



Teaching Guide

- FOR ELEMENTARY -



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



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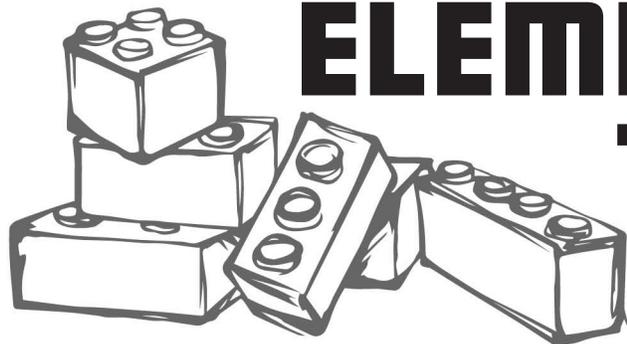
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ELEMENTARY TEACHING GUIDE

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**Your faithful teaching plants seeds of truth
that will grow for generations.**

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*.



GOD MAKES THINGS NEW

PREPARATION CHECKLIST:

CONNECT

Option 1

___ TE 1-1

Option 2

___ TE 1-2

___ Red, white, and black construction paper

___ Scissors

___ Glue sticks

___ Pencils

LEARN

___ TE 1-3

___ TE 1-4

___ TE 1-5

___ TE 1-6

APPLY

___ TE 1-7

___ Construction paper

___ Marker

___ Scissors

RESPOND

___ TE 1-8

___ *Field Notes 1*

___ Colored pencils

TEXT:

Ezekiel 36–37

LESSON OBJECTIVE:

God gave Ezekiel a message of restoration for His people. We can remember when things seem hopeless, we can trust God to make us new again.

APPLICATION VERSE:

Ezekiel 36:26a

FAMILY THEME:

God Restores His People

CONNECT

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

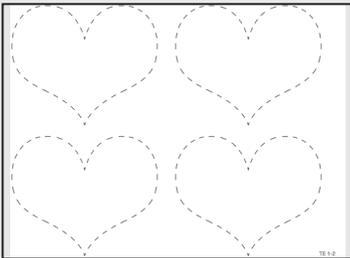
Option 1

Items Needed: TE 1-1

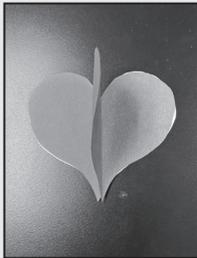
Read the story from TE 1-1 to the students. **What do you think this fictional story has to do with our lesson?** Encourage response. **Just as the father and son restored the car, we are going to learn what God's Word teaches us about how God restored His people. The stories in the Bible are true. The story we will hear today about God's plan to restore Israel and His plan for their lives will help us understand He can do the same for us.**



TE 1-1



TE 1-2



TAKE NOTE

Go to the bonus tools at www.d6everyday.com to see a color picture of the craft. Make an example of the craft for the students to see.



BUILDING BLOCKS

The first step in God's plan for salvation is to admit I am a sinner in need of a Savior.

Option 2

Items Needed: TE 1-2

- Red, white, and black construction paper
- Scissors
- Glue sticks
- Pencils

Before class, cut out the hearts from TE 1-2 so every student will have one. Also, cut the construction paper into fourths so every student will have one of each color. Distribute a heart from TE 1-2, one piece of each color of construction paper, a pencil, and a glue stick to the students. Show them how to stack the construction paper on top of each other and place the heart on top. Trace the heart on the top piece of construction paper and cut along the lines. Then, have the students fold the hearts in half and glue each half of the white heart to a half of the red and black hearts. **The black heart represents our heart of sin. Show me the red heart.** Allow the students to show the red heart. **The red heart reminds us how Jesus redeemed us through His death on the cross. Show me the white heart.** Allow the students to show the white heart. **This white heart represents our restoration as followers of Jesus. Today, we are going to learn about God's restoration of His people. The stories in the Bible are true. The story we will hear today about God's plan to restore Israel and His plan for their lives will help us understand He can do the same for us.**

LEARN

Items Needed: TE 1-3—TE 1-6

Display TE 1-3. Today we are going to learn about another prophet, a man named Ezekiel. Remember, prophets were messengers chosen by God to share His words. Ezekiel's job was to warn the people to return to God and lead them to restoration. God's people were living in sadness, trouble, and wickedness. They had been captured and overtaken by their enemies. Do you think God stopped loving them or thinking about them? Encourage response. Of course not. So, God sent Ezekiel with a message.

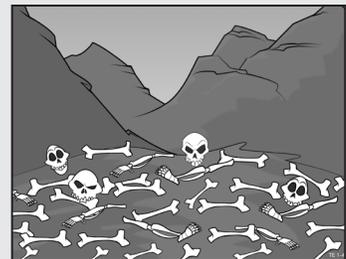
Most prophecies are given to people or nations, but in Ezekiel 36, we learn God gave a message to the mountains of Israel. God wanted His people to know that one thing would change. God had not forgotten them, and Ezekiel encouraged the people by describing the land would one day be fruitful for God's people again. God wanted His people to trust His plan. He would cause abundant crops to grow so there would be food for the people when they returned. Their cities would be rebuilt and be filled with people. Their flocks and herds of animals would be multiplied. Best of all, God would cleanse them from all their sin. God told Ezekiel to tell the people He would give them new hearts to replace their stony hearts. This was not a physical heart, but a spiritual one. God would put His Spirit in them, and they would walk in His ways and keep His commandments. The people would dwell in their land again, and they would be His people, and He would be their God. Why would God do all this for people who had turned away from His ways? Encourage response. While God loved the people, He did it for the sake of His holy name. Even though the people had misused and defiled it, He wanted everyone to know He is the Lord, and He is holy (Ezekiel 36:1-36).

Display TE 1-4. God gave Ezekiel an unusual vision or message. God showed him a valley full of men's bones lying on the ground. Right before Ezekiel's eyes, the bones came together. Then, muscle and flesh grew on the bones. Display TE 1-5. God told Ezekiel to tell the breath to come into them, and God miraculously brought these bones to life. These dry bones had become a great army of men. God told Ezekiel this was a picture of Israel. They were dried up and without hope of ever living and having joy again. But God would bring them out of their sadness and deadness and put His Spirit in them (Ezekiel 37:1-14).

Display TE 1-6. God then instructed Ezekiel to gather two sticks. On the first stick, Ezekiel was to write *Judah* and on the second stick, he was to write *Joseph (Israel)*. Then, Ezekiel was to join them together in one hand. When the people saw this and asked why he was holding the sticks together that way, God gave Ezekiel instructions on what to say to them. He was to tell them God would take the two separate sticks and hold them together in one hand. It was a visual of God's restoration for His people. They were no longer to be two nations, but one united kingdom. They were to stop spoiling their lives with sin and they would be His people, and He would be their God (Ezekiel 37:15-23).



TE 1-3



TE 1-4



TE 1-5



TE 1-6

EXPLORE

TAKE NOTE

Ask older students these questions and discuss their answers:

What are some ways God breathes new life into people today, just like He did with the dry bones?

What are some ways God can "restore" us when we've made mistakes or drifted away from Him?

Ezekiel and the other prophets not only gave God's warnings to the people, but also His promises. Several weeks ago, we learned about some of the promises God made in the Old Testament about His Son, Jesus. They all came true or will come true. God is faithful to us, and He wants us to be faithful to Him. Do any of you remember what 1 John 1:9 says? Encourage response. When we confess our sin, God is faithful and forgiving. He will purify us from all unrighteousness. God will restore us. Do any of you know what restoration is? Encourage response. Restoration is the returning, giving back, or bringing back of something to a previous condition. For example, people restore cars, houses, computers, and many other things. The restoration God does in us is for our sin. His Son, Jesus, died on the cross for our sin because we cannot restore ourselves on our own. We must accept Jesus' gift in order to be restored to a life with God.

TAKE NOTE

Go to www.d6everyday.com to see a color pictures of the crafts and answer keys for the Field Notes.



TE 1-7

APPLY

Items Needed: TE 1-7

Construction paper

Marker

Scissors

Before class, cut out a heart from the construction paper. Use the marker to write Ezekiel 36:26a in the center of the heart. **God was the people's God and He is our God too. God wanted His people to be restored, and He wants us to be restored too. We are to live for God and keep His commands so all will know He changes lives.** Display TE 1-7 and introduce the application verse to the students by having them read it with you. **Just like God restored His people long ago, He does the same for us today. God gives new life to those who trust in Him and He can restore our relationship with Him and with other people no matter our differences. When we believe in Jesus, He gives us a new heart that wants to do what is right and loves others the way He does.** Have the students form a circle. Give the heart to a student and have him or her say the first word of the application verse and pass the heart to the person on his or her right. That student will say the second word and pass the heart to the person on his or her right. Continue until the reference is said. The person who says the reference will give the heart to the person on his or her right and step out of the circle. The person with the heart will say the first word of the verse and pass the heart to the person on his or her left. Continue until the entire verse is said. Repeat the activity alternating directions of which way to pass the heart. Have all students continue saying the words to the verse even when they are outside of the circle.

RESPOND

Items Needed: TE 1-8

Field Notes 1

Colored pencils

Before class, copy *Field Notes 1* for every student. **God had a plan for Israel. But they rebelled and refused to obey. Many bad things happened to God's people as a result. But because of God's love for His people, He had a plan to bring them back to restoration.** Distribute *Field Notes 1* and colored pencils to the students. Let younger students follow along and color the bubble letters and older students follow along and use the word bank to fill in the blanks as you talk about what God wanted His people, and us, to learn and know. Display TE 1-8. **God wanted His people, and us, to understand *He is the One who restores. We cannot do it on our own. We are to live for God and keep His commands so others will see His influence in our lives and know He changes lives.***

God also wanted His people, and us, to understand *He can restore us from hopeless circumstances.* Remember the dry bones in our lesson? They were the bones of people who had been dead for **70 years**—the same amount of time the Israelites had been scattered in exile. Just as God restored life to those bones, He can restore life to us.

Finally, God wanted His people, and us, to understand *He can restore relationships.* Israel had split into two kingdoms—Israel and Judah—but God restored them to unity. God brought both nations back to their land. Through the sacrifice of God's Son, Jesus, the broken relationship we have because of sin can be restored. But we must want to be restored and choose to allow it to happen (John 3:16). God's power is also able to restore our relationships with others if we allow Him to (Ephesians 4:32).

God was able to take their sinful, sad lives and restore them to something good.

Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to remember when things seem hopeless, we can trust God to make us new again.** If time allows, let the students color the picture of Ezekiel on their *Field Notes*. End class in prayer thanking God for His Word to give us hope and encouragement when we are experiencing difficult times.



Field Notes 1 (Y)



Field Notes 1 (O)

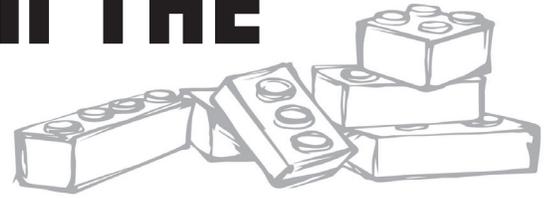


TE 1-8



Field Notes 1

LESSONS FROM THE LIFE OF ESTHER



TEXT:

Esther

LESSON OBJECTIVE:

God had a plan for Esther's life, and she relied on Him to give her the courage to do it. Follow Esther's example and put your faith in God.

