

ELEMENTARY

NOV-DEC 2026

TEACHING GUIDE

BEGINNINGS

GENESIS

D6 Curriculum

NOV-DEC 2026

ELEMENTARY TEACHING GUIDE

Volume 23 • Number 2
ISSN 2151-0350

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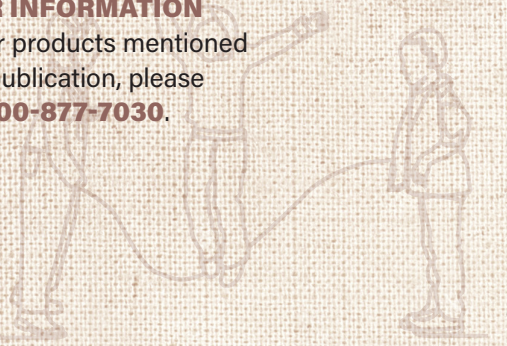
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Elementary Teaching Guide is published bi-monthly by D6 Family Ministry, 114 Bush Road, Nashville, Tennessee 37217.
Board Members: Rick Taylor, Chair; Timothy York, Vice Chair; Kendall Ross, Clerk; Jay Baines; Kevin Barnett; Paul Bryant; Darin Gibbs; Ryan Giles; Mark Price

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WELCOME TO THE ELEMENTARY TEACHING GUIDE

You're Helping Shape Faith That Lasts

Every week, God gives you an opportunity to help children know Him, trust His Word, and follow Jesus. This guide is designed to help you do just that.

D6 Curriculum is built on the principle of Deuteronomy 6:5–9: *parents are the primary spiritual leaders in a child's life*. That's why D6 aligns church and home around the same biblical truths. Through a four-year study of the Bible, families explore God's story together, creating opportunities for faith conversations throughout the week.

The goal isn't simply to teach a lesson—it's to help kids grow in a lifelong relationship with Jesus.

HOW EACH LESSON WORKS

LESSON LAUNCH

Start with an activity that captures attention and prepares students for the lesson.

Each week you'll find:

- An activity geared for younger students
- An activity geared for older students
- A biblical literacy activity that helps students understand how the Bible fits together as one story

The biblical literacy activities help build important skills such as locating passages, recognizing biblical themes, and connecting Scripture to everyday life.

TEACHING THE TRUTH

Help students discover what God's Word *says* and what it *means*.

This section explores Scripture in age-appropriate ways while helping students develop a biblical worldview. You'll also find apologetics elements that equip students to understand and confidently share their faith.

LIVING THE TRUTH

Help students move from *learning* God's Word to *living* God's Word.

This section includes:

- A gospel connection
- Application Verse activities
- Practical ways to apply biblical truth throughout the week
- Build Your Faith challenges

QUICK GUIDE TO LESSON COMPONENTS

COMPONENT	PURPOSE
Family Theme	Connects all ages around the same biblical truth each week
Scripture Text	The passage that forms the foundation of the lesson
What We're Learning	The main truth students should understand and remember
Build Your Faith	A practical response that helps students live out the lesson
Application Verse	Encourages students to apply Scripture, not simply memorize it (James 1:22)
Pre-Launch Checklist	A quick preparation guide for supplies and resources
D6 Digital	*D6 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.

RESOURCES THAT SUPPORT YOU

TEACHING ESSENTIALS

The *Elementary Teaching Essentials* provide many of the resources used throughout the lesson, including:

- Teaching pictures and posters
- Application Verse posters
- Activity pieces
- Reproducible pages such as dramas, reader's theaters, and craft templates
- *Faith Connections* reproducibles

Each *Teaching Essential* is identified by a TE number:

- The first number identifies the lesson where it first appears.
- The second number identifies its order within that lesson.

Leader Tip: Some *Teaching Essentials* are used across multiple lessons, so keep them organized and accessible.

FAITH CONNECTIONS *The Bridge Between Church and Home*

Faith Connections help extend discipleship beyond class.

Front Side: Family Engagement

- Family Theme
- Scripture Text
- Application Verse
- What Your Student Learned
- Build Your Faith Challenge
- Family Activity

Back Side: Classroom Reinforcement

- Age-appropriate worksheet activities
- Younger (Y) and Older (O) versions available

When church and home work together, discipleship becomes a daily journey—not just a Sunday experience.

AT-HOME RESOURCES

Adventure Kids Discipleship Journal
Kindergarten–Second Grade

Helps younger students build daily habits of spending time with God through:

- Devotions
- Journal prompts
- Fun activities
- Bible knowledge articles
- Cut-out posters
- *Adventures With Hodie* stories
- *God's Amazing Creatures* features

Explorer's Discipleship Journal
Third–Fifth Grade

Encourages older students to engage with God's Word through:

- Devotions
- Reflection prompts
- Sermon note-taking pages
- Bible knowledge articles
- Fun activities
- Cut-out posters
- Occasional crafts, recipes, and *Tales From Explorer's Academy* stories

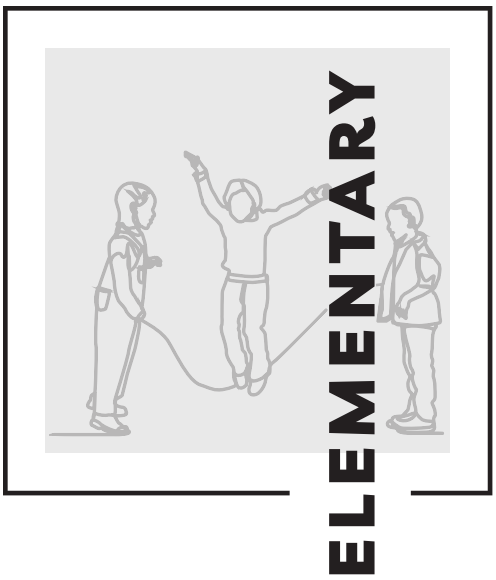
Discipleship Journals are available for every age and stage of life, helping families grow together in God's Word.

REMEMBER THIS:

Children may not remember every activity, game, or object lesson, but they will remember leaders who cared about them and pointed them to Jesus.

Pray for your students. Learn their names. Celebrate their questions. Trust God to use your faithfulness.

For additional guidance on spiritual conversations with children, download **Talking With Children About Spiritual Matters** at **d6curriculum.com/bonus**.



LESSON 1 ■ NOVEMBER 1, 2026

IN THE BEGINNING

FAMILY THEME: The Beginning of the World

SCRIPTURE TEXT:
Genesis 1:1–31; 2:1–3, 21–23

WHAT WE'RE LEARNING:
God created the world in six days and rested on the seventh.

BUILD YOUR FAITH:
Find one thing God created that you are thankful for and praise Him for it.

