color the letters of Jesus' name that are beside the verses as you talk about them. Have the older students write the different names of Jesus in the space provided. Consider allowing older students to find verses in their Bibles and read them aloud. Read Isaiah 9:6 aloud. **What names of Jesus are in this verse?** Encourage response. **We can praise Jesus because He is all these things.** Read Matthew 1:23 aloud. **What does Jesus' name Immanuel mean?** Encourage response. **We can worship Jesus because He saves us.** Read Luke 2:11 aloud. **This verse also tells us Jesus is our Savior.** Read John 14:6 aloud. **What truths about Jesus do we learn from this verse?** Encourage response. **He is the way, the truth, and the life. It is only through Him that we can have eternal life in Heaven with God.** Read 1 Timothy 6:15 aloud. **Jesus is the King of kings and Lord of lords. When we know who Jesus is, we know He is worthy of our praise and celebration.** Have students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to learn the truth about who Jesus is and why we should praise and celebrate Him.** Close with a prayer thanking Jesus for being our King who loves us so much that He gave His life for us.



Field Notes 4 (Y)



Field Notes 4 (O)



Field Notes 4



JESUS IS OUR SAVIOR

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ TE 5-1
- ___ Resurrection eggs

Option 2

- ___ TE 5-2
- ___ Markers or crayons

LEARN

- ___ TE 5-3
- ___ TE 5-4
- ___ TE 5-5
- ___ TE 5-6
- ___ TE 5-7

___ TE 5-8

___ TE 5-9

___ TE 5-10

___ TE 5-11

EXPLORE

- ___ TE 5-12
- ___ *Field Notes 5*
- ___ Colored pencils

APPLY

- ___ TE 4-6

RESPOND

- ___ *Field Notes 5*

TEXT:

Matthew 26:38–68;
27:11–51; 28:1–15

LESSON OBJECTIVE:

Jesus died on the cross for our sin, and He rose from the grave just as He said He would. Use your words and actions to honor and celebrate Jesus as your Savior and remember the true meaning of Easter.

APPLICATION VERSE:

Philippians 2:10–11

FAMILY THEME:

Jesus Died and Rose Again

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Items Needed: TE 5-1 (see sidebar)
Resurrection eggs

Open the eggs in order one at a time. Display each item and read the message and verse in each one. Have older students find the different verses and read them aloud. **Last week, we learned Jesus entered Jerusalem as a King, but within a week, many had changed their opinions about Him. He went from the celebrated King to the crucified King. Today, we will study what God's Word tells us about Jesus' horrible and painful death, His amazing resurrection from the grave, and what both those things mean for us.**

Option 2

Items Needed: TE 5-2
Markers or crayons

Before class, copy TE 5-2 for each student. Distribute TE 5-2 and markers to the students and allow them to color the picture. Encourage students to use a variety of colors to make the picture look like stained glass. **Last week, we learned Jesus entered Jerusalem as a King, but within a week, many had changed their opinions about Him. He went from the celebrated King to the crucified King. Today, we will study what God's Word tells us about Jesus' horrible and painful death, His amazing resurrection from the grave, and what both of those mean for us.**

LEARN

Items Needed: TE 5-3—TE 5-11

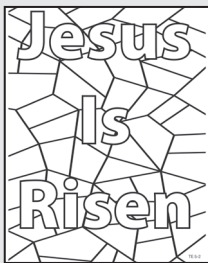
Do any of you remember what we call the week before Jesus died? Encourage response. **Yes, we call it Passion Week. While many believed Jesus was the Son of God, others—especially the Jewish religious leaders—rejected Him and wanted Him dead.**

Display TE 5-3 and point to the different pictures. **One of Jesus' disciples, Judas Iscariot, betrayed Jesus and told the Jewish leaders where they would find Him (Matthew 26:14–16). Jesus was praying to God when He was arrested (Matthew 26:38–39, 47–50). Display TE 5-4. Jesus was taken to the High Priest**



TE 5-1

If Resurrection eggs are not available, use TE 5-1 to make your own.



TE 5-2



BUILDING BLOCKS
Jesus is alive. He died on the cross to pay the penalty for our sins, and rose again on the third day.

TAKE NOTE

Some of the details of Jesus' torture might be too much for younger students. Use your own judgment in teaching this lesson.



TE 5-3

where lies were told about Him, and Jesus was mocked, spit on, slapped, and beaten by the Jewish leaders (Matthew 26:57–68). But they could not kill Jesus; only the Roman government could do that. So, when they were done mistreating Jesus, He was given over to the Roman government to be put on trial and sentenced to death. Display TE 5-5. Pilate, the Roman governor, realized Jesus was innocent and wanted to let Him go. But the Jewish leaders wanted Jesus to be crucified. Pilate washed his hands in a bowl of water to show he was washing away the responsibility of killing Jesus before turning Him over to the Roman soldiers (Matthew 27:11–24).

Display TE 5-6 and point to the different pictures. **The soldiers whipped Jesus with a lead-tipped whip that tore into His flesh, and they put a crown of thorns on Him** (Matthew 27:27–30). **On the way to the crucifixion, the soldiers grabbed a man named Simon and had him carry Jesus' cross** (Matthew 27:32). **We don't know why, but it was probably because Jesus was physically unable to carry the cross because of His beatings and the torture He endured. At Golgotha, the soldiers placed Jesus on the cross and hammered a nail in each hand and in His feet. They put a sign on the cross that said Jesus was the "King of the Jews" as another way to mock Him.** Display TE 5-7. **The soldiers raised the cross and Jesus hung for everyone to see Him. Jesus spent about three hours on the cross. He cried out to God asking why He had abandoned Him** (Matthew 27:46). **Had God really forgotten Jesus?** Encourage response. **No, but He did have to turn away from watching what was happening because God could not look on the sins Jesus was dying for. Jesus cried out with a loud voice and took His last breath. There was an earthquake and the curtain in the Temple was torn in two from top to bottom** (Matthew 27:50–51). **It was an extremely sad day for Jesus' friends.**

Display TE 5-8 and point to the different pictures. **A wealthy man named Joseph of Arimathea, who was a disciple of Jesus, asked Pilate if he could bury Jesus' body in his tomb and Pilate agreed. Joseph wrapped Jesus' body in clean linen cloth and placed His body in the tomb. A large stone covered the opening of the tomb** (Matthew 27:57–60). **Pilate placed soldiers to guard the tomb because he didn't want anyone to steal Jesus' body** (Matthew 27:62–66).

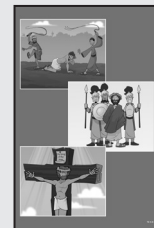
Display TE 5-9. **On the third day after His death, Jesus' friends, Mary and Mary Magdalene, went to the tomb to put spices on His body. In Bible times, people prepared the bodies of their loved ones with spices and ointments if they could afford to. These items covered the smell of the dead body. There was an earthquake as the women arrived at the tomb. An angel of the Lord had rolled the stone away and was sitting on it. The soldiers guarding His tomb fainted in fear, but the angel told the women not to be afraid. He knew they were looking for Jesus** (Matthew 28:1–5). **Listen to what else the angel told the women.** Read Matthew 28:6–7 aloud to the students. **The women quickly ran from the tomb to tell the disciples all they had seen and heard.** Display TE 5-10. **As the women were on their way, they met Jesus just as the angel had said. Jesus told them not to be afraid, but to go and tell the disciples to go to Galilee where He would be. What do you think the women did?** Encourage response. **They obeyed Jesus** (Matthew 28:8–10).