APPLICATION VERSE:

Psalm 56:3

FAMILY THEME:

Lessons From the Life of Esther

PREPARATION CHECKLIST:

CONNECT

Option 1

- TE 2-1
- Cardstock
- Scissors
- Crayons
- Hot glue
- Safety pins

Option 2

- Two balloons
- Water
- A candle
- Matches

LEARN

- TE 2-2
- TE 2-3
- TE 2-4
- TE 2-5
- TE 2-6
- TE 2-7
- TE 2-8
- TE 2-9
- TE 2-10

RESPOND

- TE 2-11
- Field Notes 2*
- Colored pencils

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 2-1 (one copy/four students)

Cardstock

Scissors

Crayons

Hot glue

Safety pins (one pin/student)

Before class, copy TE 2-1 on cardstock and cut out a ribbon for each student. Distribute a ribbon from TE 2-1 and crayons to the students and let them color it. Then, use the hot glue gun to glue a safety pin to the back of each ribbon and set aside to dry. **Today we are going to learn from the life of a brave young woman in the Bible named Esther. We will learn how she relied on and trusted in God to give her strength and courage to do what He had planned for her life. When God is calling you to do something for Him, you can remember her story and rely on and trust in Him to help you do it. When our pins dry, we will wear our badges to remind us God helps us be brave.**



TE 2-1

Option 2

Items Needed: Two balloons

Water

A candle

Matches

Before class, blow up one of the balloons and tie the end. Fill the other balloon with water and tie it. **Have any of you ever been afraid?** Encourage response. **Everyone is afraid at one point or another, but the way we handle fear is different for each person. When we are afraid, we might feel like this balloon.** Light the candle and hold the inflated balloon over the candle—it will pop. **We won't actually pop, but we can feel like we will on the inside. But when we give our fear and anxiety to God and ask Him to help us through it, we are more like *this* balloon.** Slosh the water in the balloon so the students can hear it. **The water represents God who fills our hearts.** Hold this balloon over the candle (it shouldn't pop). **Just like the water kept this balloon from popping, God will fill us with His peace and comfort during these times. Today we are going to learn from the life of a brave young woman in the Bible named Esther. We will learn how she relied on and trusted in God to give her strength and courage to face some difficult situations.**

TAKE NOTE

Practice this at home so you can be confident when doing the experiment.



BUILDING BLOCKS

The second step in God's plan for salvation is to believe Jesus died on the cross to pay the penalty for my sin.

TAKE NOTE

Have younger students put their fingers to their lips and say, "Shh" with you.



TE 2-2



TE 2-3



TE 2-4



TE 2-5



TE 2-6

LEARN

Items Needed: TE 2-2—TE 2-9

Our story begins with a king named Ahasuerus (Xerxes) who is looking for a new queen. His trusted advisors gathered all the eligible women from his kingdom for him to choose from. Display TE 2-2. **One of those was a young Jewish woman named Esther. Both of her parents had died, and she was being taken care of by her cousin, Mordecai. He told Esther to keep the fact she was Jewish a secret** (see sidebar) (Esther 2:3–8).

Display TE 2-3 and point to the different pictures. **After a while, the king chose Esther to be his new queen. Mordecai had continued to check on his cousin throughout her time in the palace. Mordecai was at the king's gate when he overheard two of the king's servants plotting to kill the king. What do you think Mordecai did?** Encourage response. **He told Esther, and she told the king what her cousin had overheard. In doing so, she saved the king's life** (Esther 2:2–23).

Display TE 2-4. **In chapter 3 of Esther, we meet Haman, a man who hated the Jewish people. Do any of you remember who in our story was Jewish?** Encourage response. **Yes, Queen Esther. Haman quickly moved up the ranks in the kingdom and became second in command to the king.** Display TE 2-5. **With this new position, the people were instructed to bow when Haman walked by. But Mordecai refused to bow to Haman. What do you think Haman's reaction was to Mordecai's disobedience and upon learning Mordecai was a Jew?** Encourage response. Read or choose a student to read Esther 3:5 aloud. **Haman became so angry he plotted to kill all the Jews!**

Display TE 2-6. **Haman tricked the king into signing a decree that all Jews, young and old, were to be killed on a certain day. The king gave Haman his ring. This was important because any order or command that had the king's seal—made with the ring—became law and could not be undone** (Esther 3:1–11).

Display TE 2-7. **When Mordecai learned of the decree, he became very upset. He tore his clothes and put on clothes for mourning and sat outside the king's gate** (Esther 4:1–2). **Esther learned her cousin was upset and tried to discover what was causing his distress. She sent a man to talk to Mordecai, and he shared everything that was going to happen. Esther needed to go to the king to tell him of Haman's plan. But there was a problem. Anyone who approached the king in his inner court—without first being called—would be put to death *unless* the king held out his scepter to the person. Listen to what Mordecai said to Esther.** Read or choose a student to read Esther 4:13–14 aloud. **Queen Esther told Mordecai to gather all the Jews and pray for three days, and she would do the same** (4:15–16).

After the three days of praying to God, Esther trusted God to protect her from death, and she went before the king. Display TE 2-8. **He held out his golden scepter toward her and Esther began her plan of saving the Jew-**

ish people. During this time, several things happened which led Haman to want to hang Mordecai. But before Haman could ask the king for permission to hang Mordecai, the king asked Haman how he should honor someone important. Haman thought it was him, but was humiliated and enraged when he discovered it was none other than Mordecai, the one he wanted to kill. Display TE 2-9. Esther continued her plan as she humbly told the king that her life and the lives of her people were in danger. She asked the king to spare their lives. Display TE 2-10. When the king learned it was Haman who had set the events in motion, he was furious and left the room. When he returned, he saw Haman falling near Esther and he thought Haman was trying to harm Esther. He ordered Haman to be hanged. So, what happened to the Jewish people? Encourage response. Remember, once a decree is sent out with the king's seal, it can't be changed or overturned. King Ahasuerus sent another decree stating that on the day the Jews were to be destroyed, they were allowed to defend themselves against anyone who tried to harm them.

EXPLORE

God heard the prayers of Queen Esther, Mordecai, and all the Jewish people. Read the last part of Esther 4:14 again. God placed Esther in just the *right place at just the right time to save His people*. Esther's life had not been easy, but what God was wanting her to do seemed like it would be the hardest thing for her to do. Do any of you remember what the word *courageous* means? Encourage response. It means demonstrating courage—doing something even when we're afraid. Esther's courageous faith in her God is an example for us to trust God, come to Him when life becomes difficult, and look for His plan no matter how hard life gets. We learn through her story that God works through events that might seem random to us but are significant and purposeful for His plan.

APPLY

God had a purpose for Esther's life. If He had not placed Esther where she was, the story might have a different ending. Throughout this story, we see God work in her life and the lives of the Jewish people. The choices she had to make were not easy, but her reliance on God gave her the courage and wisdom she needed. Have the students find Psalm 56:3 in their Bibles. Introduce the application verse to the students by first reading it to them and then having them say the words with you. Let the students make up motions to go along with the verse. Let them do the motions as they say the verse. Repeat until the students are familiar with it. **There will always be times and circumstances when we are afraid, but we are never alone. God is always with us. We can remember this verse in God's Word to help us trust and rely on God to**



TE 2-7



TE 2-8



TE 2-9



TE 2-10

TAKE NOTE

Ask older students these questions and discuss their answers:

Even though God's name isn't mentioned in the book of Esther, how do you see Him working in the story?

How did God prepare Esther for the important job He gave her?

be with us as we face hard choices. Just like Esther, we can be courageous when God uses us for His plan.

RESPOND

Items Needed: TE 2-11

Field Notes 2

Colored pencils

Before class, copy *Field Notes 2* for every student. **So, what can we learn from Esther's story and how can we live those lessons out in our lives?** Distribute *Field Notes 2* and colored pencils to the students. Let younger students follow along and draw lines from Esther to the different lessons we learn from her life. Have older students follow along and use the word bank to fill in the blanks as you discuss the lessons God is teaching us through Esther's life. Display TE 2-11. **There's an old saying—you can't control your circumstances, but you can control your reaction to them. Esther could not control her circumstances, but her reaction was based on her faith in God. Just like Esther, we can learn to trust God's plan for our lives. Throughout Esther's life, we see God working His plan, and God is working His plan in our lives too. We also learn God places people in our lives to help us. Mordecai suggested Esther's purpose as queen was to help her people. Can you think of a time when God used you to help someone? It doesn't have to be a big event like Esther's. It might be just being with a friend when he or she needs comforting. You might be in a class with someone who needs a friend. We can learn to be courageous to do what is right. Esther had a big choice to make. Her life and the lives of the Jewish people depended on her. Finally, we can learn to talk to God through prayer. Do any of you remember what Esther asked Mordecai and the others to do for her? Encourage response. She asked them to pray. When we are afraid and need courage, we can pray and ask God for help.**

Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to follow Esther's example and put your faith in God.** If time allows, let the students color the picture of Esther on their *Field Notes*. End class in prayer thanking God for giving us Esther's example to follow in our everyday lives.



Field Notes 2 (Y)



Field Notes 2 (O)

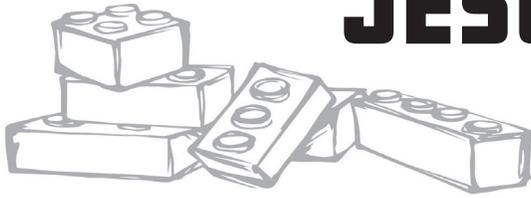


TE 2-11



Field Notes 2

JESUS IS THE GOAT



PREPARATION CHECKLIST:

CONNECT

Option 1

Whiteboard and marker

Option 2

Construction paper

Marker

Painter's tape

Small treats

LEARN

TE 3-1

Field Notes 3

Colored pencils

APPLY

TE 3-2

TE 3-3

Scissors

RESPOND

TE 3-4

Field Notes 3

Cardstock

Glue

Crayons

Scissors

Craft sticks

Tape

TEXT:

Hebrews 1-4

LESSON OBJECTIVE:

Jesus is superior to all, and we should worship and serve Him. Use the truths learned about Jesus to praise and serve Him daily.

APPLICATION VERSE:

Hebrews 13:8

FAMILY THEME:

Christ Reigns Supreme

CONNECT

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

Option 1

Items Needed: Whiteboard and marker

Write the word GOAT on the whiteboard. **Do any of you know what it means to call someone in sports a *goat*? Encourage response. Yes, it stands for greatest of all time. Who are some *goats* you can think of?** Write the students' answers on the whiteboard (suggestions are provided in the sidebar). **The greatest players in men's and women's sports are based on *opinion*, but one GOAT exists based on fact. This person is superior to every single person who has ever lived or will ever live on this earth. Do any of you know who I am referring to? Encourage response. Yes, it is *Jesus*. Today, we will begin learning from the New Testament book of Hebrews. We will learn what it says about Jesus, who truly is like no other.**

Option 2

Items Needed: Construction paper

Marker

Painter's tape

Small treats (fun-size candies, donuts, gum, etc.)

Before class, write each word listed in the sidebar on separate pieces of construction paper and attach them around the classroom. **Let's look at the different words that are displayed around the classroom. Read the different words to the students as you point to them. I want you to stand beside the word you think describes Jesus. If you choose the right one, you will get a treat.** Allow time for the students to move to the different words. Ask a few students why they chose that specific word. **Here's the thing, you are *all* correct. All these words describe Jesus. He is matchless and excellent—the best, ultimate, and greatest. Today we are going to begin learning from the New Testament book of Hebrews. We will learn what it says about Jesus, who truly is like no other.** Be sure to give each student a treat.