APPLICATION VERSE:
Genesis 1:1

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1
- Paper
- Crayons

OPTION 2
- LEGO® bricks
- Small bowls

OPTION 3
- Bibles

TEACHING THE TRUTH

- TE 1-1
- TE 1-2
- TE 1-3
- TE 1-4
- *Faith Connections* 1
- Scissors
- Colored pencils

LIVING THE TRUTH

- TE 1-5
- TE 1-6
- TE 1-7
- *Faith Connections* 1
- Cardstock
- Scissors
- Washable markers
- Cotton balls
- Glue
- Star stickers
- Yarn

LESSON LAUNCH

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

OPTION 1 (YOUNGER AGE)

ITEMS NEEDED:

Paper
Crayons

Distribute a piece of paper and crayons to the students. Let them draw their favorite thing in creation—a favorite animal, sea creature, bird, flower, planet, etc. Let the students share about their pictures with the class. **A couple of months ago, we talked about God being our Creator. In fact, He created every animal, sea creature, bird, flower, planet, and person who has ever lived! Today we are going to learn the special way God created each one of these and the purposeful order in which He did.**

FACEBOOK:

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



OPTION 2 (OLDER AGE)

ITEMS NEEDED:

LEGO® bricks
Small bowls

Before class, place the LEGO® bricks in the small bowls. As the students come into class, let them use the bricks to make different things. **You all have made some great things with the LEGO® bricks. But could you create those same things using just your words?** Encourage response. **Could you make actual things such as trees, lions, hearts, or a person?** Encourage response. **No, of course not. Only God can do that. We talked a couple of months ago about God being our Creator. Today we are going to learn how God not only created the world and all that is in it, but also the specific and intentional way in which it happened.**

VERSES:

Genesis 1:1

Psalm 19:14

Isaiah 9:6

Psalm 119:105

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED: Bibles

Make sure each student has his or her Bible. Have extras for students who do not have one or pair students together for the activity. Explain that you are going to call out some Bible verses and they are going to race to see who can find it first. Start the activity with closed Bibles. Call out the verses listed in the sidebar. **Knowing the names and order of the books of the Bible helps us find God's words more quickly and easily. As you learn the books of the Bible, you'll be more confident reading Scripture, studying God's truth, and growing in your relationship with Jesus. The verses you found are all ones that we will be learning over the next two months.** If time allows, consider having the students find the books of the Bible from the different lessons in this block.

TEACHING THE TRUTH

ITEMS NEEDED:

TE 1-1—TE 1-4
Scissors
Faith Connections 1
Colored pencils

APOLOGETICS: Genesis is presented as an historical account that records real people, real events, and God's actions in history. The rest of Scripture—including Jesus and the apostles—consistently treats the events of Genesis as historical. For this reason, Christians have traditionally understood Genesis as a factual account of God's creation of the world.

Before class, cut apart the pictures from TE 1-1—TE 1-4 and copy *Faith Connections* 1 for every student. Have the students find Genesis 1:1 in their Bibles. Read or have a student read the verse aloud. **The very first verse in God's Word teaches us that *in the beginning*, God created the heavens and the earth. That means before then, there was only God. Today we are going to learn what God's Word teaches us about Creation, and we know everything the Bible teaches is true.** Distribute *Faith Connections* 1 and colored pencils to the students. Have the younger students follow along and write the number of the day of Creation next to the picture of what God created on that day. Have older students fill in the blanks as you discuss the different things God created on each day.

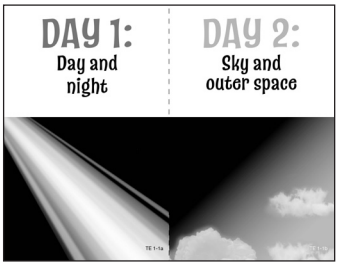
Display TE 1-1a. **On day one of Creation, God made time, space, matter, and light. It might seem surprising that God created time, but before the creation of the world, there was no such thing as time. Only God existed and God is eternal—without beginning or end. At first, the earth was covered with water and had no shape. It was empty and very dark. God's Spirit moved above the waters. God spoke and there was light. The Bible doesn't say what the source of this light was, but it was not the sun because it had not yet been created. God saw the light was good, and He called the light *day* and the darkness *night*** (Genesis 1:1–5)**.**

Display TE 1-1b. **On day two of Creation, God made an area of space around the earth from the water on the earth. The Bible calls this area *heaven*, which we refer to as the *sky* and *outer space*. God was pleased with what He had made and said it was good** (Genesis 1:6–8)**.**

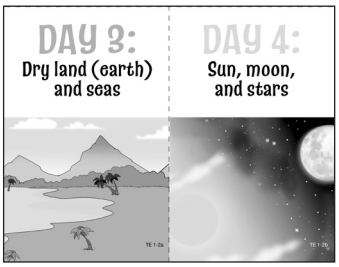
Display TE 1-2a. **At this point, the earth is still covered with water. On day three of Creation, God commanded the *dry land* to appear and called it *earth*. He called the water *seas*. Then God covered the earth with grass. He made plants and trees fully grown with seeds in them so they could produce more plants and trees. Each tree had its own unique seeds and**

TAKE NOTE:

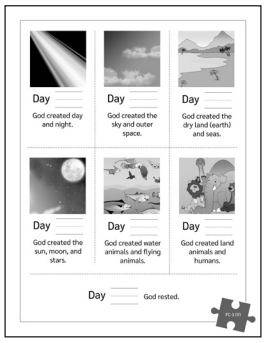
When we teach children about Creation, we must do it in a way that doesn't make it sound like a fairytale. Children are already heavily exposed to other views through TV, books, and culture in general. We want to set the foundation of the truth of a biblical Creation.



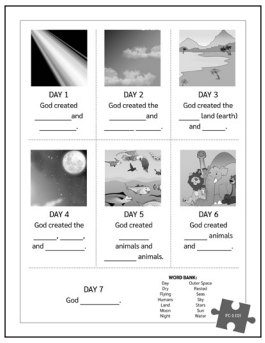
TE 1-1



TE 1-2

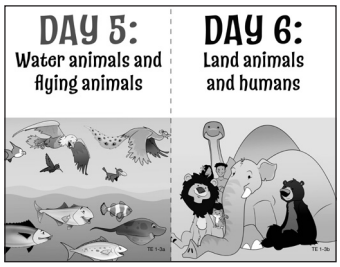


FC-1 (Y)



FC-1 (O)

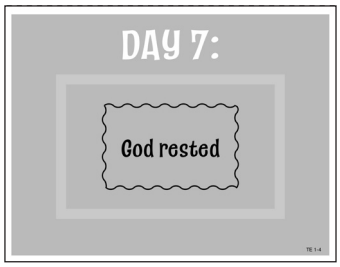
produced more of its kind. An apple tree didn't turn into an orange tree, and bananas did not turn into pineapples. God was pleased with what He had made and said it was good (Genesis 1:9–13)**.**



TE 1-3

Display TE 1-2b. **On day four of Creation, God made the sun, moon, and stars. The *sun* was to shine and make light for the day and the *moon* and *stars* were to give light at night. Remember, the same sun God made on the day is the very same sun that warms you when you are outside. The moon God made on the fourth day is the very same moon you see at night. God also called this good** (Genesis 1:14–19)**.**

God made His world in a specific and intentional way. Day TE 1-3a. **On day five of Creation, God made water animals. This included tiny fish such as goldfish to large water mammals such as whales. He also made many different kinds of flying animals—birds and winged creatures from parrots to penguins. God was so wise that He made these animals to produce more of their own kind. God was pleased with what He had made and said it was good** (Genesis 1:20–23)**.**



TE 1-4

Display TE 1-3b. **On day six of Creation, God spoke *land animals* into being. He made tiny ants, large elephants, and even dinosaurs to live on the earth. He made so many different animals, and they were able to make of their own kind. One animal could not change into another. After God made all the animals, God made His most special creation—*humans*.** Point to Adam on TE 1-3b. **God breathed life into Adam, the very first person created in our world. He created man in His own image. Then, God created a helper for Adam so he wouldn't be alone. He caused Adam to fall into a deep sleep. While Adam slept, God removed a rib from him and used the rib to create the first woman, Eve. God placed Adam and Eve in charge of all the animals and the earth. God was very pleased with all He had made** (Genesis 1:24–31, 2:21–23)**.**

In six days, God spoke the world into being. But how many days are in a week? Encourage response. **Yes, there are seven. What do you think God did on day seven?** Encourage response. Display TE 1-4. ***God rested*. Why do you think God rested? Was He tired from all His creating?** Encourage response. **No, He rested to set an example for us to follow. He made the seventh day a holy day to rest and worship Him** (Genesis 2:1–3)**. We should follow His example by taking a day to rest and honor Him.**

Throughout Genesis 1, we see a consistent pattern: *God spoke, creation responded,* and *God declared His good work*. Our Creator God is powerful. He is good, and we should obey Him.