TE 5-4



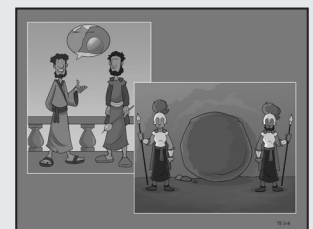
TE 5-5



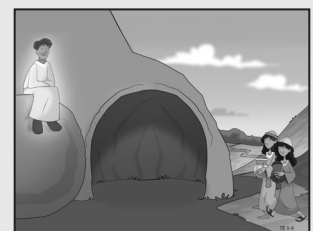
TE 5-6



TE 5-7



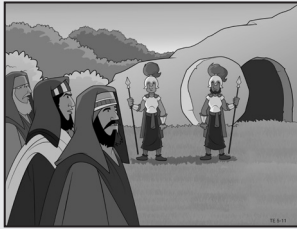
TE 5-8



TE 5-9



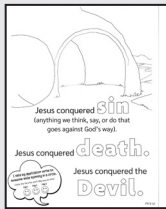
TE 5-10



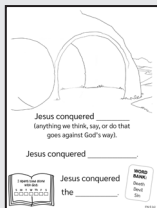
TE 5-11

TAKE NOTE

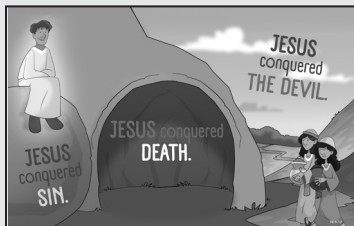
Discuss these questions with older students. *Why do you think so many people who witnessed Jesus' miracles chose to condemn Him? How is Jesus' crucifixion the greatest gift of love ever given?*



Field Notes 5 (Y)



Field Notes 5 (O)



TE 5-12

Display TE 5-11. The Bible tells us while the women were headed to where the disciples were, the soldiers who had been guarding Jesus' tomb told the chief priests everything that had happened. You would think this would have convinced Jesus' doubters that He really was the Son of God. Instead, they bribed the soldiers into saying that Jesus' disciples had stolen His body while they were sleeping (Matthew 28:11–15). Lies about Jesus continued even after His death. But we know the truth. Jesus died and rose again, and He is alive! The first Easter took place around 2000 years ago. But from the very beginning, God had a plan to save us.

EXPLORE

Items Needed: TE 5-12

Field Notes 5

Colored pencils

Before class, copy *Field Notes 5* so each student will have one. Distribute *Field Notes 5* and colored pencils to the students. Have the younger students color the words as you talk about the three things Jesus conquered. Have the older students fill in the blanks on their *Field Notes*. **Jesus spent three days in the tomb. The Jews calculated the Sabbath, a day in which no work could be performed, from sundown on Friday night to sundown on Saturday night. Friday, the day on which Jesus died, was counted as day one. Saturday, the day of rest, was day two. Sunday, the first day of the week, was day three. Although Jesus had not been in the tomb for 72 hours, in the Jewish system, His time in the grave spanned three days.**

When Jesus rose from the grave, He conquered three things. Display TE 5-12. **First Jesus conquered sin.** Do any of you remember what sin is? Encourage response. **Sin is anything we think, say, or do that goes against God's way. God cannot be with sin and the Bible tells us every person has sinned (Romans 3:23). The Bible also tells us the payment for sin is death (Romans 6:23). This isn't talking about the death of our earthly bodies because everyone dies on earth. It's referring to our eternal separation from the presence of God. But Jesus, with His death on the cross, paid the price for our sin.**

Second, Jesus conquered death. When He died and came back to life, Jesus showed death has no power over Him (Romans 6:9). **With Jesus' resurrection, He was able to give eternal life to all who believe in Him. One day, every believer will live forever with Him in Heaven (John 3:16).**

Third, Jesus conquered the Devil. Jesus' resurrection defeated God's biggest enemy. Satan might have thought he won when Jesus was placed on the cross and then in the tomb. But the cross was not the Devil's victory, it was God's greatest victory over Satan.

APPLY

Items Needed: TE 4-6

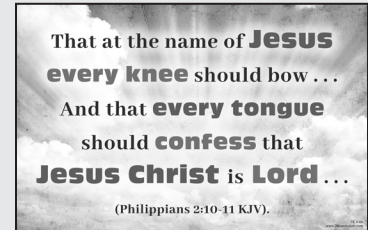
Have any of you ever heard the phrase *walk your talk*? Encourage response. It means let your actions match your words. Jesus walked His talk. His actions proved His words. Jesus did all the amazing things He said He would. Jesus told His disciples He would go to Jerusalem, suffer many things from the Jewish leaders, and He would be killed. He also told them He would come back to life three days later (Matthew 16:21). There is no one who has ever lived or who will ever live like Jesus, our Risen King. Display TE 4-6 and review the application verse with the students by reading it together. One day, everyone will worship Him as King Jesus and speak of His greatness because of who He is and what He did for us. Why do you think the verse tells us every knee will bow? Encourage response. This refers not only to a custom in those days, but it is also a humbling and reverent way to show honor to our King. Work together as a class to create different actions for key words in the verse. For example, have students point to their knees at the word *knee* and bow when saying the word *bow*. Say the verse together several times using the different actions.

RESPOND

Items Needed: Field Notes 5

Imagine if you had been there when Jesus was arrested and crucified on the cross. It's easy to say we would have defended Jesus or stood up for Him against those who wanted to hurt Him. But do we do that today? As followers of Jesus, do we always respect His name with our words and actions? Do we tell others who Jesus is and what He did for us? Do we go to Him with our problems and trust Him to forgive us?

Let's remember Jesus won, and as His followers, we win. We can celebrate Jesus because He died for our sins—past, present, and future—and rejoice in His resurrection. Have the students turn to the *Next Step* section on their *Field Notes*. Your *Next Step* is to use your words and actions to honor and celebrate Jesus as your Savior and remember the true meaning of Easter. Close with a prayer thanking Jesus for His sacrifice on the cross so we could have total forgiveness of our sin and ask Him to help us live our lives so others can come to know Him.



TE 4-6

TAKE NOTE

Ask older students this question: *How do Jesus' predictions about His death and resurrection help us believe in His other promises?*



Field Notes 5

GOD HAD A PLAN FOR MOSES



TEXT:

Exodus 1:8–22; 2:2–10;
3:1–20; 4:2–20

LESSON OBJECTIVE:

God's plan for Moses' life required faithful obedience on Moses' part. Trust God, follow His leading, and live a life that honors Him.