TAKE NOTE

Michael Jordan or LeBron James (basketball), Tom Brady (football), Serena Williams (women's tennis), Simone Biles (gymnastics), Babe Ruth or Hank Aaron (baseball), Pele, Ronaldo, or Messi (soccer)

TAKE NOTE

Descriptions of Jesus:

Best

Ultimate

Matchless

Greatest

Excellent

LEARN

Items Needed: TE 3-1

Field Notes 3

Colored pencils

Before class, copy *Field Notes 3* for each student. Distribute *Field Notes 3* and colored pencils to the students. Have younger students underline the different descriptions of Jesus and older students use the word bank to fill in the blanks as you read the verses from Hebrews. **The Bible doesn't tell us who the writer of Hebrews is, but he helps the people in the early church understand God's true words about the supremacy of Jesus. Do any of you know what the word *supreme* means?** Encourage response. **It means best, highest, or above the rest. For example, the supreme court is the highest court in our judicial system. It is above the other courts in the United States.**

Before Jesus, God spoke His messages through prophets, who then gave His messages to the people. Display TE 3-1 and point to the different truths about Jesus. **Jesus is *the* prophet. The writer of Hebrews said Jesus came to deliver God's message of salvation to all who would listen. God wanted everyone to know Jesus was their Messiah and He came to save them. But Jesus was unlike any prophet who came before Him. He fulfilled all prophecies the prophets before Him had stated** (Hebrews 1:1–2).

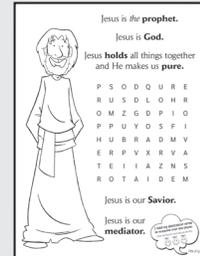
The first part of Hebrews 1:3 teaches us *Jesus is God*. He was God in the flesh of man. He experienced everything we, as humans, do (hunger, thirst, in need of rest, hurt, disappointment, etc.), but He was still 100% God. The second part of the verse tells us *Jesus holds things together with His Word and He makes us pure*. Paul also commented on this in the book of Colossians. Christ not only created everything in the heavens and earth, but He is continually holding together all things by His great power (Colossians 1:16–17). The Bible tells us sin must be paid for through a blood sacrifice (Hebrews 9:22). The writer of Hebrews continues to remind people that *Jesus is our Savior*. Jesus paid the penalty for our sin through His suffering and death on the cross. He made the way for us to become right with our holy God (Hebrews 2:9–10).

Finally, we learn *Jesus is our mediator*. Do any of you know what a *mediator* is? Encourage response. **A *mediator* is a person who is a go-between for groups of people. Moses was a mediator between the children of Israel and God. Jesus is the mediator between us, as sinful people, and a holy God** (Hebrews 4:14–16).

These are just some of the reasons Jesus reigns supreme.

BUILDING BLOCKS

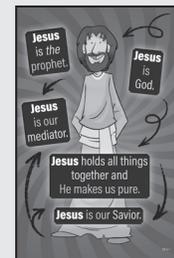
The third step in God's plan for salvation is to ask for His forgiveness and confess Jesus is Lord.



Field Notes 3 (Y)



Field Notes 3 (O)



TE 3-1

EXPLORE

The Bible teaches us Jesus is our Savior, but Hebrews also teaches us He is Prophet, Priest, and King. Remember, the role of a prophet in the Old Testament was to speak the words of God. Some would even foretell events, perform healings, and do miracles. Jesus did *all* of those things. Jesus not only *spoke* the words of God, but He *is* the Word of God. In Deuteronomy 18:15, Moses spoke of a prophet to come. Jesus is the fulfillment of that prophecy. *Jesus is the best Prophet of all.*

In the Old Testament, the priests were the temporary mediators between God and man. They offered the sacrifices required under the Law. The High Priest was the one who, once a year, actually offered the sacrifice that gave forgiveness for a person's sin. Jesus' death on the cross took the place of the yearly sacrifice and paid the penalty for our sin once and for all. *Jesus is our forever Priest, the only mediator we need.*

God planned for His people to be led by a king. The Old Testament gives us prophecies about the true King, Jesus. He now sits in the place of honor at the right hand of God (Hebrews 1:3). *Jesus is the King of Kings and Lord of Lords!*

APPLY

Items Needed: TE 3-2—TE 3-3
Scissors

Before class, cut apart the cards from TE 3-3 and mix them up. **Today's lesson gives us a small glimpse into the many wonderful qualities of Jesus. He has these qualities and so much more. But the Bible also teaches us these same qualities are still part of who He is today and every day.** Display TE 3-2 and introduce the application verse to the students. Read the verse to the students and have them repeat them after you. **He is all-powerful, all-knowing, faithful, loving, forgiving, and so much more. He is the only One worthy of worship. Jesus Christ is like no other. He is more worthy, precious, and valuable than anyone who has ever lived, and He wants the entire world to know who He is and about His love for them.** Place the pieces from TE 3-3 face up so the students can see them. Choose a student to find the card with the first set of words and move it to the beginning. Choose another student to find the card with the second set of words and move it to the right of the first set of words. Continue until all the words are in the correct order. Say the verse together. Repeat the activity if you have time and let other students participate.



TE 3-2



TE 3-3

RESPOND

Items Needed: TE 3-4

- Field Notes 3
- Cardstock
- Glue
- Crayons
- Scissors
- Craft sticks (two craft sticks/student)
- Tape

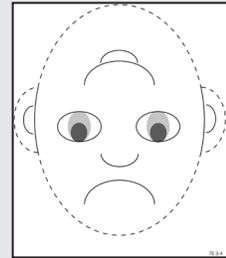
Before class, copy TE 3-4 on cardstock for each student. **The book of Hebrews was written about 30 years after Jesus' death and resurrection. Christianity was spreading quickly, and the persecution of believers was starting to happen in many areas. Persecution is when someone is treated poorly because of his or her beliefs. The writer of Hebrews wanted to help the Jewish believers because they were being persecuted—mostly by their very own people. These believers were being tempted to leave the gospel behind and go back to their former beliefs. He wanted to encourage the believers to stand firm in their faith. These believers were not the only ones to face persecution. Jesus faced it, and so will we.** Distribute TE 3-4, crayons, and scissors to the students. Have them color the face and cut it out. Distribute two craft sticks and let the students tape the craft sticks to the top and bottom of the face. Have the students hold the face by the craft stick so the sad face is showing. **This face is like us when we are persecuted or made fun of for our faith. If we think only about the way the people treat us, we will be sad. The writer of Hebrews reminded believers and us of what Jesus accomplished on the cross through His suffering. Jesus is the perfect Savior. Even in His suffering, Jesus reigned supreme. He is the greatest, most powerful, and most amazing person who has ever or will ever live. Knowing this, we can turn our faces around and be happy because we know He is greater than anything we will experience on this earth.** Have the students turn the face so the happy face is showing. **So, what should our response be to what we learned? Encourage response. We should thank and obey Jesus. We should live our lives in ways that show Him to others. We should worship and serve Jesus daily. When others are trying to pull you away from your faith, stay strong in your faith. Get in the Word and listen to what God is teaching you. Ask Jesus for help and trust Him to help you. Remember, Jesus is always with you and will never leave you.** Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to use the truths learned about Jesus to praise and serve Him daily.** If time allows, let younger students find the words on their *Field Notes* in the word search and the older students put the words in the correct places in the crossword puzzle. End class in prayer asking God to help you be faithful in listening to God's Word, praising Him for His goodness, and living for Him in all you say and do.

TAKE NOTE

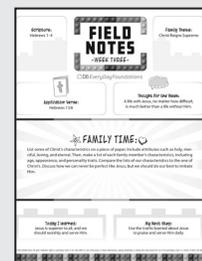
Ask older students these questions and discuss their answers:

How does learning Jesus is supreme and reigns over all things help you trust Him when things are hard?

How should knowing these things change how you act or make decisions?

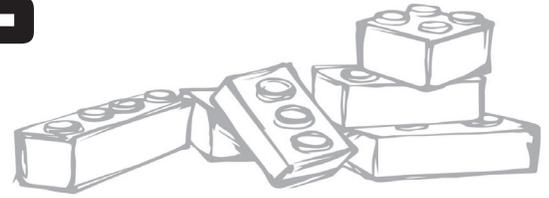


TE 3-4



Field Notes 3

FAITH HEROES



TEXT:

Hebrews 11:1–40

LESSON OBJECTIVE:

Learn from the people listed in the Bible's Faith Hall of Fame. Live each day by faith by placing your trust in God, obeying His Word, and keeping your hope in Him.

APPLICATION VERSE:

Hebrews 13:8

FAMILY THEME:

Faith in Action

PREPARATION CHECKLIST:

CONNECT

Option 1

- TE 4-1
- TE 4-2
- Scissors
- Tape
- Three chairs

Option 2

- TE 4-3
- Pencils

LEARN

- TE 4-4
- TE 4-5
- Cardstock

- Scissors
- Single-hole punch
- Ribbon or yarn
- Whiteboard and marker

EXPLORE

- Field Notes 4*
- Colored pencils

APPLY

- TE 3-2
- TE 3-3
- Whiteboard and marker

RESPOND

- Field Notes 4*

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 4-1—TE 4-2
Scissors
Tape
Three chairs

Before class, cut apart the pictures from TE 4-1 and attach each picture to a chair. Move the chairs so they are clearly separated with enough room for the students to stand behind. **Last week we talked about different athletes who people considered GOATs in their sports. Today we are going to learn about some people who are actually *in* the Halls of Fame for the different sports they played. Do any of you know what a Hall of Fame is? Encourage response. It's an organization and building dedicated to honoring the best of the best for their achievements in a particular profession.** Explain you are going to say a name and the students will move to stand behind the chair with the picture that indicates what sport he or she thinks the person is in a Hall of Fame for. Read the different names from TE 4-2 and allow time for the students to move and indicate their answers. Be sure to give the correct answer before moving on to the next name. **Halls of Fame are not just for sports. They also are for music, radio, television, and other things. There's even a Hall of Fame in the Bible. It's found in Hebrews 11 and gives us the names of some men and women whose faith in God greatly pleased Him. Today we will learn about some of these people and discover how they lived out their faith.**

Option 2

Items Needed: TE 4-3
Pencils

Before class, copy TE 4-3a for every student. **Last week we talked about different athletes who people considered GOATs in their sports. Today we are going to learn about some people who are actually *in* the Halls of Fame for the different sports they played. Do any of you know what a Hall of Fame is? Encourage response. It's an organization and building dedicated to honoring the best of the best for their achievement in a particular profession.** Distribute TE 4-3a and pencils to the students and give them time to write the letter of the sport for which each of the different people are in the Hall of Fame. The answers are provided on TE 4-3b. Once the students have finished, go over the answers with them. **Halls of Fame aren't just for sports. They are also for music, radio, television, and other things. There's also a Hall of Fame in the Bible. It's found in Hebrews 11 and gives us the names of some men and**



TE 4-1

Babe Ruth (baseball)
Vince Lombardi (football)
Peyton Manning (football)
Hank Aaron (baseball)
Larry Bird (basketball)
Joe Montana (football)
Michael Jordan (basketball)
Mickey Mantle (baseball)
Kobe Bryant (basketball)

TE 4-2

Hall of Famers
Write the letter of the sport for which each of these people are in the Hall of Fame.
a. Baseball b. Basketball c. Football

1. Babe Ruth _____
2. Vince Lombardi _____
3. Peyton Manning _____
4. Hank Aaron _____
5. Larry Bird _____
6. Joe Montana _____
7. Michael Jordan _____
8. Mickey Mantle _____
9. Kobe Bryant _____

TE 4-3a

Hall of Famers
Write the letter of the sport for which each of these people are in the Hall of Fame.
a. Baseball b. Basketball c. Football

1. Babe Ruth a.
2. Vince Lombardi c.
3. Peyton Manning c.
4. Hank Aaron a.
5. Larry Bird b.
6. Joe Montana c.
7. Michael Jordan b.
8. Mickey Mantle a.
9. Kobe Bryant b.

TE 4-3b

women whose faith in God greatly pleased Him. Today we will learn about some of these people and discover how they lived out their faith.

LEARN

Items Needed: TE 4-4

TE 4-5 (one copy/three students)

Cardstock

Scissors

Single-hole punch

Ribbon or yarn

Whiteboard and marker



BUILDING BLOCKS

Baptism is a symbol of the believer's death to sin and resurrection to new life in Christ.