MORE TO EXPLORE

The Bible teaches us God is our Creator. Have any of you ever heard someone talk about *evolution*? Encourage response. **Do any of you know what that means?** Encourage response. ***Evolution* is a theory that tries to explain the existence of everything *without God being involved*. People**

who believe in evolution believe that over billions of years, the earth and animals changed and evolved into what we now see. Some people who believe in evolution believe that everything on earth was made by chance and by accident. Others believe a big bang created everything. Evolution is not true. There is more scientific evidence that God created everything than any of man's guesses or theories. God created the earth in six days, and He did so in a very logical order. He didn't make fish before having a place for them to swim. He didn't create the stars before there was a sky to put them in. The Bible is our proof that God created the heavens and the earth and all it contains.

LIVING THE TRUTH

ITEMS NEEDED:

TE 1-5—TE 1-7	Scissors	Glue
Faith Connections 1	Washable markers	Star stickers
Cardstock	Cotton balls	Yarn

GOSPEL CONNECTION:

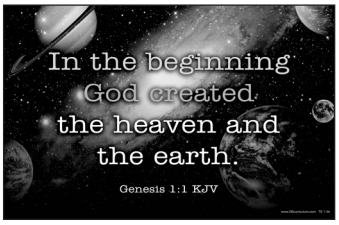
John 1:1–3 teaches us Jesus was involved in creating everything. Later, sin entered the world and damaged God's perfect creation, but Jesus came to restore what sin had broken. Through His death on the cross and resurrection, Jesus made a way for people to have a relationship with God again and live the way God designed them to live. One day, Jesus will return and complete His work by making all things new.

Before class, copy TE 1-6 and TE 1-7 on cardstock for each student. Also, cut the yarn into six-inch sections so every student will have one.

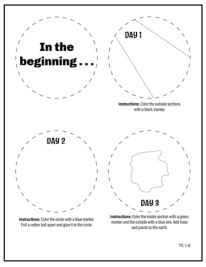
The next time you see the stars at night, remember that God spoke those stars into being. He knows exactly how many stars are in the sky and where each one is. Have any of you ever seen a flock of birds flying in the sky and they suddenly turn all together? Encourage response. **God gave the birds the ability to do that. Have you ever noticed that each and every sunset is different?** Encourage response. **God chooses the colors and where to place them each day. Today we learned God is the Creator of the world and the things in it.** Display TE 1-5 and introduce the application verse to the students by reading it to them. **We read this verse earlier in the lesson. It is the very first verse in the Bible. It tells us two things: *God is the Creator*, and *He has been from the beginning*. Let's say our verse together to help us learn it.** Say the verse with the students several times until they seem comfortable with it. Distribute TE 1-6, TE 1-7, markers, scissors, a cotton ball, star stickers, and glue. Let the students follow the instructions for each picture as indicated and then cut them out. Help the students fold each circle in half, vertically. Add glue to the right side of the circle that has "In the beginning . . ."

TAKE NOTE:

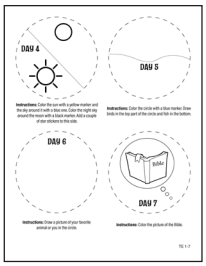
Use this opportunity to reinforce the truth of the God's Word which says that God created everything and Jesus created everything. Remind students Jesus is God the Son, the second Person of the Trinity. The Father, the Son, and the Holy Spirit are three distinct Persons, but they are all one God. All three were present and involved in Creation.



TE 1-5

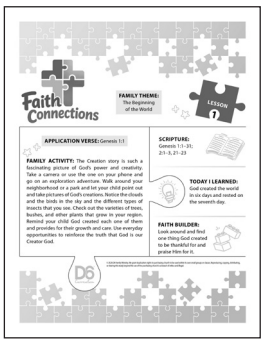


TE 1-6



TE 1-7





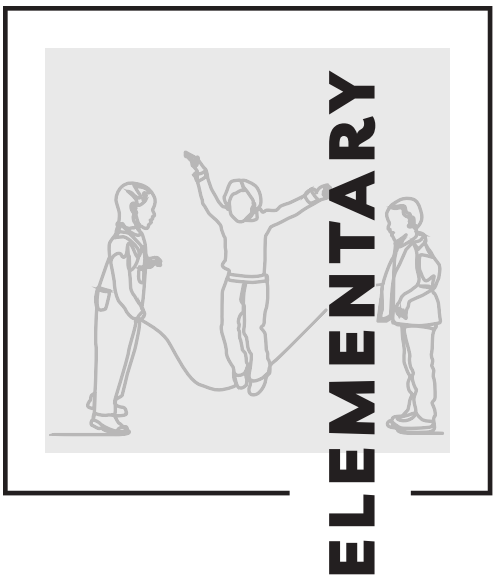
Faith Connections 1

on it. Attach the left side of the first day of Creation to it. Then, add glue to the backside of the right side of day one and attach the left side of day two to the glue. Continue until all the days are attached, but before you attach the last days of Creation, loop the yarn and glue it to the top of the craft. Set aside to dry. Encourage students to use their craft to learn the application verse, remember what God created on each day, and share what they have learned with others around them.

A couple of months ago, we learned a verse that teaches us that everything in the Bible is from God (2 Timothy 3:16)**. Today we learned God not only designed and created the world and everything in it, but He also created it in a specific and intentional way. God is the Creator of the entire world and the magnificent beauty that is in it. Only God can move the clouds across the sky or tell the waves when to stop and return to the seas. We often take for granted the amazing way God created the world, but let's try to take time each day to think about and praise God for His awesome creations.** Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **How can we use what we learned about Creation to build our faith? Each day this week, find one thing God created that you are thankful for and praise Him for it. Let's pray and thank God for being our Creator God. Thank You, God, for your awesome creations. Help us notice and appreciate the beautiful world that You created for us. We love You. Amen.**

TAKE NOTE:

Go to www.d6curriculum.com/bonus to see color pictures of the crafts, answer keys for the *Faith Connections* sheets, and other resources for this age group.



LESSON 2 ■ NOVEMBER 8, 2026

THE BEGINNING OF SIN

FAMILY THEME: The Beginning of Sin

SCRIPTURE TEXT:
Genesis 3:1–15

WHAT WE'RE LEARNING:
Sin entered the world when Adam and Eve chose to disobey God.

BUILD YOUR FAITH:
Think of ways the Devil tempts you. *Learn* verses to help you choose God's way. *Pray* and ask God for help. *Choose* the action that honors God.