APPLICATION VERSE:

2 Chronicles 7:14

FAMILY THEME:

Moses

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ TE 6-1
- ___ Scissors

Option 2

- ___ TE 6-2
- ___ Scissors

LEARN

- ___ TE 6-3
- ___ TE 6-4
- ___ TE 6-5
- ___ TE 6-6

EXPLORE

- ___ TE 6-7
- ___ *Field Notes* 6
- ___ Colored pencils

APPLY

- ___ TE 6-8
- ___ Whiteboard and marker

RESPOND

- ___ TE 6-9a
- ___ *Field Notes* 6
- ___ Scissors

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

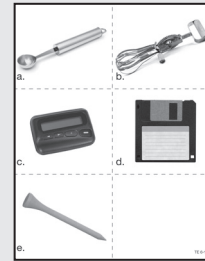
Items Needed: TE 6-1
Scissors

Before class, cut apart the pictures from TE 6-1 and put them face down. Have a student choose one of the cards, display it for the other students to see, and discuss what the purpose of the item is (answers are in the sidebar.). Continue until all the cards have been drawn and discussed. **Each item had a special purpose. We have learned in past lessons that God made each of us for a special purpose. Today we are going to learn about a man in the Bible named Moses and some of the ways God used him to accomplish His purpose.**

Option 2

Items Needed: TE 6-2
Scissors

Before class, cut apart the cards from TE 6-2. Play a game to guess different items that have a special purpose. Have a student choose one of the cards. He or she will try to get the other classmates to guess the word in red. He or she cannot say that word, any part of that word, or the two words listed on the card. This activity is like the game *Taboo*. The clue giver can also make sounds or do motions. Continue until all the words on the cards have been guessed. **One way to know about an item is to know its purpose. We have learned in past lessons that God made each of us for a special purpose. Today we are going to learn about a man in the Bible named Moses and some of the ways God used him to accomplish His purpose.**



TE 6-1

a. *Melon baller*: a scoop used for creating round balls from melons.

b. *Egg beater*: a kitchen utensil used for beating eggs.

c. *Pager*: an electronic device that received messages. The user was alerted by beeps or vibrations.

d. *Floppy disk*: a form of data storage for computers used from the 1970's until the midlate 2000's.

e. *Golf tee*: a stand used to hold a golf ball so the player can hit it with a golf club.



TE 6-2

LEARN

Items Needed: TE 6-3—TE 6-6

Today we are going to begin learning about a man in the Bible named Moses and continue learning about his story over the next several weeks. He is one of the key people in the Bible and is listed in the Faith Hall of Fame in Hebrews 11. Several months ago, we learned about the events in Joseph's life. We learned God used Joseph to prepare the country of Egypt for a great famine. At the end of our lesson, we learned Joseph was reunit-



BUILDING BLOCKS

God used Moses to deliver His people from slavery in Egypt.



TE 6-3



TE 6-4



TE 6-5



TE 6-6

ed with his family and they moved to Egypt to live with him. Many years passed, and the Israelites were now a mighty nation. There was also a new Pharaoh who did not remember Joseph or what he had done. This Pharaoh was afraid the Israelites would become more powerful than the Egyptians, so he made them his slaves. Pharaoh made the Israelites work hard for him and he mistreated them greatly. Pharaoh then made a law that every Israelite baby boy born was to be thrown into the Nile River (Exodus 1:8–22).

But one couple had a son whom they kept hidden for three months until they could no longer safely hide him. Display TE 6-3. His mother, Jochebed, made a waterproof basket, placed her son inside, and then put the basket in the river on the edge where some plants kept him from floating away. Display TE 6-4 and point to the pictures. Pharaoh's daughter saw the basket and had her maid get it out of the water. When the princess saw the child, she felt compassion for the child. The baby's sister, Miriam, saw what was happening and approached the princess. Miriam told the princess she knew someone who could help care for the baby. The princess agreed and Miriam brought her mother to the princess. Jochebed took care of the baby until he was old enough to live with the princess at the palace. The princess named the child Moses (Exodus 2:2–10).

Many years went by, and God's people were being mistreated. God heard their cries for help. Moses was now an adult and lived in a place called Midian. Display TE 6-5. One day, as he was caring for his sheep, Moses saw a bush on fire, but it was not burning up. Moses did what many of us would do. He walked toward the bush to get a closer look. Then Moses heard a voice coming from the bush! It was God and He was calling Moses' name (Exodus 3:1–4a). What do you think Moses did? Encourage response. Read Exodus 3:4b to the students. Display TE 6-6. God told Moses not to come any closer and to take off his shoes because he was standing on holy ground. God told Moses who He was and that He had a job for him—to rescue His people from slavery and lead them to the Promised Land (Exodus 3:5–10).

How do you think Moses responded to this huge task God had given him? Encourage response. He was unsure that he was capable of doing what God wanted him to do (Exodus 3:11). But listen to what God told Moses. Read or choose a student to read Exodus 3:12–15 aloud to the students. God told Moses more of His plan. He told Moses to go to Egypt and gather the people of Israel and tell them God had seen their suffering and was going to rescue them from slavery and lead them to a land flowing with milk and honey. God also warned Moses that Pharaoh would not listen to him and would not let the Israelites leave. But God had a plan to show Pharaoh that He was stronger and more powerful, and Pharaoh would eventually allow the Israelites to leave. Moses listened to all God had to say, but he still didn't think he was the right person for the job (Exodus 3:16–20).

Moses began to give God excuses why he couldn't do what He asked. The first excuse Moses gave God was that the people wouldn't listen to or believe him. God gave Moses signs to show the people to prove these words were from the eternal God. Read or choose a student to read Exodus 4:2–9 aloud. Then, Moses told God he wasn't a good speaker. What do you think

Moses finally submitted to God's plan (Exodus 4:18–20). He did the right thing. Even though Moses knew it would be hard, he also knew the faithful, powerful God would be with him and help him.

Items Needed: TE 6-7
Field Notes 6
Colored pencils

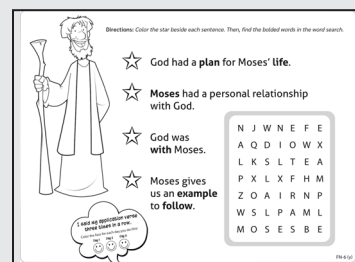
Before class, copy *Field Notes* 6 for every student. Distribute *Field Notes* 6 and colored pencils to the students. Have the younger students color the stars and circle the bolded words and older students use the word bank to fill in the blanks as you talk about the lessons from Moses' life. Display TE 6-7 and point to the different sentences as you talk about them.

There are so many lessons we can learn from Moses' story so let's look at a few of them. First, we can learn *God had a plan for Moses' life*, even from infancy. It was no coincidence that Pharaoh's daughter is the one who found the baby in the river. It was all part of God's plan. Remember, Moses was an Israelite who was raised in Pharaoh's Egyptian home. He left there after killing and hiding the body of an Egyptian man who was beating one of the Israelite slaves. He lived in Midian until God appeared to him in the burning bush. We learn from this event that *Moses had a personal relationship with God*. He knew who God was and respected Him enough to take off his shoes and hide his face. Later the Bible tells us God spoke to Moses face to face as a person speaks to his or her friend (Exodus 33:11). We also learn from Scripture that *God was with Moses* as he faced Pharaoh, as he led the Israelites out of Egypt and through the Wilderness, when he was called up to Mt. Sinai and given the Ten Commandments, and throughout his entire life. *Moses gives us an example to follow*. When the Israelites doubted God's care and protection for them when they traveled through the Wilderness, Moses remained faithful and loyal to God. He trusted God to provide for every need.

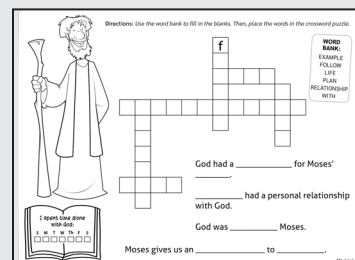
Items Needed: TE 6-8
Whiteboard and marker



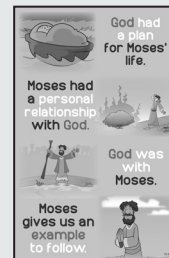
Ask these questions to older students and allow time for discussion: *Have you ever experienced God in a miraculous way or felt His leading to do something out of your comfort zone? Do you feel like God is preparing you for something specific? Have you ever tried to give God excuses about something?*



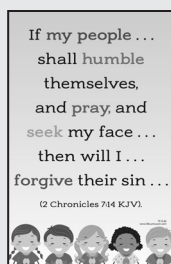
Field Notes 6 (Y)



Field Notes 6 (O)



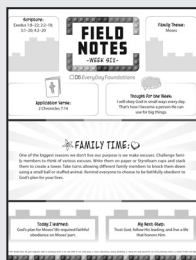
TE 6-7



TE 6-8

We are created
for a special purpose.