TE 4-4

Abel	Abel	Abel
Enoch	Enoch	Enoch
Noah	Noah	Noah
Abraham and Sarah	Abraham and Sarah	Abraham and Sarah
Isaac	Isaac	Isaac
Jacob	Jacob	Jacob
Joseph	Joseph	Joseph
Moses	Moses	Moses
Rahab	Rahab	Rahab
The Prophets	The Prophets	The Prophets

TE 4-5

○	○	○
—	—	—
The	The	The
Faith	Faith	Faith
Hall	Hall	Hall
of	of	of
Fame	Fame	Fame
(Hebrews 11)	(Hebrews 11)	(Hebrews 11)
—	—	—
○	○	○

TE 4-5 (back)

Before class, copy TE 4-5 on cardstock and cut apart so each student will have one. Also, cut the ribbon or yarn into 8" sections so each student will have one. Have the students find Hebrews 11 in their Bibles. **Hebrews 11 teaches about some of God's best of the best in terms of great faith.** Write the word *faith* on the whiteboard. **Do any of you know what *faith* is?** Encourage response. **Faith is having confidence in or depending on something or someone. Faith in God is choosing to trust God in every situation. Let's learn about the different people who are listed for their great faith.** Display TE 4-4 and point to the different pictures as you talk about each person. Distribute TE 4-5 to the students and have them follow along.

The first person we are going to talk about is *Abel*. His story is found in Genesis 4. Abel was a shepherd who wanted to give the very best sheep in his flock as an offering to God as a sign of his love for Him. Not only did Abel give God his best, but he gave it with the right attitude of thankfulness. He understood every blessing he had was from God. Abel was declared righteous for his faith and is listed in the Faith Hall of Fame (Hebrews 11:4).

The Bible doesn't tell us a lot about *Enoch*, but he is one of the two men in the Bible who was taken to Heaven *before* his physical body died. The Bible describes Enoch as a person who walked with God, which means he had a close relationship with God (Genesis 5:21–24). Hebrews 11:5 tells us Enoch is in the Faith Hall of Fame because he pleased God.

Many of us are familiar with Noah's story. The Bible describes *Noah* as righteous, blameless, and one who walked faithfully with God (Genesis 6:9). Noah's actions demonstrated his faith in God when he was obedient, built an ark, and filled it as God instructed (Genesis 6:9–7:5). It's easy to see why Noah is in the Hall of Fame of Faith (Hebrews 11:7).

Abraham was a man with great faith in God. When God told him to leave his home, he obeyed even though he didn't know God's plan (Genesis 12:1–9). Abraham's faith in God was greater than his fear (Hebrews 11:8–10). Abraham's choice of obedience also affected his wife, *Sarah*. Do you remember how old she was when she gave birth to Isaac? Encourage response. She was 91—way past the age of having children. Sarah is listed in the Faith Hall of Fame because of her faith in trusting that nothing is impossible with God (Hebrews 11:11–12).

Isaac is the next person in our Faith Hall of Fame. He had two sons, **Jacob** and **Esau**. Hebrews 11:20 teaches us Isaac blessed his sons by faith about things that were yet to come. Isaac's son, **Jacob**, had 12 sons, and one of them was **Joseph**. Do any of you remember what happened to **Joseph**? Encourage response. He was sold by his brothers because of their jealousy of him. When **Jacob** was dying, he blessed each one of **Joseph's** sons and he worshiped God while leaning on his shepherd's staff (Hebrews 11:21).

Joseph is also in the Faith Hall of Fame (Hebrews 11:22). Throughout his life, **Joseph's** faith in God was strong. Even though his life was like a roller-coaster at times, he continued to trust.

Of course **Moses** is included in this special group of faithful people. His faith is seen in many different times in his life. Read or choose a student to read Hebrews 11:23–29 aloud. **Moses** was hand-chosen by God to lead the Israelites out of Egypt to the Promised Land. We can learn from **Moses' example** to live by faith.

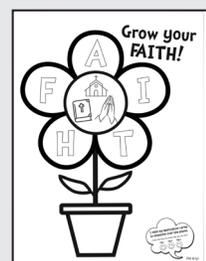
Do any of you remember the story of **Rahab**? Encourage response. Her faith was so great, she risked her life to save the lives of two spies. **Rahab** is included in the Faith Hall of Fame for putting her faith into action (Hebrews 11:31; Joshua 2).

The writer of Hebrews ends by naming others, including the *prophets*, whose actions and lives demonstrated mighty faith in God. Through their great faith, all who are named in this chapter pleased God. Read or choose a student to read Hebrews 11:6 aloud. **God's Word** tells us that without true faith—the kind that trusts God and His Word—you cannot please God. Distribute a piece of ribbon or yarn to the students. Let them use the hole punch to make a hole as indicated on their bookmark and thread the ribbon or yarn through it.

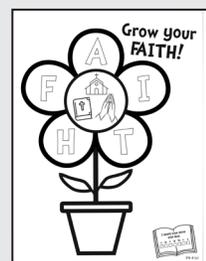
EXPLORE

Items Needed: *Field Notes 4*
Colored pencils

Before class, copy *Field Notes 4* so each student will have one. Distribute *Field Notes 4* and colored pencils to the students. Let them color the flower with the letters for the word *faith* in it. **What are some ways you have grown since you were born?** Encourage response. **Yes, you have grown in size, and you have grown in your ability to move, speak, and do things for yourself. As you grow older, your abilities will continue to grow. Faith is also something that grows over time. It must be developed. What are some ways we can grow our faith?** Encourage response. **We grow our faith by reading the Bible, coming to church to learn about God, and praying. We can also learn from times when we can see how God was with us. This helps us trust and rely on Him in the future. The flower on our *Field Notes* reminds us to continue growing our faith every day.**



Field Notes 4 (Y)



Field Notes 4 (O)

APPLY

Items Needed: TE 3-2—TE 3-3

Whiteboard and marker



TE 3-2



TE 3-3

TAKE NOTE

Ask older students these questions and discuss their answers:

Why do you think it's sometimes hard to trust God when we can't see what He's doing?

What can we learn from these Bible heroes about trusting God even when you don't understand what's happening or you're scared?



Field Notes 4

How do we learn to have the same kind of faith in God as those listed in the Faith Hall of Fame? Encourage response. **We start with the truths found in the Bible and develop a trust that they are true. We live every day believing God's Word. We become aware of how God is working in our lives and how God's promises come true.** Display TE 3-2 and review the application verse with the students. Read the verse to the students and have them repeat the words after you. Place the cards from TE 3-3 face up in the correct order of the verse. Write the numbers 1–6 on the whiteboard. They will correspond to the cards from TE 3-3 (1 is the for the first card, 2 is for the second card, etc.). Say the application verse together. Choose a student to select a number between 1 and 6, erase that number from the whiteboard, and turn the corresponding card face down. Say the verse together. Choose a student to select another number and repeat the activity. Say the verse together again. Continue until all the cards are facedown. **The writer of Hebrews teaches us Jesus never changes. His story is the same yesterday, today, and tomorrow. But the way we live our lives as our faith grows and we learn more about Him should be different. Faith is more than just believing or trusting—it is the action and obedience that result from our belief and trust.**

RESPOND

Items Needed: *Field Notes 4*

Today we learned about some special people who lived a life that reflected faith in action. **We are to live by faith and put our faith into action. We read about different people whose faithfulness pleased God. It can be easy to forget that they were real people just like us. They made mistakes just like we do. They needed forgiveness just like we do. Faith doesn't keep bad things from happening to us. Many of them had times when they didn't understand why something was happening. But they remained faithful to God, trusted Him by faith, and didn't let their circumstances overcome their faith. Instead, they used those times to grow their faith and their relationship with God. It's so important for us to build a foundation of faith that is rock solid and based on the truths found in God's Word. Growing faith results in action and obedience. Faith is action: *it trusts, it obeys, and it hopes.* Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to live each day by faith by placing your trust in God, obeying His Word, and keeping your hope in Him.** End class in prayer thanking God for the examples of people who had great faith even in difficult times.**



TRUSTING GOD'S PLAN

PREPARATION CHECKLIST:

CONNECT

Option 1

- TE 5-1
- Scissors

Option 2

- TE 5-2
- Scissors

LEARN

- TE 5-3
- TE 5-4
- TE 5-5
- TE 5-6
- TE 5-7
- Field Notes 5*
- Colored pencils
- Whiteboard and marker

APPLY

- TE 5-8
- TE 5-9
- Scissors
- Basket

RESPOND

- Field Notes 5*
- Cup
- Pan
- Apple cider vinegar
- Disposable spoons (one spoon/student)

TEXT:

Luke 22:1–65

LESSON OBJECTIVE:

Jesus knew He would suffer and die on the cross, but He chose to do so because of His great love for us. Show love, obedience, and courage as you live daily for Jesus.

APPLICATION VERSE:

John 3:17

FAMILY THEME:

Preparation for the Cross

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

Scissors



TE 5-1

Before class, cut apart the pictures from TE 5-1. Display the pictures from TE 5-1, one at a time, leaving the picture of the cross for last. Ask this question after showing each picture: **What does this symbol or picture represent?** Allow time for the students to respond (answers are on the back). **When we see a cross, it should remind us of the enormous sacrifice Jesus made for us. In these next couple weeks, we will be looking at Jesus' life, death, resurrection, and return to Heaven. We will look at who Jesus is and what He did for us. The more we look at Jesus' life, the more we will find reasons to love and live for Him.**

Option 2

Items Needed: TE 5-2

Scissors



TE 5-2

Before class, cut apart the cards from TE 5-2. **Let's play a quick game of Charades to get us ready for the Easter season. All the different items are related to Jesus.** Ask for a volunteer to choose a card and act out what is shown on the card. Continue with the activity until all the cards have been acted out. **In these next couple weeks, we will learn what these pictures have to do with Jesus as we look at Jesus' life, death, resurrection, and return to Heaven. We will look at who Jesus is and what He did for us. The more we look at Jesus' life, the more we will find reasons to love and live for Him.**

LEARN

Items Needed: TE 5-3—TE 5-7

Field Notes 5

Colored pencils

Whiteboard and marker

Before class, copy *Field Notes 5* for every student. Also, write the names of the people or groups of people listed on the *Field Notes* on the whiteboard. Distribute *Field Notes 5* and colored pencils to the students. Have younger students



BUILDING BLOCKS

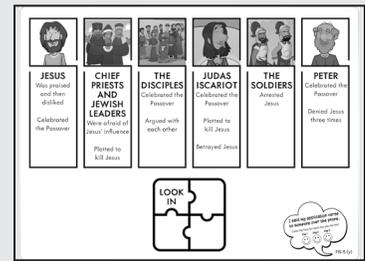
The Lord's Supper is a memorial celebration of Jesus' death for sinners. Believers eat bread and drink juice that represent Jesus' body and blood given for us on the cross.

follow along as you talk about the different people in today’s lesson. Have older students draw a line from the name of the person or group to the actions. Some people or groups may have more than one action. **Today’s lesson involves six people or groups of people and events that really happened. When our lesson begins, we are introduced to the first group of people.** Display TE 5-3 and point to the different pictures. **Jesus and His disciples were already in Jerusalem. Do any of you remember how many of the people treated Jesus when He entered Jerusalem?** Encourage response. **Yes, they praised Him with shouts of joy. But just a few days later, many had changed their opinion and disliked Him. Jesus and His disciples were getting ready to celebrate Passover. Here is the next group of people in our lesson—the chief priests and other Jewish leaders. They were plotting a way to kill Jesus because they were afraid of Jesus’ influence and that the people would follow Him.** Display TE 5-3. **The next person in our lesson is one of Jesus’ disciples, Judas Iscariot. Under Satan’s influence, Judas went to these leaders and agreed to betray Jesus for 30 pieces of silver. Judas began looking for an opportunity to betray Jesus and tell the leaders where He was** (Luke 22:1–6).