APPLICATION VERSE:
Genesis 1:1

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1
TE 2-1
Scissors

OPTION 2
Small bottle of soda
Clear drinking glass
Matches

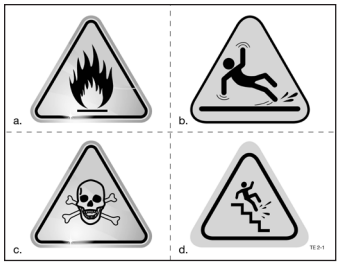
OPTION 3
Five plastic cups
Permanent marker
Stopwatch

TEACHING THE TRUTH

TE 2-2
TE 2-3
TE 2-4
TE 2-5
TE 2-6
TE 2-7

LIVING THE TRUTH

TE 1-5
TE 2-8
Faith Connections 2
Scissors
Whiteboard and marker
Glue



TE 2-1

LESSON LAUNCH

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

OPTION 1 (YOUNGER AGE)

ITEMS NEEDED:

TE 2-1
Scissors

Before class, cut apart the cards from TE 2-1. **I'm going to show you a warning sign and I want you to tell me what you think the sign means.** Display the cards from TE 2-1 one at a time and let the students tell you what they think the warning is (see sidebar for answers). **Why do you think we have warning signs?** Encourage response. **What do you think might happen if a person ignores the warning sign?** Encourage response. **Sometimes we don't have a sign to warn us of dangers, but we are told about them. For example, raise your hand if someone has ever told you not to touch a hot stove because you would be burned.** Allow time for response. **Did you obey the verbal warning?** Encourage response. **Today we are going to learn about a warning that was given to Adam and Eve. I want you to listen closely to learn if they obeyed or not.**

ANSWERS:

a. flammable

b. wet floor

c. poisonous

d. slippery stairs

OPTION 2 (OLDER AGE)

ITEMS NEEDED:

Small bottle of soda
Clear drinking glass
Matches

Before class, remove the wrapper from the outside of the bottle of soda. Point to it, but don't tell the students what it is. Pour the liquid into a clear glass so all the students can see it. **Raise your hand if you think I can make the fire from a match go out just by putting it close to this fire-eating liquid. I won't even touch the match to the liquid, and it will go out.** Allow the students to respond. Light the match and place it closely above the glass, but don't let it touch the liquid or glass. The flame will be snuffed out. **Isn't that amazing?** Encourage response. Point to the glass. **This is soda, which is full of carbon dioxide gas. The flame on the match uses up the oxygen around it. Since carbon dioxide doesn't help things burn, the flame goes out. I used this science experiment to trick or deceive you into believing I did it. It was a fun trick, but not all tricks are fun. Today we are going to learn about a time when the Devil tricked, or deceived, Adam and Eve.**

TAKE NOTE:

If you have a large class, make two sets and let students compete against each other.

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED:

Five plastic cups
Permanent marker
Stopwatch

Before class, write the names of the first five books of the Bible on the cups (open side down). **A couple weeks ago, we learned a special name for the first five books of the Bible. Do any of you remember what it was?** Encourage response. **Yes, they are called the *Pentateuch*. Let's say that together.** Say "the Pentateuch" with the students. **That name literally means *five books or scrolls*, and these five books tell the beginning of God's story. Let's say the names of the first five books of the Bible together.** Say the names of the books with your students. **Last week, we learned about the beginning of the world. Today, we are going to learn about the beginning of sin. Listen carefully to learn how this happened to God's beautiful world.** Place the cups on a table in random order. Let the students take turns stacking the cups up in the correct order to see who can do it the fastest. This activity helps build muscle memory and a visual recognition of how the Bible is organized.

TEACHING THE TRUTH

ITEMS NEEDED: TE 2-2—TE 2-7

APOLOGETICS: If God Is Good, Why Did He Allow Sin to Enter the World? God created people with the ability to make real choices. He didn't force Adam and Eve to obey Him. Instead, He wanted them to love Him, trust Him, and choose to follow Him. Sadly, Adam and Eve chose to disobey God, and sin entered the world. But God already had a plan to rescue people from sin. Even before Adam and Eve sinned, God planned to send Jesus to be our Savior (Genesis 3:15). Jesus came to defeat sin, Satan, and death so we could have a relationship with God again.

Display TE 2-2. **God gave Adam and Eve the Garden of Eden to live in, and He provided food for them. God told Adam that he and Eve could eat from *any* tree in the garden except for *one*—the Tree of the Knowledge of Good and Evil.** Read or choose a student to read Genesis 2:16–17 aloud. **In Genesis 3, we are introduced to the Devil.** Display TE 2-3. **The serpent was Satan in disguise, and he was trying to trick Eve.** Read or choose a student to read Genesis 3:1–3 aloud. **Satan wanted Eve to doubt not only what God said, but also *why* He said it. The serpent continued to lie to Eve by telling her that when she eats the fruit, she will understand more about how things are and be wise like God. What was Satan trying get Eve to do?** Encourage response. **He was trying to get her to disobey God** (Genesis 3:4–5)**. He couldn't *make* her, but he could *tempt* her to make a wrong choice or get her to question God. Adam and Eve had never felt temptation before, and Satan wanted them to always feel tempted to leave God and go their own way. Eve had a choice to make.** Read or choose a student to read Genesis 3:6 aloud. **When Eve saw the fruit *looked* good, that it might *taste* good, and that it would make her *wise*, she chose to disobey God and eat the fruit.**



TE 2-2



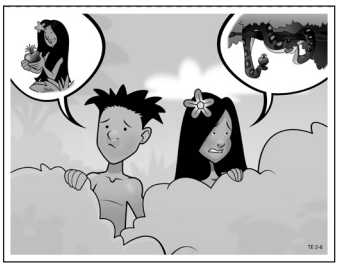
TE 2-3



TE 2-4



TE 2-5



TE 2-6



TE 2-7

Display TE 2-4. **The Bible then teaches that Eve gave the fruit to Adam, and he also made the wrong choice to disobey God. He ate the fruit too! The moment Adam and Eve chose to go against God's way is when sin entered the world. Sin is anything we think, say, or do that goes against God's way.**

Until this point in their lives, Adam and Eve had never felt shame. But once they ate the forbidden fruit, they became ashamed and felt the need to cover their bodies (Genesis 3:7)**.** Display TE 2-5. **Adam and Eve heard God walking in the garden, and they hid from Him. Why do you think they did that?** Encourage response. **They knew they had disobeyed Him. Could they really hide from God?** Encourage response. **Of course not. God is everywhere and He knows everything. He knew Adam and Eve had made a wrong choice. Listen to what God asked Adam.** Read or choose a student to read Genesis 3:9 aloud. **God knew where Adam was, but God wanted him to admit what he had done. Before, there had been no fear, no shame, and no need to hide from God. How do you think Adam answered God's question?** Encourage response. **Adam told God he was afraid and hid himself because he was naked. Had Adam ever done this before?** Encourage response. **No, he and Eve didn't understand they were naked until they ate the forbidden fruit. God asked Adam the next logical question.** Read Genesis 3:11 aloud. **How do you think Adam responded to God's questions?** Encourage response. Display TE 2-6. **Adam blamed Eve. When God asked Eve about it, she blamed the serpent** (Genesis 3:12–13)**. Instead of taking responsibility for their actions, they played the blame game. Have any of you ever done that?** Encourage response. **Most of us have at some point in our lives. When Adam and Eve made the choice to eat the fruit, sin entered the world and destroyed their perfect life. Did God stop loving them?** Encourage response. **No, He didn't, but that didn't mean there weren't consequences for their wrong actions.** Display TE 2-7. **The Bible teaches us Adam and Eve had to leave the garden and be separated from God.**

But even as God was pronouncing judgment for sin, He also gave a promise of hope. In Genesis 3:15, God declared that one day the offspring, or descendant, of the woman would crush the serpent's head. While the serpent would wound Him, the serpent's ultimate defeat was certain. Who do you think this verse is referring to? Encourage response. **Yes, it is talking about Jesus and His victory over sin, Satan, and death.**

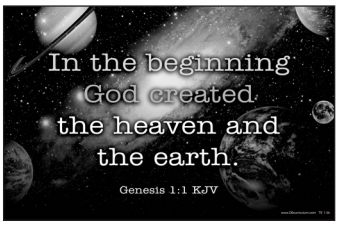
LIVING THE TRUTH

ITEMS NEEDED:

- TE 1-5
- TE 2-8
- *Faith Connections* 2
- Scissors
- Whiteboard and marker
- Glue

GOSPEL CONNECTION:

This lesson reveals both humanity's greatest problem and God's gracious solution. When Adam and Eve distrusted and disobeyed God, sin entered the world and affected every person who would follow. Yet even as God pronounced judgment, He promised that a Deliverer would come (Genesis 3:15). Jesus fulfilled that promise through His sinless life, sacrificial death, and victorious resurrection, making it possible for sinners to be forgiven and restored to a right relationship with God.