TE 6-9a



Field Notes 6

Write the italicized words on the whiteboard. **We not only learn about Moses in these verses, but we also learn about who God is. He is a *compassionate* God. He heard the cries of His people and He hurt for them. His care produced action. God is *compassionate* toward us too. He cares about and acts for us. Do any of you remember what God told Moses to tell the people about who sent him? Encourage response. Read or choose a student to read Exodus 3:13–15. **God told Moses to tell the people that *I AM* had sent him. God linked His name with the verb “to be.”** Write YHWH on the whiteboard. The Hebrew word YHWH (Yahweh) has four consonants which come from this verb. We can assume YHWH means something like “He is” or literally translated “He is who He is,” “He will be who He is,” or even paraphrased “He will always be what He’s always been.” In other words, God never changes and is always present. He is still that same God in our lives. God is a *faithful* God. When Moses was hesitant, God reminded him that He would be with him and would help him know what to say. The Bible tells us over and over that God will never leave us. He is faithful to us too. God is a *forgiving* God. As we continue our study of Moses, we will learn of the many times God forgave His people for their complaining and disobedience. Let’s learn a verse to help us remember that He does the same for us. Display TE 6-8 and introduce the application verse to the students by reading it together. **There’s a difference between being sorry for a sin and being repentant of that sin. Oftentimes when we say we are sorry, we are actually just sorry we were caught. Repentance involves being humble, praying, and asking God to help you turn away from sin. When we repent, God is faithful to forgive (1 John 1:9). Let’s say our verse together again.****

RESPOND

Items Needed: TE 6-9a
Field Notes 6
Scissors

Before class, cut apart the sections from TE 6-9. **From the beginning of Moses’ life, God had a purpose for him.** Display TE 6-9a. ***We are created for a special purpose.*** God can use you now and He might be preparing you for something in your future. Life is full of opportunities to trust God and share Him with those who are part of your life. When those times come, will you offer excuses, or will you be willing to do what God calls you to do? Remember, He will not ask you to do something you cannot do without His help. That’s the key. We can’t do it by ourselves, and He doesn’t expect us to do it alone. God promised to be with Moses and He promises to be with us. Learn from Moses’ life and grow your personal relationship with God by studying His Word.

Your Next Step is to trust God, follow His leading, and live a life that honors Him. Close with a prayer and ask God to help you and your students be willing to do whatever He asks and remember He is always with you.



GOD RESCUED HIS PEOPLE

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ TE 7-1
- ___ Yarn
- ___ Scissors

Option 2

- ___ A large opaque bag
- ___ Treats

LEARN

- ___ TE 7-2
- ___ TE 7-3
- ___ TE 7-4
- ___ TE 7-5
- ___ *Field Notes 7*
- ___ Scissors
- ___ Colored pencils

EXPLORE

- ___ Craft sticks
- ___ Red craft paint
- ___ Paintbrushes
- ___ Glue
- ___ Small paper plates
- ___ Yarn
- ___ Scissors
- ___ Newspaper

APPLY

- ___ TE 6-8
- ___ TE 7-6
- ___ Scissors

RESPOND

- ___ TE 6-9b
- ___ *Field Notes 7*

TEXT:

Exodus 7:14–25; 8–10;
12:3–13, 29–32

LESSON OBJECTIVE:

God delivered the Israelites from Pharaoh and Jesus delivered us from eternal separation from God. Remember, you are forgiven because of Jesus.

APPLICATION VERSE:

2 Chronicles 7:14

FAMILY THEME:

God Delivers His People

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Items Needed: TE 7-1

Yarn and Scissors

Follow the instructions on TE 7-1. **Sin is anything we think, say, or do that goes against God's way. What are some things that are sin?** Encourage response. **Our tangled web reminds us how sin keeps us tied up or in bondage. For example, one lie often leads to another and the next thing you know, you are tangled up in a web of lies. Using unkind or wrong words can become a habit before you realize it and you become entangled in the sin.** Use the scissors to cut the web of yarn away from the students. **Today we are going to learn how God used Moses to set His people free from Pharaoh's grip of slavery and how God sets us free from the bondage of sin.**

Option 2

Items Needed: A large opaque bag

Treats (see sidebar)

Have any of you ever tried to change someone's mind? Encourage response. Encourage students to share about a time when they tried to change someone's mind and were successful and when they were not. **Sometimes changing someone's mind is easy, and sometimes it's not. It all depends on what the situation is and whose mind you are trying to change. Let's do an activity where you will try to convince me to let you have the treat that is in this bag at the end of class.** Do not tell them what the treat is or let them look, but allow the students to try to convince you to share the treat at the end of class. At the end of the activity, agree to share the treat at the end of class. **Today we are going to learn God sent Moses to try to change Pharaoh's mind about letting the Israelites leave Egypt. Listen to learn if Moses was successful.**

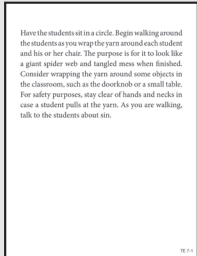
LEARN

Items Needed: TE 7-2—TE 7-5

Field Notes 7

Scissors

Colored pencils



TE 7-1

TAKE NOTE

The goal of this lesson is not for the students to memorize all ten plagues, but to see God's compassion for His people, His power, and His plan to rescue the Israelites.

Bring treats to represent the different plagues. Here are some suggestions (have one for each student)

River to blood (red Capri Sun)

Frogs (gummy frogs)

Lice/Gnats (white chocolate nonpareils)

Flies (raisins)

Cattle (animal crackers)

Boils (Capt'n Crunch berries)

Hail (mini marshmallows)

Locusts (Green Mike and Ikes)

Darkness (black licorice jellybeans)

Firstborn child (Sour Patch Kids or Teddy Grahams)

Before class, Cut apart the cards from TE 7-2. Also, copy *Field Notes 7* so each student will have one. Display TE 7-3 and point to the different pictures. **Pharaoh was the ruler of Egypt, and he made the Israelite people work for him. Pharaoh mistreated the Israelites, and God heard their cries. He sent Moses and his brother, Aaron, to tell Pharaoh to let them leave. Do you think Pharaoh agreed? Encourage response. No, the Israelites were his slaves and he refused. Do you think this surprised God? Encourage response. Of course not! God had a plan for His people to leave Egypt with Moses. God sent different plagues on Pharaoh and the Egyptians.** Distribute *Field Notes* and colored pencils to the students. Have the younger students write the number of the plague in the circle as you discuss them. Have the older students write what each plague is beside the picture. On the back of each plague is an activity for the students to do to correspond with the plague.

Display TE 7-2a. **God told Moses to meet Pharaoh at the river and tell him that since he would not let the Israelites go and worship God, the water would turn into blood. Just as God said, when Moses stretched his rod over the river, the water turned into blood and the fish died causing the river to stink. Then God told Aaron to stretch out his rod and turn the rest of the water in the ponds, pools, and people's houses into blood. All the water had been turned to blood. This plague lasted for seven days** (Exodus 7:14–25).

Display TE 7-2b. **God then filled the land of Egypt with frogs. Pharaoh begged Moses and Aaron to ask God to take away the frogs. The next day, the frogs that were in the houses and fields were dead and piled up in heaps. The only frogs that lived were the ones in the river. Do you think Pharaoh kept his word and let the Israelites go? Encourage response. No, he changed his mind and would not let them leave** (Exodus 8:1–15).