Display TE 5-4. **Fast-forward toward the end of that same week where Jesus and His disciples were getting ready to celebrate a special Jewish feast—the Passover—together** (see sidebar). **Jesus established the Lord’s Supper, or Communion, on the night before His death on the cross at the Passover feast. While they were eating, Jesus told them about a new way to celebrate God’s rescue of them. He knew He was about to die on the cross to rescue us from sin and death, so He wanted everyone to remember that and celebrate what He did for us. He commanded the disciples to begin doing Communion so no one would forget what He was about to do for the world. Jesus picked up the loaf of bread, broke some off, and thanked God for it. He told the disciples the bread was like His body, which was about to be broken for all people. Jesus told them to think of Him when they ate it. In the same way, He picked up the cup of wine and told the disciples that when they drank the wine, they were to think of the blood that He was about to shed so all people would be able to have eternal life** (Luke 22:14–20).

Display TE 5-5. **Jesus knew Judas was going to betray Him. When He told the disciples one of them would betray Him, they began to question which one of them could do so. This led to the disciples arguing about who was the greatest among them. Jesus took the opportunity to teach them about how greatness is measured in the kingdom of God. Greatness in the kingdom of God is measured through humble and faithful service, willingness to submit to God’s will, and living every day for Him. Jesus then spoke specifically to Peter. Jesus knew Peter would deny knowing Him, not once, not twice, but three times. Jesus told Peter this, not to make him feel bad, but to let Peter know he was forgiven** (Luke 22:21–34).

Display TE 5-6 and point to the different pictures. **Judas knew Jesus regularly went to the Garden of Gethsemane, and he used that knowledge when betraying Jesus. Judas led the soldiers—another group of people in our lesson—to Jesus in the garden, and He was arrested** (Luke 22:35–48, 54).



Field Notes 5 (Y)



Field Notes 5 (O)

TAKE NOTE

Remind the students Passover is a Jewish holiday to celebrate when God protected the Israelites from the plague of the firstborn son. God told Moses the death angel would come over all of Egypt to kill the oldest son in each home. But God told Moses to tell the Israelites if they would put the blood of a lamb on the door in their homes, the death angel would know to pass over them. This is why the holiday is called Passover.



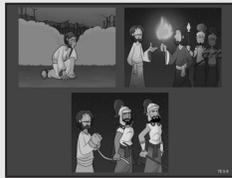
TE 5-3



TE 5-4



TE 5-5



TE 5-6



TE 5-7

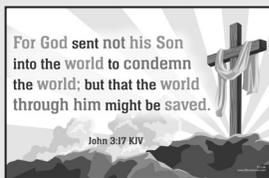
TAKE NOTE

Ask older students these questions and discuss their answers:

What can we learn from Jesus' example of praying so hard before the events He knew were about to happen?

How do you think Jesus felt when Judas betrayed Him and Peter denied knowing Him?

How can you help others understand the importance of Jesus going to the cross?



TE 5-8



TE 5-9

Display TE 5-7. **While Jesus faced judgment by the Jewish leaders, Peter, who was outside, was recognized and accused of being one of Jesus' disciples. What do you think happened next?** Encourage response. **Peter lied about being a disciple. He even said he didn't know Jesus at all. Three times, Peter denied knowing Jesus. Immediately after the third denial, a rooster crowed, and Peter remembered Jesus' words** (Luke 22:54–62).

EXPLORE

Jesus showed us what it means to be great in God's eyes. Being great for God isn't about being rich, smart, or powerful. It's about having a humble heart and being willing to serve others. Jesus gave us the best example when He obeyed God and gave His life on the Cross. In the Garden of Gethsemane, Jesus prayed to God and asked if there was another way. Knowing the answer, Jesus was obedient and gave His life for ours. We often think being happy and comfortable means God is blessing us and is happy with our choices. We can learn from Jesus' example that God's plan is good even when it's hard. Faith doesn't exclude us from difficult situations and hard times but helps us face them with courage and trust. Because of Jesus, we learn to live in a way that honors God—by trusting Him and serving others with love.

APPLY

Items Needed: TE 5-8—TE 5-9

Scissors

Basket

Before class, cut apart the pieces from TE 5-9 and place the strips in a basket. **What is sin?** Encourage response. **It is anything we think, say, or do that goes against God's way. We know from the Bible, after the first sin with Adam and Even when they disobeyed God in the Garden of Eden, God promised to make a way for forgiveness of all sin. We have learned that, throughout the Old Testament, God's prophets told how a Savior would come, live, and die. Jesus is that Savior. John 3:16 teaches us God gave us His one and only Son and anyone who believes in Him will spend eternity in Heaven. But the next verse also teaches us about why Jesus sacrificed His life on the cross.** Display TE 5-8 and introduce the application verse to the students by reading it to them. Point to each word for young readers. **God didn't send His Son to condemn or punish people, but rather to save them.** Choose a strip from the basket and read the strip aloud. Have those students say the verse together. Choose another strip from the basket and have those students say the verse together. Continue until all the strips have been read.

RESPOND

Items Needed: *Field Notes 5*

Cup

Pan

Apple cider vinegar

Disposable spoons (one spoon/student)

The events leading up to Jesus' crucifixion not only teach us about Jesus' great suffering, but also God's enormous love. As Jesus prayed in the Garden of Gethsemane, He asked for the cup (see sidebar) to be removed from Him, yet He was still willing to die for the sins of all according to His Father's will. Jesus' prayer from His heart reminds us we can give our hurts, worries, and anxieties to God and He will hear us. The strength that appeared from Heaven gives us an example of the strength God will give us in times of need (Luke 22:42–44). On your *Field Notes* are the words *Look In*. We can look in God's Word and know that Jesus loves us, He gave His life for us, and He is with us. As Jesus prepared for His death on the cross, He was also preparing us to learn to follow His example. Jesus loves us so much that He was willing to give His life so we could have a life with God. Just as there was a cost for Him, there may be times when it costs us. Just as Jesus was not liked because of what He said and did, there may be people who don't like us because we follow Jesus. Luke 22:63 teaches us the guards mocked Jesus. There may be times when people make fun of us or treat us unfairly because of our faith. For some, the cost is much greater. In some countries, it is illegal and punishable by death to follow Jesus. When we are faced with the cost of following Jesus, we must remember all He has done for us. Jesus knew Peter would deny Him before Peter did. Jesus was ready to forgive Peter before it even happened. Just as Jesus prepared Peter for his restoration by helping him understand he would still do good things for the kingdom, He does the same for us. Jesus showed love, obedience, and courage as He prepared to go to the Cross and follow God's plan.

Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to show love, obedience, and courage as you live daily for Jesus.** End class in prayer asking God to help you and your students live in ways that show others you are grateful for all Jesus endured on the cross so you could have eternal life in Heaven with Him.

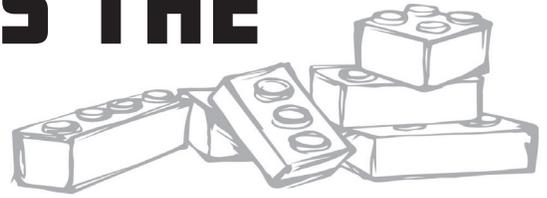
TAKE NOTE

Explain to children the cup represents the suffering and bitterness Jesus knew was about to happen to Him. Place a cup in a pan and pour the apple cider into the cup until it overflows. Explain the vinegar symbolizes the bitterness Jesus would soon experience. Let each student dip his or her spoon into the cup and taste it to help them understand the taste of bitterness.



Field Notes 5

JESUS IS THE RISEN SAVIOR



TEXT:

Luke 23:33–56; 24:1–12

LESSON OBJECTIVE

Jesus was crucified on the cross but rose from the grave three days later. Celebrate the risen Savior not just today, but every day.

APPLICATION VERSE

John 3:17

FAMILY THEME:

The Risen Savior

PREPARATION CHECKLIST:

CONNECT

Option 1

___ Adhesive bandages, gauze wrap, empty ibuprofen bottle, antibiotic ointment, etc.

Option 2

___ Plastic eggs
___ Large basket

LEARN

___ TE 6-1
___ TE 6-2
___ TE 6-3

___ TE 6-4

___ TE 6-5

___ TE 6-6

APPLY

___ TE 5-8

___ Paper

___ Pen

___ Scissors

___ Balloons

RESPOND

___ *Field Notes 6*

___ Colored pencils

CONNECT

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

Option 1

Items Needed: Adhesive bandages, gauze wrap, empty ibuprofen bottle, anti-biotic ointment, etc.

Before class, gather the items related to relieving pain. Display the items. Ask the students to tell you what each of the items is used for. **Do any of you know what these items have in common?** Encourage response. **Have any of you ever had to use any of these?** Encourage response. **Today we are going to continue learning about the events that happened to Jesus that eventually led to Jesus' horrible and painful death on the cross. But we will also learn the good ending to His story—He didn't stay dead. We will learn Jesus is the risen Savior!**

Option 2

Items Needed: Plastic eggs
Large basket

Place the basket in the middle of the classroom. Give each student a plastic egg. Have the students form a circle around the basket (as close as possible) and then take one step away from the basket. Instruct the students to toss their eggs into the basket. Of course, because they are so close, many will comment on how easy it was. Have students take another step back away from the basket. Take the basket around the circle and have each student remove an egg (it doesn't have to be the same egg). Let the students toss the eggs into the basket again. Have the students take another step back and repeat the activity until it is difficult to get the eggs into the basket. **Last week, we began learning how Jesus prepared for the Cross. He knew what was going to happen to Him, and He could have stopped it at any point. But Jesus understood what was at stake. He knew that without His death on the cross, it would be impossible for you and me to have a right relationship with God. He knew His death on the cross would allow us to have eternal life in Heaven with Him. It's a sad truth. But the good news is Jesus didn't stay dead. Jesus is the risen Savior!**



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BUILDING BLOCKS

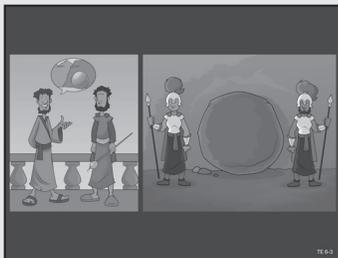
After His resurrection, Jesus ascended into Heaven. He is seated at the right hand of the Father and intercedes for us.



TE 6-1



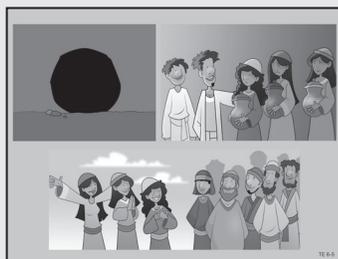
TE 6-2



TE 6-3



TE 6-4



TE 6-5

LEARN

Items Needed: TE 6-1—TE 6-6

Display TE 6-1 and point to the different pictures. **After Jesus was arrested, He was quickly taken to appear in front of the Jewish religious leaders. Lies were told about Jesus and He was spit on, slapped, and beaten before being taken to the Roman governor, Pilate. He soon realized Jesus was innocent and wanted to let Him go. But the Jewish leaders demanded Jesus be crucified. Pilate turned Jesus over to the Roman soldiers** (Luke 22:66–23:25).

Display TE 6-2 and point to the two pictures. **Jesus was placed on a cross along with two other criminals for everyone to see. The Roman soldiers mocked Him and put a sign on the cross that said Jesus was the “King of the Jews” as a mean joke, but it was the truth. Jesus is the King. One of the criminals told Jesus if He was the Messiah, He should save all three from being crucified. One criminal understood, that unlike him and the other criminal, Jesus had done nothing wrong** (Luke 23:32–41). **Listen to what the second criminal said to Jesus and what Jesus’ response was.** Read or choose a student to read Luke 23:42–43 aloud.