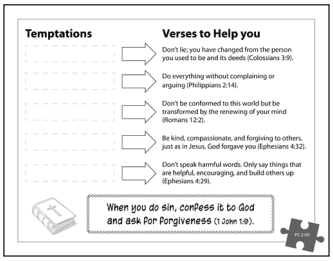
TE 1-5



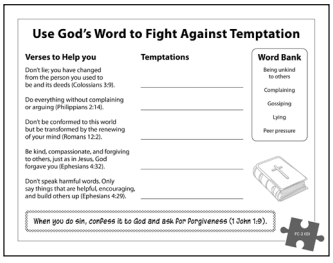
TE 2-8

Before class, copy *Faith Connections* 2 for every student. Also, copy TE 2-8 and cut apart the sections so each younger student will have one. **Because God is the Creator of the world, He has all authority. Last week, we began learning the very first verse in the Bible. Let's review it.** Display TE 1-5 and review the application verse with the students by reading it to them. **What two things does this verse teach us about God?** Encourage response. **He is the Creator and He has existed from the beginning. Let's say our verse together to help us learn it.** Say the verse with the students or see if they can say it without looking at the poster.

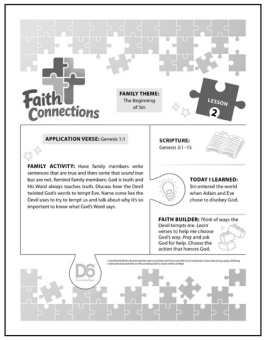
Because He is the Creator of the world and us, He knows what is best. But God created us with a free will. That means He gave us the ability to choose to obey Him and follow His commands given in the Bible or to choose to follow our way instead. Every person on this earth will struggle with temptation. Do any of you know what temptation is? Encourage response. **Temptation is anything that causes us to think about sinning. As believers, choosing God's way over our own way is a daily battle. Satan tempts us in three different ways—the desires of the flesh, the desires of the eye, and the pride of life. When the Devil tempted Eve, she noticed the forbidden fruit was good for food, it was pleasing to the eye, and it would make her wise. She was tempted in all three ways, and she gave in to the temptations. Satan uses words to confuse us. He twists the truth, so we begin to doubt God's words. I want you to hear and remember this: *It is not wrong to be tempted.* Even Jesus was tempted, but He used Scripture to help Him resist the Devil's temptations. So, let's find some verses in the Bible that can help us with some ways we might be tempted to sin.** Distribute *Faith Connection* 2 to all students and assign the different verses to students to find in their Bibles. Distribute a section from TE 2-8, glue sticks, and scissors to younger students and have them cut the words apart. Distribute colored pencils to the older students. Have the students read the verses aloud, one at a time, and have the younger students glue the correct temptation and older students use the word bank to write the temptation next to the verse that helps us overcome it. Discuss each temptation on the *Faith Connections* sheet and have the students name some different times or situations where they might be tempted to choose that sin. Discuss how these verses can be used to make the right choice. **Making the right choice can be hard. Following God's**



FC-2 (Y)

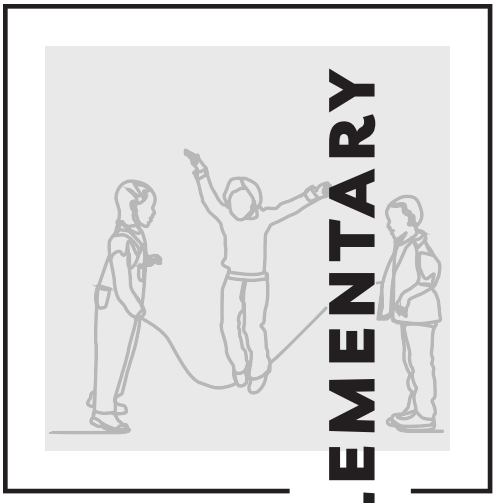


FC-2 (O)



Faith Connections 2

way might seem more difficult, but it's always the right way. Remember, God wants what is best for us; the Devil does not. He wants us to make wrong choices that go against God's way. He wants to fill our minds with things that will hurt us and damage our relationship with God. When faced with temptation, turn to God to help you fight against it. Use God's Word to help you fight against the temptations the Devil is throwing at you to lead you away from God. Instead of allowing guilt and shame to keep you away from God, let Scripture prompt you to see His forgiveness and grace. Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **Let's use what we learned today to build our faith. *Think* of ways the Devil tempts you. *Learn* verses to help you choose God's way. *Pray* and ask God for help. *Choose* the action that honors God. Let's pray and ask God to put verses in our minds and hearts to help us fight against the Devil and help us choose to follow God's way. Thank You, God, for loving us so much that You gave us Your Word to help us fight against the Devil's temptations. When we are faced with making wrong choices, please put Your Word in our minds and hearts so we make right choices that follow Your way. Help us say, "NO!" to the Devil. We love You. Amen.**



LESSON 3 ■ NOVEMBER 15, 2026

THE BEGINNING OF GOD'S JUDGMENT AND RESCUE

FAMILY THEME: The Beginning of Judgment and Rescue

SCRIPTURE TEXT:
Genesis 6:5–22; 7:1–24; 8:1–21; 9:11–16

WHAT WE'RE LEARNING:
Because of Noah's faithfulness to God, He was faithful to Noah and protected him and his family from the Flood.

BUILD YOUR FAITH:
Use Noah's story and example to remind us to trust God's way of rescue through His Son, Jesus.

APPLICATION VERSE:
Psalm 19:14

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1
TE 3-1

OPTION 2
TE 3-2

OPTION 3
A fictional child's book
A Bible

TEACHING THE TRUTH

TE 3-3
TE 3-4
TE 3-5
TE 3-6
TE 3-7
TE 3-8
TE 3-9
Faith Connections 3
Scissors
Pencils

LIVING THE TRUTH

TE 3-10
TE 3-11
TE 3-12
Cardstock
Crayons
Scissors
Metal brads

LESSON LAUNCH

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



TE 3-1

OPTION 1 (YOUNGER AGE)

ITEMS NEEDED: TE 3-1

Display TE 3-1. **What do all these pictures have in common?** Encourage response. **They are all things firefighters might use to save people from a fire. Just as a firefighter uses certain things to save people from dangerous fires, God uses certain things to save us from dangerous situations. Listen to our lesson to learn what God used to save a man named Noah, his family, and animals from a life-threatening event. We will also learn about God's plan of salvation to rescue us from a life of judgment.**



TE 3-2

OPTION 2 (OLDER AGE)

ITEMS NEEDED: TE 3-2

Read the story from TE 3-2 to the students. **C.J. had a choice to make with the action figure. What did his friend encourage him to do?** Encourage response. **What choice did C.J. make?** Encourage response. **C.J. chose to obey God. We talked last week about the Devil placing temptations in our lives to try to get us to turn away from God's way. He did it to Adam and Eve, and when they gave in to Satan's temptation, sin entered the world. One of their consequences was that they had to leave the Garden of Eden. From this short story, we know C.J. chose God's way and made the right choice by not stealing. Today, we will learn how the right choices of a man named Noah saved him and his family while the wrong choices of the others in the world led to a different ending for them.**