Display TE 7-2c. **God told Moses to have Aaron hit the ground with his rod and the dust would turn into a swarm of small biting bugs. As soon as Aaron did this, the entire land of Egypt was infested with bugs covering the people and the animals. But Pharaoh still refused to let God's people go** (Exodus 8:16–19).

Display TE 7-2d. **God next sent swarms of flies to cover the ground and the houses of Pharaoh and all the Egyptians. Pharaoh agreed to let the Israelites leave, but he didn't want them to go far. What do you think Pharaoh did when God got rid of the flies? Encourage response. Yes, he changed his mind about letting the people leave** (Exodus 8:20–32).

Display TE 7-2e. **This time, God sent a plague on the Egyptian's livestock and they died, but God protected the animals of the Israelites. Pharaoh still refused to let God's people leave** (Exodus 9:1–7).

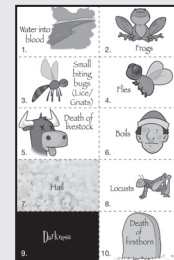
Display TE 7-2f. **God told Moses to take ashes and throw them in the air while Pharaoh was watching. When Moses threw the ashes, boils appeared on all the people and animals. But Pharaoh still would not let the Israelites leave** (Exodus 9:8–12).

Display TE 7-2g. **God warned that He would send a hailstorm throughout Egypt (except where the Israelites lived) the next day. True to His Word, God sent a terrible storm and the hail destroyed plants and trees, and any animals and people, who were not sheltered, died. Pharaoh asked Moses and Aaron to beg God to end the storm and he would let the people go.**



BUILDING BLOCKS

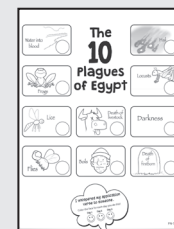
The blood of the Passover lamb provided escape from the tenth plague and pointed to the sacrifice of Jesus.



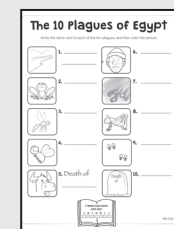
TE 7-2



TE 7-3



Field Notes 7 (Y)



Field Notes 7 (O)

TAKE NOTE

Livestock included the horses, camels, cattle, sheep, and goats.



TE 7-4



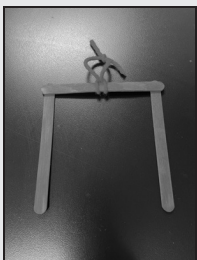
TE 7-5

TAKE NOTE

We don't know exactly how many Israelites there were, but Exodus 12:37 says that there were 600,000 men, which means the women and children were not included in this number. Most scholars number the Israelites well over a million people at the time of the Exodus!

TAKE NOTE

Ask older students these questions and allow time for discussion: *Are there any times you have been like Pharaoh—refusing to do what God wanted? What do the plagues teach us about God's power? What do you think the Egyptians felt as they saw God protection over His people?*



Do you think Pharaoh kept his word? Encourage response. **No, he did not** (Exodus 9:13–35).

Display TE 7-2h. **At this point, the country was almost destroyed from all the plagues. But Pharaoh's heart was hard. Moses lifted his rod and God caused a wind to blow all day and night. The next morning, locusts were everywhere! They ate the fruit, plants, trees, and crops. Pharaoh told Moses and Aaron the Israelites could go. God sent a west wind that drove the locusts into the Red Sea. Just like before, Pharaoh changed his mind once the plague was over** (Exodus 10:1–20).

Display TE 7-2i. **God sent darkness over all the land of Egypt, except for where the Israelites lived. Pharaoh said the Israelites could leave, but their animals had to stay. Moses reminded Pharaoh they needed the animals for sacrifices. Pharaoh became so angry that he refused to let the Israelites leave and threatened to kill Moses if he ever came back** (Exodus 10:21–29).

Display TE 7-2j. **Before God sent this last and final plague, He gave instructions for the Israelites to keep them safe. Display TE 7-4. They were to make an animal sacrifice and brush some of the blood of the animal around the doorframe of their homes. When the angel of death came through Egypt that night, he would pass over these homes. The people were also to roast the meat from their sacrifice and eat it with unleavened bread and bitter herbs. The Israelites were to be dressed, with their sandals on, so they would be ready to leave even as they ate. That night, the firstborn son in every Egyptian family died—from Pharaoh's son to the sons of the servants** (Exodus 12:3–13, 29–30).

Display TE 7-5. **Pharaoh called Moses and Aaron in the night and told them to take the Israelites and all their things with them** (Exodus 12:31–32). **God rescued His people from the bondage of Pharaoh!**

EXPLORE

Items Needed: Craft sticks (three craft sticks/student)

Red craft paint

Paintbrushes

Glue, yarn, scissors

Small paper plates

Newspaper

Before class, cut the yarn into 8" lengths so each student will have one. Place a section of newspaper in front of each student. Distribute three craft sticks and paintbrushes to the students. Put some red paint on the paper plates and allow the students to have access to it. Have the students paint one side of the craft sticks and set aside to dry. **Moses told the people they were to have a yearly celebration called Passover to remember how God delivered them out of Egypt by His strong hand. They were to remember the death that "passed over" their homes because of their obedient actions. Jewish people still celebrate this special time of the year with special food and activities. Once**

the craft sticks are dry, have the students form and glue a three-sided square with the craft sticks. Distribute a piece of yarn to the students and have them tie the yarn to the craft sticks to form a hanger. Encourage the students to hang the craft somewhere they will see it to remind them of God's power and protection.

APPLY

Items Needed: TE 6-8
TE 7-6
Scissors

Before class, cut apart the pieces from TE 7-6 and mix them up. **God promised He would deliver the Israelites from Pharaoh and He did. God always keeps His promises. The application verse we started learning last week reminds us that God promises that if we humble ourselves before Him, pray, and seek His face, He will forgive our sin.** Display TE 6-8 and review the application verse with the students. **A couple of weeks ago we celebrated Easter. The Passover lamb the Israelite people sacrificed is a picture of Jesus, who sacrificed Himself for our sin. When we participate in communion, the Lord's Supper, we are remembering our deliverance from sin that came only through Jesus' death on the cross and His powerful resurrection. The juice we drink is to remind us of the blood Jesus willingly gave. The unleavened bread is to remind us of His body that was crucified on the cross.**

Distribute the pieces from TE 7-6 to students and let them stand in the correct order of the application verse. Say the verse together. Redistribute the strips and repeat the activity several times.

RESPOND

Items Needed: TE 6-9b
Field Notes 7

Just as the Israelites had a part in the Passover by putting the blood on the doorframes, our part is to ask God to forgive us of our sin. Display TE 6-9b. ***We are forgiven because of Jesus.*** Read or choose a student to read 1 John 1:9 aloud. **Just as the Israelites were only saved from death by the blood on the doorframes, we are only saved from an eternal separation from God by the blood of Jesus (Romans 6:23). Just as the Israelites had to choose to obey God, we have to choose to believe in Jesus and what He did on the cross for us.** Have the students turn to the *Next Step* section on their *Field Notes*. **Your *Next Step* is to remember you are forgiven because of Jesus.** End class with prayer for your students thanking God for delivering the Israelites from Pharaoh and thanking Jesus for delivering us from sin and Satan's lies.

TAKE NOTE

Ask older students these questions and allow a time for discussion: *Why was it important for the Israelites to pass down the celebration of Passover to future generations? Are there any monumental "God moments" you have experienced that will stick with you and reinforce your faith?*



TE 6-8



TE 7-6

We are forgiven because of Jesus.

b.