Three important events happened next. From noon to three o’clock, it suddenly became dark. It wasn’t a gradual fading like when the sun sets. Next, the Bible teaches us the curtain of the Temple was torn in two from top to bottom. This was the curtain that separated the Holy of Holies from the rest of the Temple. Finally, Jesus prayed one final prayer. Read or choose a student read Luke 23:46 aloud. **The Roman guard, who witnessed these events, praised God as He finally realized Jesus really was the King of Kings** (Luke 23:44–47).

Display TE 6-3 and point to the pictures. **Luke teaches us that an important man from Arimathea named Joseph went to Pilate and asked for Jesus’ body. Pilate agreed to let him have it. Joseph took Jesus’ body down from the cross, wrapped it in linen cloth, and placed Him in a tomb that had been cut into a rock** (Luke 23:50–54). **We know from the other accounts that a large stone was rolled over the opening of the tomb and guards were placed around it to keep Jesus’ followers from stealing His body.**

Display TE 6-4. **After the Sabbath and very early the next morning, some women were on their way back to the tomb to anoint Jesus’ body with spices. But they were in for a surprise when they got there!** Display TE 6-5 and point to the different pictures **The stone was rolled away from the tomb and when they went into the tomb, it was empty! How do you think these women felt?** Encourage response. **They were probably confused. Suddenly two angels appeared to the women and asked why they looked for the living among the dead. Listen to what else the angels said to the women.** Read or choose a student to read Luke 24:6–7 aloud. **The women remembered what Jesus had told them and left the empty tomb to tell the disciples what they had seen and heard** (Luke 24:1–9).

Now, the disciples had seen Jesus die on the cross. How do you think they responded when these women told them what they had discovered at the tomb? Encourage response. Read or choose a student to read Luke 24:11 aloud. Display TE 6-6. Peter went to see for himself. When he reached the tomb, he not only saw it was empty, but he also saw the strips of linen inside without Jesus' body (Luke 24:12).

Today is Easter. It is a celebration that Jesus is our risen Savior. Jesus died on the cross for our sin so we could have eternal life in Heaven. But Jesus conquered death. The Resurrection changed everything, and it offers us hope for eternity.

EXPLORE

Each of the Gospels tells of Jesus' tomb being covered with a large stone. Entrances to Jewish tombs were usually small. A circular, wheel-shaped stone would be rolled down into a groove or small trench to cover and seal the entrance. The stone might have weighed between 2–3 tons (around the weight of two small cars). Moving the heavy stone into place was easier because it was usually rolled downhill. However, moving it away would have been much more difficult. It would have been nearly impossible for a man to move it by himself, especially someone who had been tortured, beaten, and crucified. Also, the disciples would not have been able to move this heavy stone uphill without being heard or seen by the well-trained soldiers who were guarding the tomb. The moving of the stone was a miracle!

APPLY

Items Needed: TE 5-8
Paper
Pen
Scissors
Balloons

Before class, divide the words to the application verse into sections so every two students will have one (10 students – divide the verse into 5 sections). Write them on small pieces of paper, cut them apart, and place one piece in each balloon. Blow up the balloons and tie the ends. **Jesus knew taking the punishment for sin would be painful. He looked ahead and saw the joy that would come to those who accepted and trusted in Him. Jesus trusted God's plan and knew what His resurrection would offer to those on earth. God sent His one and only Son as a gift for you and me. We mentioned last week that John 3:16 is the most popular verse. It is one that many unbelievers are familiar with. Many people who don't believe in Jesus have a wrong idea that Jesus came to punish people. But our application verse tells us differently.**



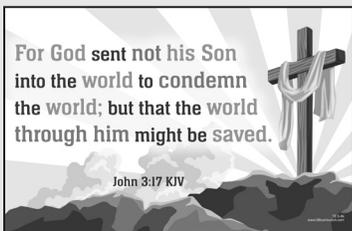
TE 6-6

TAKE NOTE

Ask older students these questions and discuss their answers:

Why is it important that the tomb was empty?

How does or should Jesus' resurrection change the way you live or think about each day?

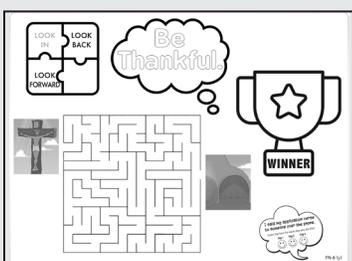


TE 5-8

Display TE 5-8 and review the application verse with the students. **God didn't send Jesus into the world to punish them, but to save them and show them His great love. With His death and resurrection, Jesus shows He has power over sin and death.** Pair the students up and give each one a balloon. Explain to the students they are to bat the balloon back and forth, trying not to let it hit the ground as they take turns saying the words to the application verse. Put the balloons away and say the verse together as a class to end the activity.

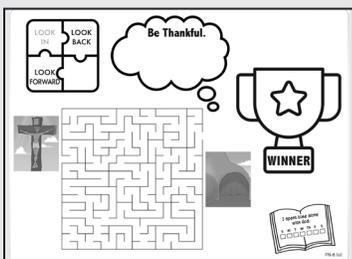
RESPOND

Items Needed: *Field Notes 6*
Colored pencils



Field Notes 6 (Y)

Before class, copy *Field Notes 6* for every student. Distribute *Field Notes 6* and colored pencils to the students. Have students follow your instructions for the different sections on the *Field Notes*. **On your *Field Notes* are the words *Look Back*. Have you ever thought about what you would have done if you lived during Jesus' time on this earth and were there to witness His death? We must never forget that although those people did all those unbearable things to Jesus, He chose to give His life on the cross. He had the power to stop it all, but He chose to give His life for ours. What should our response be for what Jesus did on the cross for us? Encourage response. We should be thankful. It's easy to remember to be thankful now when we're studying it, but we should tell Jesus every day how grateful we are for what He did for us.** Have younger students color the words in the thought bubble and older students write a sentence of thankfulness to God.

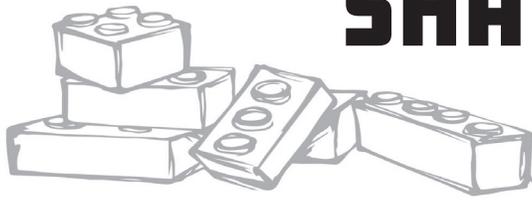


Field Notes 6 (O)

The words *Look Forward* are also on your *Field Notes*. Jesus' death and resurrection give us hope. It's easy to feel defeated when going through difficult times. Jesus' disciples and His other followers probably felt that way after His death. But we can use what we've learned today to remember the Devil does not win against those who follow Jesus. In the end, Jesus won, and as His followers, we win too. Let the students color the picture of the trophy on their *Field Notes*. **We celebrate the Risen Savior because He is alive!** Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to celebrate the risen Savior not just today, but every day.** If time allows, let the students complete the maze on their *Field Notes*. End class in prayer, thanking Jesus for His sacrifice on the cross and His resurrection from the grave.



Field Notes 6



SHARING THE GOOD NEWS

PREPARATION CHECKLIST:

CONNECT

Option 1

TE 7-1

Option 2

A timer or stopwatch

A common item

APPLY

TE 7-5

RESPOND

Field Notes 7

Colored pencils

LEARN

TE 7-2

TE 7-3

TE 7-4

Whiteboard and marker

TEXT:

Luke 24:36–51;
Matthew 28:18–20

LESSON OBJECTIVE:

Jesus told His disciples (and us) to tell others about Him. Look around for opportunities to share the good news of Jesus with those around you either through your words or actions.

APPLICATION VERSE:

Matthew 28:19

FAMILY THEME:

The Great Commission

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

Let's see how well you can follow commands. Read the instructions from TE 7-1 and have the students complete them. **Were some of the commands easier to do than others?** Encourage response. **Were some impossible for you?** Encourage response. **In today's Bible verses, Jesus gave His disciples a command—a mission impossible for them without the help and power Jesus promised to give them to accomplish the mission. We have been challenged with the same mission as the disciples, and we have the same help the disciples did in order to be successful.**



TE 7-1

TAKE NOTE

Suggested objects: small ball, box of cereal, safe items from kitchen (i.e., spoon, spatula, hand towel), small items from your classroom (i.e., box of crayons, marker, eraser, etc.).

TAKE NOTE

If you have a large class, you may want to divide the students into two or more teams.

Option 2

Items Needed: A timer or stopwatch
A common item (see sidebar)

Have the students form a line. Explain to the students their mission is to pass one object down the line in the shortest amount of time. When the person at the back of the line gets the object, he or she will run to the front and the process starts over. The activity continues until every member of the team has run to the front (the game is over when a person who began at the front ends up at the front again). To add a twist to the activity, have the students pass different items at each turn and have the students pass the objects over their heads, between their legs, or with their eyes closed. **In today's Bible verses, Jesus gave His disciples a command—a mission impossible for them without the help and power Jesus promised to give them to accomplish the mission. We have been challenged with the same mission as the disciples, and we have the same help they did in order to be successful.**

LEARN

Items Needed: TE 7-2—TE 7-4

Whiteboard and marker

Write the word *commission* on the whiteboard. **The last two weeks we learned Jesus was arrested and crucified, and then He was resurrected. Today we are going to learn about Jesus' great commission. Do any of you know what the word *commission* means?** Encourage response. **A *commission* is an instruction or command that is given to a person or a group of people.** Circle the word *mission* inside the word *commission* and point to it. **Look at the word *mission*. Jesus came to the earth and completed the purpose of His *mission*, to take the punishment for our sin. He did exactly what His Father in Heaven had planned for Him to do. He lived a perfect life, died on the cross for our sin, and came alive three days later to show His great power.**

Jesus stayed on the earth 40 days after He was resurrected. Display TE 7-2. **Many people saw and met the resurrected Jesus, including His disciples. Even though they had heard the tomb was empty, and some saw it for themselves, how do you think the disciples felt when they actually saw their friend—alive—after they had witnessed His death three days earlier?** Encourage response. **Luke tells us they were frightened, as we probably would be. Jesus showed the disciples His hands and feet to ease their fears and to prove it was really Him who they were looking at. Then, Jesus did something unusual. He asked the disciples if they had anything to eat! Jesus reminded them of all He had shared with them while they were together. Then, Jesus opened the disciples' minds so they could understand the Scriptures.** Read or have a student read Luke 24:46–47 aloud. **They had seen—witnessed—all the things that had been long declared and Jesus promised they would have His power (Luke 24:36–49).**

Display TE 7-3. **Before Jesus returned to Heaven, Jesus had a big job for His disciples. The instructions Jesus gave to His disciples, and us, is known as the Great Commission.** Read or choose a student to read Matthew 28:18–20 aloud. **We are to share the good news of Jesus with others.**

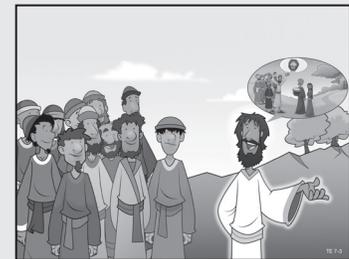
Display TE 7-4. **After that, Jesus lifted His hands, blessed His followers, and ascended, or went up, to Heaven (Luke 24:50–51). Jesus completed His work on earth, and He gave His disciples a big job—to share the good news about Jesus all over the world so everyone could hear. Jesus' followers did just that. We must continue to tell others what we know about Jesus.**

BUILDING BLOCKS

Jesus commanded His disciples to teach the gospel to everyone. This Great Commission is recorded in Matthew 28:19–20.



TE 7-2



TE 7-3



TE 7-4

TAKE NOTE

Acts 1:10–11 adds that as they were looking intently at Jesus rising into the sky, two men dressed in white stood beside them and asked, “Why do you stand here looking into the sky? This same Jesus, who had been taken from you into Heaven, will come back in the same way you have seen Him go into Heaven.”

EXPLORE

TAKE NOTE

Ask older students these questions and discuss their answers:

What does it mean to “make disciples”?

Why do you think Jesus wanted His followers to tell the whole world about Him?