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED:

A fictional child's book (Cinderella, Amelia Bedelia, Dog Man, etc.)
A Bible

Display both books so the students can see them. **What do these two items have in common?** Encourage response. **They are both books that tell a story. How are these two items different?** Encourage response. Hold up the fictional book. **The story in this book is not real. The people aren't real, and the events didn't happen. They are make-believe.** Hold up the Bible. **The stories in this book, the Bible, *are* real. The people in the Bible were created by God and walked on this earth. The events that are described in the Bible really happened. The Bible is God's story, and He is the main character in it. Others are part of God's story. Everything the Bible teaches is true.**

TEACHING THE TRUTH

ITEMS NEEDED: TE 3-3—TE 3-9, Scissors, *Faith Connections* 3, Pencils

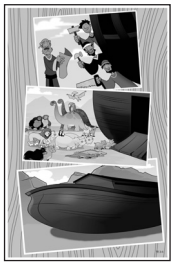
APOLOGETICS: Many people wonder how the ark could hold so many animals. Genesis says Noah brought representatives of every "kind" of land animal rather than every species that exists today. The Hebrew word translated *kind* refers to broad categories of animals, not every modern breed or variety. In addition, the ark was enormous—approximately 450 feet long, 75 feet wide, and 45 feet high using an 18-inch cubit—and provided ample space for the animals God brought to Noah (Genesis 6:20). For more information, visit kidsanswers.org/evidence-flood or icr.org/creation-flood.



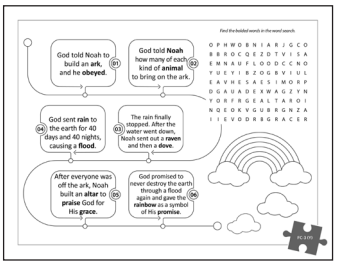
TE 3-3



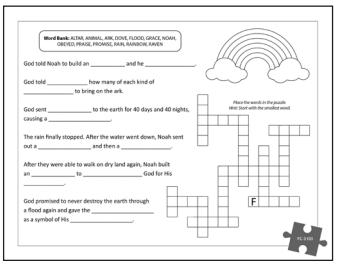
TE 3-4


TE 3-5

Before class, cut apart the strips from TE 3-4. Also, copy *Faith Connections* 3 for each student. Distribute *Faith Connections* 3 and pencils to the students. Have younger students follow along. Have older students follow along and use the word bank to fill in the blanks. **We have learned God created the world and all that is in the world, including the first two humans—Adam and Eve. We also learned Satan tricked Adam and Eve into going against God's way. Over 1500 years have passed since sin entered the world and the people on earth were choosing their selfish ways over God's way. God was sad about the wickedness of the people on earth and was sad about making the people.** (Genesis 6:5–7)**. That doesn't mean God made a mistake in creating people or that He was surprised by their wrong actions. God is all-knowing and unchanging. But these words *do* express God's deep sorrow over the terrible effects of sin.** Display TE 3-3. **But there was one man who was different, and his name was Noah.** Read or choose a student to read Genesis 6:8–9 aloud. Add TE 3-4a to TE 3-3. **The Bible teaches us Noah was *righteous*. This quality set Noah apart from the other people in the world and made God happy. But God could not ignore the sin of disobedience of the other people on earth. In Genesis 6:13, God told Noah he was going to destroy the entire earth because it was filled with sin and violence. But He had a plan to save Noah and his family.**



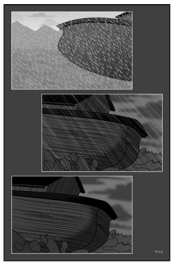
FC-3 (Y)



FC-3 (O)

God told Noah that He was going to destroy the earth, and then God instructed Noah on how to build a giant boat called an ark. He gave Noah very specific instructions to follow. Noah had a choice, he could obey God, or he could disobey Him. Add TE 3-4b to TE 3-3. **Noah was *obedient*.** Display TE 3-5. **Noah followed God's directions exactly as he was told. God told Noah to bring two of every kind of living creature onto the ark. Noah was also to take seven pairs of every kind of clean animal and one pair of every kind of unclean animal. Noah was also to take seven pairs of every kind of bird. Noah followed all of God's instructions. God told Noah that in seven days, He was going to send rain on the earth for forty days and forty**

nights. Noah and his family entered the ark and God shut the door (Genesis 6:14–7:9, 16)**.**



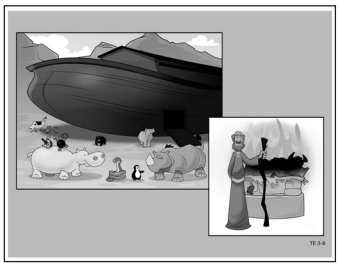
TE 3-6

Display TE 3-6. **After seven days, the rain began. The. Bible says it rained for 40 days and 40 nights. The waters flooded everything on the earth, and the rain stopped. The mountains were covered with water and the ark floated above them. How do you think Noah and his family felt?** Encourage response. **They might have been afraid or worried, but they kept their trust in God.** Add TE 3-4c to TE 3-3. **Noah was *faithful* to God and God was faithful to Noah. Every living creature on the dry land did not survive. Only the animals that were on the ark and Noah's family lived** (Genesis 7:10–23)**.**



TE 3-7

The Flood continued for 150 days before the water began to go down. Noah and his family had been on the ark for over six months! Display TE 3-7. **The ark finally stopped moving and rested on some mountains. Do you think it was time for Noah and the others to get off the ark?** Encourage response. **Well, just because the ark was no longer floating didn't mean it was safe enough to open the door. After 40 days, Noah opened a window on the ark and sent out a raven. It kept flying back and forth, which told Noah there wasn't anywhere for it to land. It was not yet time to leave the ark. Then, Noah released a dove to see if it was time. When the dove returned, Noah knew they needed to keep waiting. Seven more days went by, and Noah sent the dove out again. This time, when the dove returned, it had an olive leaf in its mouth. This told Noah some of the plants were out of the water and it was getting close. Noah waited *another* seven days and sent the dove out again. This time, the dove did not return. Noah knew it was time to leave the ark** (Genesis 7:24–8:12)**.**



TE 3-8

Display TE 3-8. **Noah, his family, and the animals were on the ark for one year and ten days! Noah's first recorded action after leaving the ark was to worship God. After everyone and everything was off the ark, Noah built an altar. He offered a special sacrifice to God. By doing this, he was praising God and showing Him that he knew they were only saved from the Flood because of His grace.** Add TE 3-4d to TE 3-3. **Noah was *worshipful*. God was very pleased with Noah when He saw the altar. God gave Noah and us a wonderful promise that He would never destroy the entire earth again with a flood. Do any of you know what the sign of this promise is?** Encourage response. Display TE 3-9. **God put a rainbow in the sky as a reminder of His promise** (Genesis 8:18–21, 9:11–16)**. God kept Noah, his family, and the animals safe and provided for them the entire time they were on the ark.**



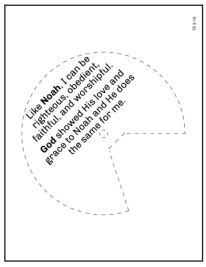
TE 3-9

LIVING THE TRUTH

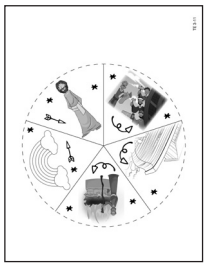
ITEMS NEEDED: TE 3-10—TE 3-12, Cardstock, Crayons, Scissors, Metal brads (one brad/student)

GOSPEL CONNECTION:

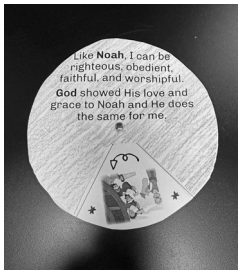
The ark was God's appointed means of rescue from judgment. In the same way, Jesus Christ is God's appointed means of rescue from the judgment our sinful lives deserve. Everyone who trusted God's provision by entering the ark was saved through the ark. Today, everyone who places their faith in Christ is rescued through Him.