TE 6-9b



Field Notes 7

GOD GUIDED HIS PEOPLE



TEXT:

Exodus 14:1–31

LESSON OBJECTIVE:

God guided Moses and the Israelites as they escaped Pharaoh and his men, and God guides us. Seek God's guidance by studying His Word and follow the Holy Spirit's leading.

APPLICATION VERSE:

2 Chronicles 7:14

FAMILY THEME:

God Leads His People

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ Two large sheets
- ___ Towels
- ___ Chairs

Option 2

- ___ Large metal or plastic pan
- ___ Water
- ___ Straws
- ___ Towel

LEARN

- ___ TE 8-1
- ___ TE 8-2
- ___ TE 8-3
- ___ TE 8-4
- ___ TE 8-5

EXPLORE

- ___ TE 6-9c
- ___ TE 8-6
- ___ TE 8-7
- ___ *Field Notes* 8
- ___ Colored pencils
- ___ Cardstock
- ___ Paper towel tubes
- ___ Blue and brown construction paper
- ___ Scissors
- ___ Crayons
- ___ Tape
- ___ Stapler

APPLY

- ___ TE 6-8

RESPOND

- ___ *Field Notes* 8

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

Items Needed: Two large sheets
Towels
Chairs

Build the Red Sea using sheets and chairs (see sidebar). Have the students sit in the middle opening. **Let's pretend you all are sitting in the Red Sea with the water on both sides of you. At the end of our lesson last week, Pharaoh told Moses to take the Israelites and leave. Today we will learn how God led His people as they left Egypt and how a miracle saved them.**

Option 2

Items Needed: Large metal or plastic pan (baking pan or roasting pan)
Water
Straws
Towel

Fill a large pan with only a little bit of water. Choose two students and give each one a straw. Have them stand on opposite sides of the pan. Instruct the students to begin blowing with their straws so the water is parted and for them to keep the water parted. Encourage the students to work together. After a few minutes, allow two other students to have a turn. Allow any student who wants a turn, have one, even if it decreases the time each pair can blow on the water. Make sure each student has a new straw. Throw away the straws at the end of the activity.

Was it hard to keep the water back? Encourage response. **Did you run out of breath?** Encourage response. **Today we are going to learn about the time when God parted the waters of the Red Sea, not with His breath, but with His power. Do any of you remember how many Israelites we said left Egypt with Moses?** Encourage response. **The Bible tells us there were 600,000 men, which means there were actually more because women and children were not included in that number. Listen to our lesson to learn how God led the Israelites out of Egypt and through the Red Sea.**

For this option, you and your students will rearrange the classroom for the Bible lesson. Get everyone involved by instructing the students to arrange the chairs into two long rows. If possible, arrange them so the sheets will cover the chairs. Cover the chairs with the sheets and place the towels on the floor between the "walls of water." All the chairs don't have to be used, just enough to represent the Red Sea.

Use blue sheets to represent water and brown towels to represent the land (if possible)

Go to d6family.com to download answer keys for the *Field Notes*. see color pictures of the crafts, and find other resources for this age group.

LEARN

Items Needed: TE 8-1—TE 8-5



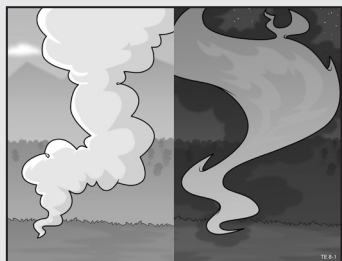
**BUILDING
BLOCKS**

God parted the Red Sea to lead His people to safety.

Start: Right hand up with motion as if to come here.

Stop: Right hand straight up indicating stop.

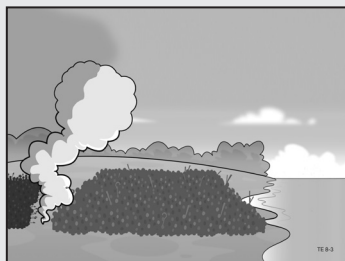
Volume control: Right hand goes upward for louder and downward for softer.



TE 8-1



TE 8-2



TE 8-3



TE 8-4



TE 8-5

As you share the lesson, ask students to participate by creating the suggested sound effects. The sounds are provided in parentheses so you can announce the sound effect, and then pause for the students to make the sound. Use the hand motions in the sidebar to help the students know when to start, stop, and change the volume. Practice a few times with the students.

At the end of our lesson last week, Pharaoh had just told Moses to take the Israelites and leave. God had prepared the Israelites to be ready to go when the time came for them to travel from Egypt to the Promised Land in Canaan (clap hands). How do you think God's people were feeling? Encourage response. **Probably a mixture of excitement and anxiousness.**

God led the Israelites through the wilderness toward the Red Sea. They camped at a place called Etham. Display TE 8-1. The Israelites knew God was with them because He guided them with a pillar of cloud during the day and a pillar of fire at night (Exodus 13:20–22). God warned Moses that Pharaoh was going to change his mind and come after the Israelites. God told Moses to keep moving (march in place). But the new location God had the people move to would make it very difficult for them to escape from Pharaoh. Listen to hear how God showed His power to Moses and the Israelites.

Just as God said, Pharaoh and his officials realized they had let all their workers leave and they didn't have anyone to make the bricks and work for them. Display TE 8-2. So, Pharaoh ordered his troops and 600 of the best chariots and commanders to go after the Israelites (horse hoofs pounding) (Exodus 14:1–9). Can you imagine the panic the Israelites felt when they realized they were trapped between the Egyptians and the Red Sea? In fact, the Bible tells us the Israelites cried out in fear and asked Moses why he had brought them out into the wilderness to die. They all said it would have been better to live in Egypt as slaves than die in the wilderness (whining and crying) (Exodus 14:10–12).

Moses told the Israelites not to be afraid of Pharaoh and his army, and to trust God. God had a plan to show the Israelites that He was with them and would deliver them (Exodus 14:13–14). Display TE 8-3. First, the angel of God and the pillar of cloud moved so they were between the Israelites and Pharaoh and his army. Nothing happened all night with either group (pause for complete silence) (Exodus 14:19–20).

Display TE 8-4 and point to the two pictures. **Second, Moses lifted his staff and stretched out his hand over the Red Sea. God caused a strong east wind to blow all night and the waters were divided (wind blowing). God's power was so great that not only were the Israelites able to walk across the Red Sea with the water rolled back on both sides of them, but the ground was also miraculously dry, so their feet did not even get wet (walk around the room in a circle)!**

But what about the Egyptians who were behind Moses and the Israelites? Display TE 8-5. God caused the wheels of their chariots to get stuck in the ground and fall off (loud crashing noise of wheels falling off) (Exodus 14:21–24). Exodus 14:25 tells us the army officials wanted to go back because they realized they were not fighting against the Israelites, but against God. But

it was too late. Once every Israelite was out of the water and on the other side, Moses put his hand over the Red Sea and the waters went back together covering the Egyptians (water splashing down). Not a single person in Pharaoh's army who had chased the Israelites into the Red Sea survived (Exodus 14:26–28). Read or choose a student to read Exodus 14:30–31 aloud (loud celebrating).