In order to understand the significance of the Great Commission, you have to put yourself in the shoes of the disciples. They were still mourning the loss of their friend’s death and looking for direction and next steps for their lives. Even though Jesus told them He was going to die, His death was still very traumatizing, especially because of the way it happened. Then, when Jesus rose from the dead and appeared to them, it must have been very confusing for them. In the 40 days Jesus spent on earth between His resurrection and ascension, He likely spent much of that time preparing His disciples for what would happen next. We have the beauty of seeing how God’s plan fits together by reading God’s Word—something the disciples did not have. We can have confidence in the truth of the gospel message and share that truth with others.

APPLY

Items Needed: TE 7-5

What news would you consider to be good and want to share with others? Encourage response. **Maybe you are going to be a sibling. Maybe you made all A’s on your report card. Perhaps you made a team or are going on a fun trip with your family or a friend. All those things are exciting and good, but these past couple of weeks, we have learned about the best “good news” we can share with others. Jesus died so we could have forgiveness of our sin, and He defeated death. He is alive!** Display TE 7-5 and introduce the application verse to the students by reading it to them. **Our application verse contains the words Jesus spoke to His disciples instructing them on what to do next. Jesus’ words are for us too. We are to go and make disciples by sharing the good news of Jesus.** Have the students scatter around the room. Choose one student to start and have him or her say the application verse aloud. He or she will go to another student, and they will say the application verse together. Those two will go to another student, link arms, and say the application verse. Be sure to allow the students to use TE 7-5 as a guide. Continue until all the students are linked together.



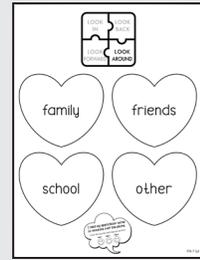
TE 7-5

RESPOND

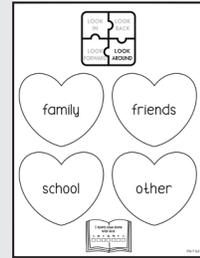
Items Needed: *Field Notes 7*
Colored pencils

Before class, copy *Field Notes 7* for every student. **Everyone in the world needs to hear the good news and have a chance to know Jesus. Without Him, a person can never have his or her sin forgiven or go to Heaven. Jesus has given us an important job. We are to share the good news of Jesus' death and resurrection with others. We are to tell those around us how He changes lives. Just as God promised to be with the disciples as they shared the good news with others, He will be with us too.**

Distribute *Field Notes 7* and colored pencils to the students. **On your *Field Notes* are hearts and the words *Look Around*. The first three hearts have the words *family*, *friends*, and *school* inside them. Think of someone from each of these areas of your life who might not know about Jesus. If you want to write a name in each of the hearts, you can. The last heart has the word *other*. I want you to think of someone in your neighborhood, the cashier at the store you see often, or maybe even someone in another country. This week, I want you to look around for opportunities to tell or show someone in each of these categories about Jesus or pray that someone will share Jesus with him or her. Have the students turn to the *Next Step* section on their *Field Notes*. **Your *Next Step* is to look around for opportunities to share the good news of Jesus with those around you, either through your words or actions.** End class in prayer asking God to help you and your students be aware of times when they can share Jesus with others through their words or actions.**



Field Notes 7 (Y)

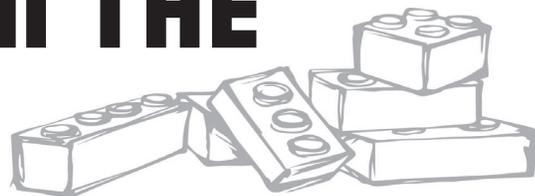


Field Notes 7 (O)



Field Notes 7

LESSONS FROM THE LIFE OF TIMOTHY



TEXT:

Various Scriptures from 1 and 2 Timothy

LESSON OBJECTIVE:

Learn to live a life of faith through Timothy's example. Keep growing your faith, so it is strong and try to live as an example for others to follow.

APPLICATION VERSE:

Psalm 51:10

FAMILY THEME:

Lessons From the Life of Timothy

PREPARATION CHECKLIST:

CONNECT

Option 1

- TE 8-1
- TE 8-2
- Copy paper
- Scissors
- Colored pencils

Option 2

- Laptop, iPad, or smartphone

LEARN

- TE 8-3
- TE 8-4

TE 8-5

TE 8-6

APPLY

- TE 8-7
- One new tennis ball
- Knife
- Permanent black marker
- Small candies

RESPOND

- Field Notes 8*
- Colored pencils
- Whiteboard and marker

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 8-1—TE 8-2
Copy paper
Scissors
Colored pencils

Before class, copy and cut apart the sections from TE 8-1 so each student will have one. Also, cut pieces of copy paper in half, long end to long end (the piece will be approximately 4.25" x 11"). Distribute a section of TE 8-1, scissors, a strip of copy paper, and colored pencils to the students. Tell them to follow your instructions as you read each one from TE 8-2. Allow time for the students to decorate the faces on their chains. Tape the paper chains together to make a banner in your classroom. **God's Church is made up of many people joined together. Everyone who believes in Jesus is part of God's family. Today we are going to study the life of a man named Timothy in the New Testament and learn some important lessons we can apply to our lives.**

Option 2

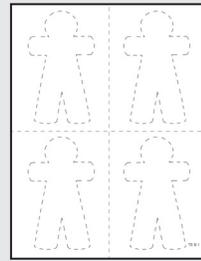
Items Needed: Laptop, iPad, or smartphone

Show the video from tinyurl.com/TimothyLoop to the students. **Paul and Timothy were good friends who had a common goal in their lives—to help others know Jesus and grow their relationship with Him. Paul was older and helped teach Timothy how to be a good leader and follower of God. Today we will learn some important lessons from Timothy's life that we can apply to our lives.**

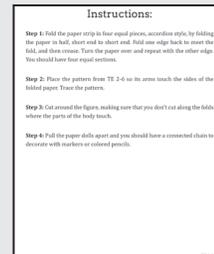
LEARN

Items Needed: TE 8-3—TE 8-6

Display TE 8-3 and point to the different pictures. **We learn a lot about Timothy from the letters Paul wrote to him. Timothy's mother was a Jewish woman and Timothy learned about God and His ways from the time he was a baby (2 Timothy 1:5, 3:15). The faith of both his mother and grandmother was great, and they understood the importance of passing their faith to their children and grandchildren. Paul met Timothy when he was visiting**



TE 8-1

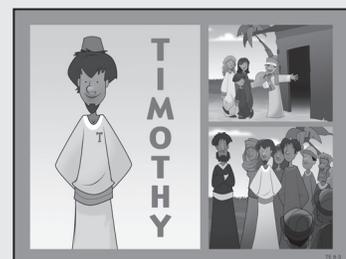


TE 8-2



BUILDING BLOCKS

The apostle Paul wrote 13 books of the New Testament: Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philip-pians, Colossians, 1 and 2 Thessalonians, 1 and 2 Tim-othy, Titus, and Philemon. (Some people also think he wrote the book of Hebrews.) These are called the Pauline epistles.



TE 8-3



TE 8-4



TE 8-5



TE 8-6

with the believers in Derbe and Lystra. Paul saw how much Timothy loved God and how great his faith in God was. Even though Timothy was still young, Paul saw how much help he could be in telling others about Jesus (Acts 16:1–5).

Display TE 8-4. We learn from Paul's letters how Timothy not only learned from Paul, but also faithfully served alongside him to spread the gospel. Paul calls Timothy a fellow worker in the gospel. The Bible teaches us Timothy told people about Jesus and encouraged believers in the church.

Display TE 8-5. In Paul's letter to the Thessalonians, we learned Paul was worried the new believers would be unprepared for the hardships they might face when he had to suddenly leave. Paul wrote how he had sent Timothy to find out how they were doing. Timothy was able to let Paul know the faith of the people was strong and growing. God used Timothy to help bring comfort to a fellow believer (1 Thessalonians 3:2–8).

When the Corinthian church began having problems, Paul sent Timothy to remind the believers of what they had been taught about how to live for Jesus (1 Corinthians 4:17).

Display TE 8-6 and point to the different pictures. Paul wrote Timothy and explained he wanted Timothy to lead and help the church in a town called Ephesus. The believers there were turning away from the truths of God and turning toward wrong teachings. Paul's letters not only helped Timothy learn from his mentor, but they also brought Timothy great encouragement. Some of the people in Ephesus thought Timothy was too young to teach them. Paul reminded Timothy not to let his age or the difference in his age and the other believers keep him from doing the job God had given him. The Bible tells us Timothy continued to show others how to speak, act, love, believe, and live in ways that pleased God (1 Timothy 4:11–16).

Timothy's example of living faithfully for God, obeying His Word, helping others know Jesus, and encouraging believers to grow their faith is one that we are to follow.

EXPLORE

First Timothy is the first letter Paul wrote to Timothy, his "son in the faith" (1 Timothy 1:2) Paul taught and guided Timothy on how to live a life with strong faith. He reminded Timothy to be on guard against false teaching, to stand firm, and to remain true to his faith. In his letters, Paul encouraged and challenged Timothy in his walk with God. Paul used the example of a soldier. Paul explained soldiers work as a team, follow the instructions of their leader, and focus on their work. We are to work as a team with other believers, follow Jesus' instructions, and focus on what God wants us to do. Then, Paul used the example of an athlete to help Timothy understand how he should live and encourage others to live. An athlete's goal is to win. Living our lives for Jesus and telling others about Him is our goal. Finally Paul

used the example of a farmer. Farmers are patient and work hard. Sharing God's love with others takes patience and hard work.

APPLY

Items Needed: TE 8-7

One new tennis ball

Knife (X-ACTO or serrated knife works best)

Permanent black marker

Small candies (e.g., Skittles, Sweet Tarts, M&Ms, Starbursts, etc.)

Before class, use the knife to cut a slit in the tennis ball in the shape of a smile (on the opposite side of the brand name of the ball). Use a pencil to mark the smile before you cut it. With a permanent marker, draw two eyes. Squeeze the mouth open and insert the candy inside. Be sure to load enough that each student will receive a reward. **Today we learned about Timothy and the different ways God used Timothy. From the very beginning, we learn about Timothy's faith in Jesus. He grew up learning God's Word, and his faith grew as he grew. Was Timothy perfect? Encourage response. Of course not. He messed up and had fears just like you and I do. But He trusted God to continue to work in his life and use him. Today's application verse is from a prayer of someone else who was not perfect—David. Display TE 8-7 and introduce the application verse to the students by reading it to them. David asked God to help him have a clean heart and a renewed, right spirit. We need God's help to create a clean heart and a right spirit within us too. We can trust God to help us learn from His Word.** Display the reward-filled tennis ball. **This is Tiny Tenny. He is going to be watching to see who is participating and trying to learn God's Word.** Say the verse with the students and as they are saying the verse, use Tiny Tenny to dispense rewards to the students who are participating. Try to ensure each student receives a reward.

RESPOND

Items Needed: *Field Notes 8*

Colored pencils

Whiteboard and marker

Before class, copy *Field Notes 8* for every student. Distribute *Field Notes 8* and colored pencils to the students. Have younger students follow along as you discuss the lessons we can learn from Timothy's life. Have older students follow along and fill in the blanks. Write the italicized takeaways on the whiteboard. **The Bible doesn't tell us about the rest of Timothy's life, but we can feel confident he remained faithful to Jesus and to the mission of telling others about Him. So, what lessons can we learn from what the Bible teaches us about Timothy?** Encourage response. **We can learn it's important to *know what***

TAKE NOTE

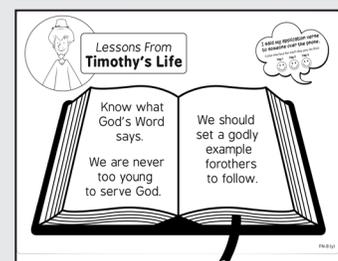
Ask older students these questions and discuss their answers:

What does it mean to "set an example for believers"?