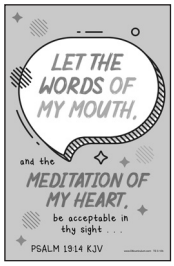


TE 3-10



TE 3-11

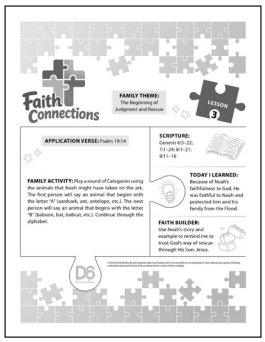




TE 3-12

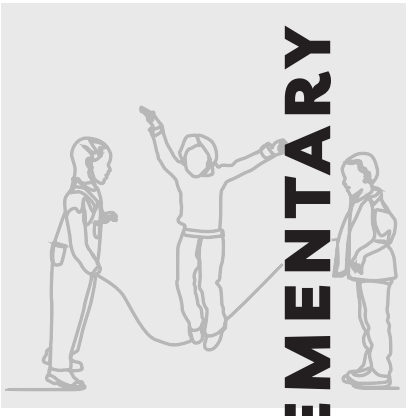
Before class, copy TE 3-10 and TE 3-11 on cardstock for every student. **Is Noah's story still important and applicable to our lives now?** Encourage response. **Yes, it is. What are some lessons we can learn from Noah's life?** Encourage response. **His story teaches us to be righteous, obedient, faithful, and worshipful, but there are other lessons too. Noah had a close relationship with God and chose to follow His way even when others (practically everyone else) did not. It's not easy to make godly choices when it seems like you're the only one. Make sure you are surrounding yourself with friends who follow God and His way and spend time daily in God's Word. Another lesson we learn is to trust God even when we don't understand. Noah was probably questioned and made fun of for building a giant boat. But he trusted God even when it didn't make sense, and we can too. Noah's story of obedience and trust teaches us to remember God gives new beginnings. Noah's story also teaches us about God's holiness in judging sin, His mercy in providing rescue, and His faithfulness in keeping His promises. His story points us to the rescue God provides for us through His Son, Jesus. After the Flood, God gave Noah and his family a new start, and He does the same for us. God is faithful to forgive us when we repent and confess our sin. Every day is a new opportunity to live out our faith.** Display TE 3-12 and introduce the application verse to the students by reading it to them. Be sure to point to each word as you say it. **This verse wasn't written by Noah, but by another man in the Bible who followed God, a man named David. The Bible describes David as a man after God's own heart. Let's say David's words together to begin learning this verse.** Say the verse with the students a few times. **Was Noah perfect?** Encourage response. **No, but his words and heart were right with God and acceptable to God. Noah's obedience and faithfulness resulted in God's love, mercy, and grace toward Noah and his family. Let's make a craft to remind us to follow Noah's example in our everyday lives.** Distribute TE 3-10, TE 3-11, crayons, and scissors to the students. Allow them to color the pictures and cover section and then cut along the dotted lines. Distribute a metal brad to each student and help them attach the two pieces with it. Encourage the students to use it as a tool to remind them of God's love and grace for Noah and for us.

Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **It's important to remember this is a true story. Noah was a real person, and the Flood was a real event. So, how can you use his story to build your faith? We can use Noah's story and example to remind us to trust God's way of rescue through His Son, Jesus.**



Faith Connections 3

Just as God rescued Noah and his family through the ark, He provided Jesus to rescue us from sin so we can have a relationship with Him. God is still our Rescuer today. That doesn't mean we won't have problems or hard times. But when we do experience them, we can trust Jesus will help us. When we're afraid, we can remember and trust that Jesus is with us. When we make a wrong choice, we can ask God to forgive us and ask Him to help us make a better choice next time. Let's pray and thank God for His way of rescue for us through His Son and ask Him to help us trust and follow Him. Thank You, God, for true stories like the one of Noah that help us remember that You gave us a Rescuer in Jesus. Help us follow Your way and live holy in our everyday lives. We love You and want to please You. Amen. If time allows, let younger students find the bolded words in the word search and older students use the word bank to complete the crossword puzzle on their *Faith Connections* sheet.



ELEMENTARY

LESSON 4 ■ NOVEMBER 22, 2026

THE BEGINNING OF LANGUAGES

FAMILY THEME: The Beginning of Languages

SCRIPTURE TEXT:
Genesis 11:1–9

WHAT WE'RE LEARNING:
The people of Babel allowed pride to influence their thoughts and actions, so God confused their language and scattered them across the earth.

BUILD YOUR FAITH:
Look for one way each day to honor God instead of trying to get attention for yourself.

APPLICATION VERSE:
Psalm 19:14

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1

TE 4-1

Scissors

OPTION 2

Toothpicks

Mini marshmallows or gumdrops

Ruler

OPTION 3

TE 4-2

TEACHING THE TRUTH

TE 4-3

TE 4-4

Faith Connections 4

Five boxes

Scissors

Tape

Colored pencils

LIVING THE TRUTH

TE 3-12

TE 4-3

Construction paper

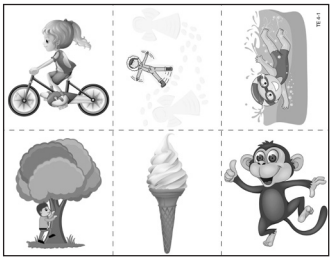
Marker

Boxes

Glue or tape

LESSON LAUNCH

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



TE 4-1

OPTION 1 (YOUNGER AGE)

ITEMS NEEDED: TE 4-1, Scissors

Before class, cut apart the pictures from TE 4-1 and place them face down on the table. Ask for a volunteer to choose a picture to act out. Explain that he or she will not be able to use any words. The other students will try to guess what the word or action is. Continue until all of the cards have been chosen. **Was it easy or hard to just use actions and not words?** Encourage response. **Would it have been easier if you had been able to give clues?** Encourage response. **What if you had been able to give clues but everyone else spoke a different language? Would that have changed how quickly they would have been able to guess the answer?** Encourage response. **Today we are going to learn what happened when God introduced new languages into the world.**

OPTION 2 (OLDER AGE)

ITEMS NEEDED:

Toothpicks
Mini marshmallows or gumdrops
Ruler (or measuring tape)

Before class, put the toothpicks and mini marshmallows or gumdrops on the table into groups. Divide the students into groups of three to four and tell them they are to build the tallest tower with the items on the table. The tower must be able to stand on its own. They will have three minutes to complete their creations. Oh, and they must build the towers without talking to one another. Give the students a one-minute warning before the time is up. **What was the hardest part of building the tower?** Encourage response. **Would it have been easier if you could talk with one another?** Encourage response. **What if you did not speak the same language? Would that have made it easier or harder?** Encourage response. **Today, we are going to learn what happened when God introduced new languages into the world.**



Who or Where Am I?