EXPLORE

Items Needed: TE 6-9c
TE 8-6
TE 8-7 (one copy/four students)
Field Notes 8
Colored pencils
Cardstock
Paper towel tubes (two tubes/student)
Blue and brown construction paper
Scissors, crayons, tape, stapler

Before class, copy TE 8-7 on cardstock and cut the sections apart so each student will have one. Also, cut the blue construction paper into 6" x 11" sections so each student will have two. Copy *Field Notes 8* for every student. Gather the students around the craft table. **Today we learned God guided the Israelites with a pillar of cloud and a pillar of fire.** Display TE 6-9c. **We might not have pillars of cloud or fire, but we are guided by God's Word and the Holy Spirit.** Distribute *Field Notes 8* to the students. Have younger students color the markers beside each verse as you read it. Have older students fill in the blanks as you talk about the different verses. Display TE 8-6. Read or choose a student to read Psalm 119:105 aloud. **This verse tells us God's Word is like a lamp to our path. It is our guide.** Read or choose a student to read Proverbs 3:6 aloud. **God's Word leads us in the right way, but we must follow it. God also guides us with His Holy Spirit who lives inside us.** Read or choose students to read John 14:26 and John 16:13a aloud. **The Holy Spirit teaches us and guides us in truth. God's power leads us through His Word and the Holy Spirit.**

Distribute a section from TE 8-7, crayons, and scissors to the students and let them color the picture of Moses, cut along the dotted lines, and fold along the solid line. Then, distribute two paper towel tubes, two pieces of blue construction paper, and tape to the students. Have them wrap and tape the blue construction paper around the paper towel tubes. Distribute the brown construction paper to the students and help them staple the paper towel tubes (tape side down) to the sides of the construction paper (long sides). Tape the picture of Moses to the middle of the brown construction paper and draw Xs behind him to represent the many Israelites who were with him.

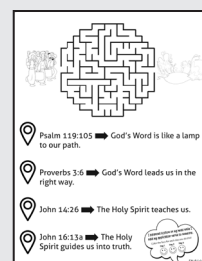
TAKE NOTE

Discuss these questions with older students. *Have you ever had to trust God in what seemed like an impossible situation? What was the result?*

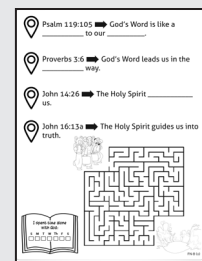
We are guided by God's Word and the Holy Spirit.

c.

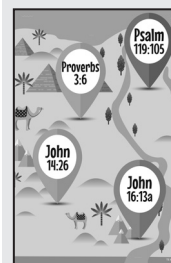
TE 6-9c



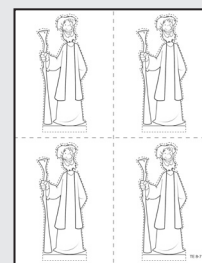
Field Notes 8 (Y)



Field Notes 8 (O)



TE 8-6



TE 8-7



APPLY

Items Needed: TE 6-8



TE 6-8

It took a lot of trust in God to start walking through those parted waters. Some probably had doubts or fears, but the more they walked through the Red Sea, the more their trust in God increased. We can learn from this true story that God is with us, God's power is greater than we can imagine, and He keeps all His promises. We can trust the God who parted the waters to do everything else He promises, and that includes forgiving our sin. Display TE 6-8 and review the application verse with the students by reading it together. **What three things are we to do?** Encourage response. **We are to humble ourselves, pray, and seek His face.** **What will God do?** Encourage response. **He will forgive our sin. Nothing is beyond God's power and control. Let's say our verse by following the actions of the person who is leading us.** Choose a student to lead the other students in doing an action while saying the verse (e.g., while doing jumping jacks, while marching in place, while hopping on one foot, etc.). Allow different students to have a turn. If you have a larger class, you might need to divide the students into two groups and choose a leader for each group.

RESPOND

Items Needed: *Field Notes* 8

God guided Moses in what to say to Pharaoh to let His people go. He guided Moses as he led the Israelites out of Egypt and across the Red Sea. God provided a pillar of cloud and a pillar of fire to lead the people in the day and night. When the people saw Pharaoh's army behind them and the Red Sea in front of them, Moses reminded the people to continue to trust in the one, true God. Then, the people saw God's amazing power as He miraculously parted the Red Sea. The Israelites experienced God's leading firsthand. **What do we do when we don't know what to do?** Encourage response. **Sometimes we turn to others or try to figure it out on our own when we should be going to God.** Read or choose a student to read Luke 1:37 aloud. **We should trust God in His power to do the impossible. We learn this trust by studying God's Word to learn what it says and following the Holy Spirit's guidance.** Ask a parent or other mature Christian to help you know what God says about a situation or problem. God is our best guide and the most reliable to lead us in the right direction. He can give us clear direction and guidance, but then it's up to us to follow His leading. **We can use this true story to remind us to follow God every day.** Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to seek God's guidance by studying His Word and follow the Holy Spirit's leading.** End class with prayer and thank God for His great power, for always being with us, and for giving us the Bible and the Holy Spirit to guide us.



Field Notes 8



GOD PROVIDED FOR HIS PEOPLE

PREPARATION CHECKLIST:

CONNECT

Option 1

- ☐ TE 9-1
- ☐ Cheerios
- ☐ Beef Jerky
- ☐ Small paper plates and cups
- ☐ Water

Option 2

- ☐ Cookies

LEARN

- ☐ TE 9-2
- ☐ *Field Notes 9*
- ☐ Colored pencils
- ☐ Whiteboard and marker

EXPLORE

- ☐ TE 6-9d

APPLY

- ☐ TE 6-8
- ☐ TE 9-3
- ☐ TE 9-4
- ☐ Scissors
- ☐ Tape

RESPOND

- ☐ *Field Notes 9*

TEXT:

Exodus 16:1–35

LESSON OBJECTIVE:

God met the needs of the Israelites. Trust God to meet your needs, ask God for what you need, be grateful for what you have.

APPLICATION VERSE:

2 Chronicles 7:14

FAMILY THEME

God Provides for His People

CONNECT

Choose one of these two options to help students transition into the classroom and get started with the lesson.

Option 1

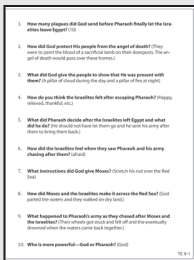
Items Needed: TE 9-1

Cheerios

Beef Jerky (enough for each student to have some)

Small paper plates and cups

Water



TE 9-1

Before class, pour some Cheerios and place a couple of pieces of jerky on the paper plates so each student will have one. Pour the water into cups for each student. Distribute the snacks to the students and review the story of how God used Moses to rescue His people from Pharaoh and lead them out of Egypt by reading the questions from TE 9-1. Let the students work together as a group to answer them correctly. **At the end of our lesson last week, God performed a miracle which allowed Moses to lead the people across the Red Sea. No one in Pharaoh's army who was chasing the Israelites survived when the walls of the water came back together. Today, we will learn how God provided for His people as they started their journey to the Promised Land.**

Option 2

Items Needed: Cookies

Ask for a volunteer and give him or her a cookie. Instruct the volunteer to place it on his or her forehead (the student may need to tilt his or her head back just a little to keep the cookie there). Explain that he or she is to move the cookie from his or her forehead to his or her mouth without using hands or any other body part. The student can only move his or her face to work the cookie into their mouth. If a cookie falls off, choose another student to try. After a few attempts, or if a student is successful, distribute a cookie to each student to eat. **If you could only eat one food every day for an entire year, what would it be?** Encourage response. **Today, we are going to learn how God provided food for His people as they traveled through the wilderness to the Promised Land.**

TAKE NOTE



Splink is a simple way to link your family together spiritually.

Through FREE weekly emails packed with ideas, Splink helps you and your family engage in conversation. Whether it's making memories or having fun together, Splink allows you to capture those teachable moments to impress spiritual truths and life lessons on your kids. No matter where you are, there's always time to Splink! Sign up for Splink at D6family.com/Splink.