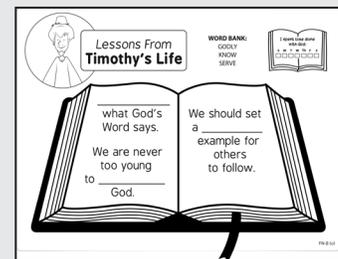
What are some ways you can live for Jesus and serve Him at your age?



TE 8-7



Field Notes 8 (Y)



Field Notes 8 (O)

God’s Word says. Timothy began learning at a young age and continued to learn as he grew older. We need to know God’s Word so we can follow what it says and recognize false teachings Satan wants us to believe. We also learn *we are never too young to serve God.* Timothy was young when he began traveling with Paul, but Paul recognized the help and leadership Timothy provided. Finally, we learn *we should set a godly example for others to follow.* The different groups of people whom Timothy ministered to were watching his words, attitudes, and actions. Some watched closely because they were unsure of someone younger than they were teaching them, and others watched because they recognized him as a godly example of how to live. Those around us watch us too. The words we say, the attitudes we have, and the things we do should reflect the One whom we say we model our life after—Jesus.

Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to keep growing your faith, so it is strong and try to live as an example for others to follow.** End class with prayer for you and your students to use God’s Word to help you learn how to be a good example and lead others through your words, attitudes, and actions.



Field Notes 8

GOD'S WORD IS TRUTH



PREPARATION CHECKLIST:

CONNECT

Option 1

___ TE 9-1

Option 2

___ TE 9-2

___ Pencils

LEARN

___ TE 9-3

EXPLORE

___ TE 9-4

APPLY

___ TE 9-5

___ Copy paper

___ Colored pencils

___ Construction paper

___ Glue sticks

RESPOND

___ TE 9-6

___ *Field Notes 9*

___ Colored pencils

TEXT

John 17:1–26

LESSON OBJECTIVE:

Learn what God’s truth is and how to live according to it. Use these five steps to help you stay grounded in God’s truth.

APPLICATION VERSE:

John 17:17

FAMILY THEME:

Grounded in God’s Truth

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



TE 9-1

Display TE 9-1 and point to the different pictures. **Have you ever seen a big tree with lots of roots?** Encourage response. **A tree's roots grow deep into the ground where they absorb water and nutrients to help the tree grow to be healthy and strong. They also help keep the tree upright when it's windy or when the tree is growing on a slanted piece of land. The tree needs strong roots to help it when strong winds blow like in a storm. These roots are like our faith. We need strong faith to help us when we are facing hard times in our life. Today we are going to learn how we can stay grounded in God's truth.**

Option 2

Items Needed: TE 9-2

Pencils



TE 9-2

Before class, copy TE 9-2a so each student will have one. Distribute TE 9-2 and pencils to the students and have them circle if they think each statement is true or false. Then, read the statements and let the students tell you if they think it is true or false. Let the students defend why they chose their answers. Once you have discussed each statement, tell the students every statement is false. **The most reliable way to know if something that sounds true is false is to know with certainty what the truth is. You will hear many things in your life that someone will claim to be true. But not everything you read (especially on the Internet) or hear is true, especially when it comes to the truth about God and His Word. Today we are going to learn why it is so important for us to know God's Word and stay grounded in His truth.**

LEARN

Items Needed: TE 9-3

Earlier this month, we learned about Jesus' arrest, death on the cross, and resurrection from the grave. The verses we are studying today happened *after* Judas' betrayal and *before* Jesus' arrest. Jesus knew what was going to happen to Him and He prayed a special prayer to His Father. Display



BUILDING BLOCKS

Truth corresponds with reality and is consistent in all times and situations. Truth is a characteristic of God's unchanging nature.

TE 9-3 and point to the different people Jesus prayed for as you discuss John 17. **In the first part of His prayer, Jesus did two things: He honored God as His Father and He prayed for Himself. According to these verses, it seems like something is about to happen. What do you think Jesus meant when He told God the hour had come?** Encourage response. **Yes, He was about to die on the cross. Jesus prayed and asked God the Father to glorify Him so God could be glorified through Him. Do any of you know what the word *glorified* or *glorify* means?** Encourage response. **It can mean to praise or elevate, or it can mean to reveal or make clear. Jesus wanted the people to see He was the most special so they would know God is the most special. He also reminded God of why He sent Jesus to earth—so all men could get to know God the Father and have *real* life instead of just life on earth. Jesus also told God that He had done *everything* God had asked Him to do so people could know Him. He praised God the Father for His authority and power. He ended this part of His prayer by asking God to glorify Him in God’s presence just like it had been before the world was even created (John 17:1–5).**

In the second part of His prayer, Jesus honored God, His Father, and He prayed for others. He prayed for His followers and friends—the disciples. He prayed for those who already believed in Him. Jesus finished all the work the Father sent Him to do and then He prayed for those who would tell the world about His death and resurrection (the Great Commission). He prayed the people would be safe and for their missions to be completed. Remember, some people didn’t want to believe Jesus was the Son of God and Jesus knew His followers would need protection from those people. He also knew Satan would tempt the believers into making wrong choices and not telling others about Jesus. Jesus asked the Father to protect them so everyone could do His work as well as possible (John 17:6–19).

In the last part of Jesus’ prayer, He honored God as His Father, and He prayed for those who were not yet believers but would be in the future. He knew people would be hearing about Him and His Father through the message of the disciples. He prayed for those who would believe their message. That means Jesus prayed for us! He prayed all the new believers would get along and show love to one another so others would see God’s love through them (John 17:20–26). The prayer from John 17 is an excellent example that shows us how to pray to God the Father.

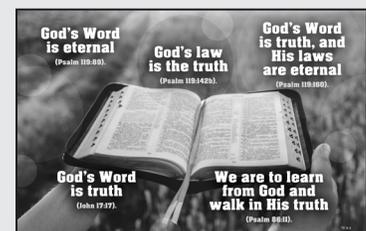
EXPLORE

Items Needed: TE 9-4

The Word of God is the ultimate truth. From the first book of the Bible—Genesis—to the last book of the Bible—Revelation—every part of the Bible is true. God spoke to the different people who wrote the books in the Bible and told them what He wanted them to write. Here are some truths from God’s Word to help you remember to trust it and use it as a guide on how to live. Display TE 9-4. Psalm 119:89 tells us *God’s Word is eternal*. Psalm



TE 9-3



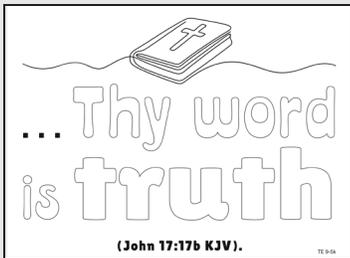
TE 9-4

119:142b says *God's Law is the truth*. Psalm 119:160 teaches us *God's Word is truth* and *His laws are eternal*. John 17:17 teaches us *God's Word is truth* and Psalm 86:11 tells us *we are to learn from God and walk in His truth*. Hold up your Bible and encourage the students to hold up theirs. **There are many people in this world who do not believe the Bible is the ultimate truth. Instead, they live according to what they *want* to be true. The Bible teaches us that is an example of Satan's lies (John 8:44). Whenever you think something, hear something, or see something that goes against what the Bible says, you can know it isn't God's truth. When you know what is true, then you are able to recognize when something is false.**

APPLY

Items Needed: TE 9-5

- Copy paper
- Colored pencils
- Construction paper
- Glue sticks



TE 9-5

Before class, copy TE 9-5 for younger students. **God gives us His truth in His Word, the Bible. The events in the Bible actually happened and the people whose stories are in the Bible were real people who lived on the same earth we do. There might be times when you are reading God's Word and you genuinely come to something that doesn't make much sense to you or seems to contradict, or go against, something else you know to be true about God. So, what do you do? You continue to trust God because He is absolutely trustworthy. You keep studying His Word and ask the Holy Spirit to help you understand what you're reading. Finally, don't be afraid to ask someone to help you understand what God's Word means. But remember, there are some things in the Bible we will only be able to comprehend or fully understand once we are in Heaven.** Have the students find John 17:17b in their Bibles. **The last part of this verse teaches us *God's Word is truth*. God is the source of truth and every word in the Bible comes from God Himself.** Distribute TE 9-5 and colored pencils to younger students and copy paper and colored pencils to older students. Have the younger students color the words of the verse and decorate around it. Have older students write the verse on their papers and decorate around it. Distribute a glue stick and piece of construction paper to all students and let them glue the application verse to it. Encourage the students to hang their posters up somewhere they will see it often to help them remember God's Word is truth.

RESPOND

Items Needed: TE 9-6

Field Notes 9

Colored pencils

Before class, copy *Field Notes 9* for every student. **The Word of God, the Bible, helps us stay grounded in God's truth. The more we read the Word, study it, meditate on it, and grow in knowledge of it, the more we know how to live in obedience to it like Jesus did. We have examples from the Old Testament of people who stood faithfully for God's truth through their words and actions. We have examples of people from the New Testament who lived out and shared God's truth through their words and actions. What about us? How can we be an example that we believe in and trust God's Word as truth?** Distribute *Field Notes 9* and colored pencils to the students. Have younger students underline the bolded words in each section and have older students use the word bank to fill in the blanks in each section. Display TE 9-6. **The first step is we must know what God's Word says. We know how to do that: read it, study it, and think about what it says. The next step is to accept God's Word as absolute truth. Some people in our world will try to get you to believe it's okay for your truth to be different from mine. There are no absolutes, and truth is different for each person. But God's Word gives us the only truth by which we should live. Next, we should remember God's Word never changes. Do any of you remember our application verse from several weeks ago: Hebrews 13:8? Encourage response. It teaches us Jesus is the same yesterday, today, and tomorrow. John 1:1 teaches us in the beginning was the Word, and the Word was with God, and the Word was God—the Word never changes. Our next step is to obey God's Word and build our lives on His truth. We must do more than just know what God's Word says. We must live it out through our words and actions. We must live differently from the world showing how God changes lives. Remember learning about building our faith on a strong foundation? Coming to church, spending time in God's Word, prayer, and learning about Jesus are some of the ways we do that. Finally, we must ask and depend on the Holy Spirit to help us live out God's truth. Before Jesus returned to Heaven, He told the disciples He would have the Father send a Helper to them (John 14:26). We can't do it alone. We need the Holy Spirit to help us.** Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to use these five steps to help you stay grounded in God's truth.** End class with prayer for you and your students to be an example of what it means to live for Christ. Ask Him to guide your actions and let others see the difference Jesus has made in your life.

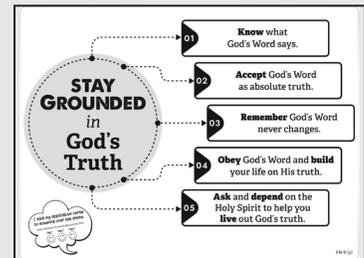
TAKE NOTE

Ask older students these questions and discuss their answers:

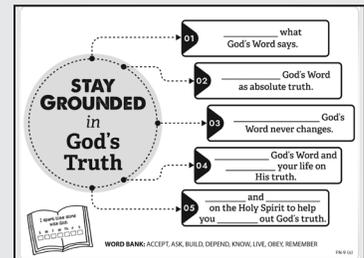
How does God's Word help us know what's true?

What are some things in the world that try to pull us away from or doubt God's truth?

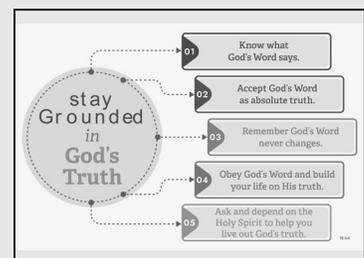
What are some ways you can stay grounded in God's truth every day?



Field Notes 9 (Y)



Field Notes 9 (O)



TE 9-6



Field Notes 9

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