LEARN

Items Needed: TE 9-2

Field Notes 9

Colored pencils

Whiteboard and marker


Before class, copy *Field Notes 9* so each student will have one. Distribute *Field Notes 9* and colored pencils to the students. Have all students follow your instructions on what to draw in each box as you teach how God provided for Moses and the Israelites. Draw the objects on the whiteboard as indicated in the lesson. Keep the illustrations very simple and TE 9-2 provides a guide for drawing the different items.

At the end of our lesson last week, we learned God miraculously parted the Red Sea and all the Israelites made it safely across. However, the Egyptians who were chasing them did not. The Israelites not only saw, but also experienced God's power as He saved them. But just a short time later, they were not so thankful. As the Israelite people set up their tents in the wilderness (draw tents on the whiteboard), they were grumbling and whining. They complained to Moses and Aaron how they didn't have any food (Exodus 16:1–2). They seemed to have forgotten how horrible the conditions were when they lived under Pharaoh's rule and God's faithfulness to them. Listen to what the people said. Read or choose a student to read Exodus 16:3 aloud.

God told Moses and Aaron that He had heard their complaining and He would rain down food from Heaven for the people. Moses and Aaron gathered the people together and they saw the glory of the Lord appear in the cloud (draw people and then a cloud above the people). God told them He would send meat (draw a bird) in the evening and bread (draw circles for the manna wafers) in the morning. Just as God said, quail came at night and manna in the morning. God also told the people they were to take only the amount of food they needed for their family for that day. However, on the sixth day, they were to gather twice as much and keep an extra portion for the seventh day. No one was to gather food on the seventh day. God wanted the people to rest from their work (Exodus 16:11–18, 22–26).

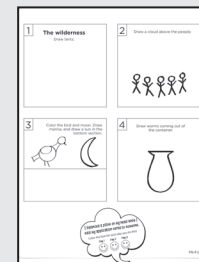
What do you think happened? Do you think the Israelites followed God's directions? Encourage response. **Some did and some did not. Those who gathered more manna than they needed not only discovered it had gone bad overnight, but there were also worms in it (draw worms coming out of a container). Those who did not gather enough for the Sabbath learned there was no manna for that day (Exodus 16:20, 27).**

Because the Israelites tended to forget how God provided, He instructed that a container be filled with the manna so future generations would see how God provided for His people while they were in the wilderness (Exodus 16:32–33). God provided manna for the people the entire time they were in

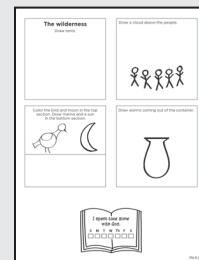


BUILDING BLOCKS

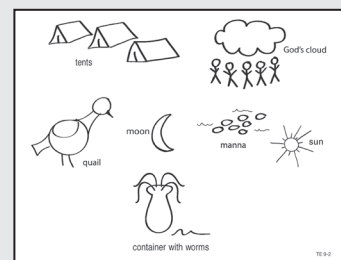
Manna was God's miraculous provision of food for His people in the desert.



Field Notes 9 (Y)



Field Notes 9 (O)



TE 9-2

TAKE NOTE

Quail was not a regular part of the Israelite diet. It was given to them at special times and was considered a delicacy. Exodus 16:14–15, 31 describes manna as a small, round thing, white like coriander seed, with a taste like wafers made with honey.

TAKE NOTE

Ask older students these questions and allow time for discussion.

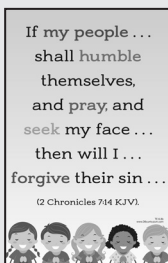
What does our lack of obedience say about our faith in God?

How can we develop a thankful heart instead of an ungrateful attitude.

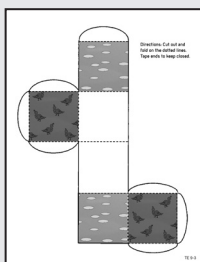
We know God cares for us.

TE 6-9d

TE 6-9d



TE 6-8



TE 9-3

If my people . . . shall humble themselves, and pray, and seek my face . . . then will I . . . forgive their sin . . . (2 Chronicles 7:14 KJV).	If my people . . . shall humble themselves, and pray, and seek my face . . . then will I . . . forgive their sin . . . (2 Chronicles 7:14 KJV).
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TE 9-4

the wilderness, which was 40 years, until they arrived in the Promised Land (Exodus 16:35).

EXPLORE

Items Needed: TE 6-9d

God cared for the Israelites and provided daily food for them for over 40 years! We can learn from this true story in the Bible that God cares for His people. Display TE 6-9d. ***We know God cares for us*** because we are His children. It's easy to wonder how the Israelites could have doubted God's care and provision for them after all He had done to rescue them from Pharaoh, but the truth is we can be just like them. God cares and provides for our needs, yet when something out of our control happens or we face a crisis, we often try to handle things on our own or we question where God is or why He's allowing those things to happen to us. Other times, we know what God wants us to do, but because it's not what we want to do, we ignore God's leading or pretend He hasn't answered our prayers. God met the needs of the Israelites, and He meets our needs too.

APPLY

Items Needed: TE 6-8

TE 9-3—TE 9-4

Scissors

Tape

Before class, cut out the shape from TE 9-3 and follow the directions to form a cube. Also, cut apart the strips from TE 9-4 and keep each set separate. **Even though God sent plague after plague to get Pharaoh to allow the Israelites to leave Egypt, provided a pillar of cloud and fire to lead them, and miraculously led them across the Red Sea, their fears turned to doubt when times became hard. They didn't fully trust God even when He provided food for them. But God still cared for them, and He continued to be with them as they traveled to the land He had promised them many, many years ago. What does the verse we have been learning tell us God will do if we humble ourselves, pray, and seek His face?** Encourage response. Display TE 6-8 and review the application verse with the students by reading it together. **God will forgive our sin. All of it. Our amazing and powerful God is faithful. He keeps His Word and He is merciful.** Divide the students into two teams with each team sitting together. Place the pieces from one set of TE 9-4 face down in front of each team. Assign one team to be the quail team and the other to be the manna team. Explain that you will roll the cube from TE 9-3 and whichever picture is face up when the cube lands, that team can turn over a strip. The first

team to turn over all their strips and put them in the correct order is the winner. If time allows, play a second round.

RESPOND

Items Needed: *Field Notes 9*

Although the Israelites were hungry and thirsty, they actually had a heart problem. It was not a physical heart problem, but a spiritual one—they did not trust God to provide for them. They had forgotten God’s love and care for them. They were no longer content. Do any of you know what it means to be content? Encourage response. **Content means to be satisfied. True contentment comes from a relationship with God. He is our Father who loves, cares, and provides for us. When are some times and what are some ways God has provided for you?** Encourage response. **When facing a time of need, turn to God’s Word to remind you of His provision. Luke 12:22–24 tells us not to worry. We can trust God to meet our needs. Philippians 4:6 tells us we can ask God for what we need. Even though He knows our needs, sharing your feelings builds your relationship with Him. First Thessalonians 5:18 tells us to be thankful for everything. Don’t be like the Israelites who complained and whined about what they didn’t have. Be grateful for what you do have. We can learn from God’s Word that He knows our needs, He cares about our needs, and He provides for our needs.**

Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to trust God to meet your needs, ask God for what you need, be grateful for what you have. Challenge students to go an entire day without complaining.** End class with prayer thanking God for being a God who cares about us and meets our needs.



Field Notes 9

Devotional Study Guides



Devotional Study Guides are provided for each age level to encourage personal discipleship and faith conversations at home.



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