1. We are the first humans God created. ***Who are we?*** (Adam and Eve)
2. The words in the Bible are given by Me. ***Who am I?*** (God)
3. I deceived Adam and Eve into going against God's way. ***Who am I?*** (Satan/the Devil)
4. God gave this beautiful place for Adam and Eve to live. ***Where am I?*** (the Garden of Eden)
5. I am God's Son and part of the Trinity. ***Who am I?*** (Jesus)
6. I am the part of the Trinity who teaches, comforts, empowers, and guides you. ***Who am I?*** (the Holy Spirit)
7. My family and I, along with many animals, lived here for over 40 days and 40 nights. ***Where am I?*** (the ark)
8. I am 100% God and 100% human. ***Who am I?*** (Jesus)
9. I am the Creator of the world and all that is in the world. ***Who am I?*** (God)

TE 4-2

TE 4-2

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED: TE 4-2

Divide the students into two groups and stand in the middle between the two groups. Explain that you are going to ask a question and the first group to shout "answer" gets to give the answer. If it is correct, that team will get a point. If it is not the correct answer, the other team has a chance to steal a point. Use the questions from TE 4-2 to review the different people and places studied so far in the Bible. **Learning who these people are and where they are found in the Bible helps you better understand God's promises and how every part of the Bible points to Jesus. The more familiar you become with these**

Bible stories and people, the easier it will be to find them, understand God's Word, and grow in your faith.

TEACHING THE TRUTH

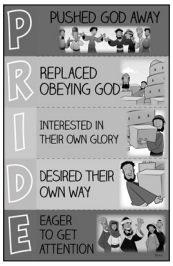
ITEMS NEEDED:

TE 4-3—TE 4-4	Scissors
Faith Connections 4	Tape
Five boxes (see sidebar)	Colored pencils

APOLOGETICS: Genesis 11 explains how people began speaking different languages and spread out to form different nations. Even though people around the world look different, the Bible teaches that we all come from the same family. First, everyone came from Adam and Eve. Then, after the Flood, everyone came from Noah and his family. God created every person in His image, so every person is valuable and loved by Him. We are one human race, and we all need the salvation that comes through Jesus Christ.

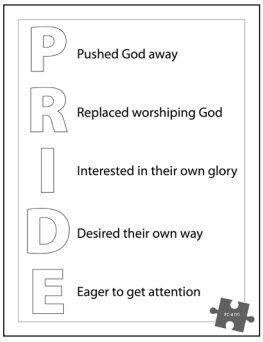
TAKE NOTE:

Any size boxes will do. They will be used for stacking.

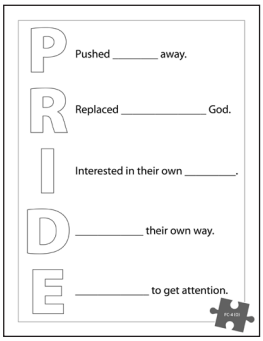


TE 4-3

Before class, cut apart the strips from TE 4-3. Also, copy *Faith Connections* 4 for each student. Tape each word strip to a box as you tell the Bible story. Start with *E* on the bottom box and continue building up to spell the word *PRIDE*. If boxes are unavailable, just display the word strip one at a time. Distribute *Faith Connections* 4 and pencils to the students. Have younger students follow along and color the first letters in the word *pride*. Have older students do the same and also write the missing words in the blanks.



FC-4 (Y)



FC-4 (O)

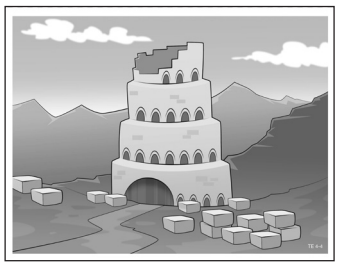
After the Flood, God told Noah and his descendants to spread throughout the earth and fill it (Genesis 9:1, 7)**. But as we read in Genesis 11, many of the people had settled in the plain of Shinar instead of following God's instructions. Everyone spoke the same language which made it easy to communicate with each other. The people living in Shinar had an idea to build a great city and a tower so they could make a famous name for themselves. Do you think that's a good idea?** Encourage response. Display the letter *E* from TE 4-3. **Instead of living to worship God, these people were *eager to get attention*. They wanted others to see their fabulous tower and praise *them* instead of God.**

Did God want everyone to stay in Shinar where they were? Encourage response. **No, He told them to fill the earth. But the people in Shinar did not want to move. They were not happy with what God had told them to do.** Add TE 4-3b above the letter *E*. **They *desired their own way* instead of following God's way.**

The people planned to make bricks, bake them, and use mortar to build a tower so tall it would reach Heaven. Do you think this was a good plan?

Encourage response. **No, the city and tower were direct disobedience to God's rules and ways. But the people didn't care because they had their own plans.** Add TE 4-3c above TE 4-3b. **They were *interested in their own glory* instead of following God and bringing *Him* glory.**

As they continued to build the tower, the people began to believe they could do whatever they wanted. Add TE 4-3d above TE 4-3c. **The people *replaced worshiping God* with worshiping their own efforts. They believed this tower demonstrated their strength and how smart they were. They didn't think they needed to listen to God anymore. Do you think God knew what they were doing?** Encourage response. **God knows *everything*. Do you think God was happy with the attitudes the people had and the tower the people had built?** Encourage response. **No, He was not.**



TE 4-4

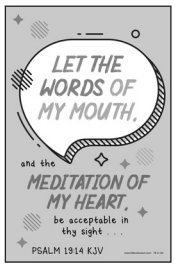
Add TE 4-3e above TE 4-3d. **The people in Shinar had *pushed God away*. Because of their actions, God confused their language so they were unable to understand one another and would not be able to work together to complete the tower. Imagine the frustration and chaos of working on a project with others and no one could understand what the others involved were saying.**

Display TE 4-4. **The people stopped building the city and tower, and they went to find others who spoke the same language. The place was called *Babel*, which means confusion. God scattered the people around the earth** (Genesis 11:1–9)**.**

LIVING THE TRUTH

ITEMS NEEDED:

TE 3-12	Marker
TE 4-3	Boxes
Construction paper	Glue or tape



TE 3-12



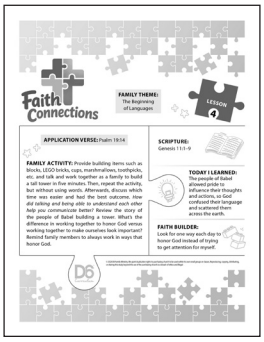
TE 4-3

GOSPEL CONNECTION:

Although sin scattered the nations at Babel, God never abandoned His plan to redeem them. At Pentecost, people from many nations heard the gospel in their own languages. Through Jesus, God is calling people from every nation and language into one family of faith.

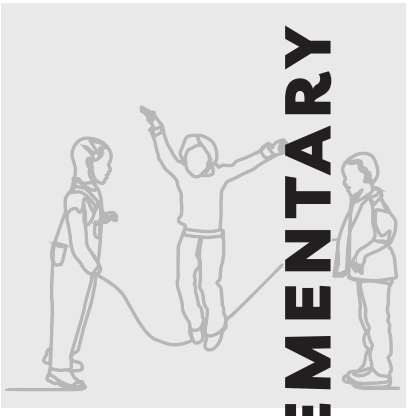
Before class, divide up the words to the application verse and write them on the pieces of construction paper. Stack the boxes on top of each other and glue or tape the pieces of construction paper in order (with the reference at the top). Place the boxes so the students can see the words. Point to the first letter on the strips from TE 4-3. **Do any of you know what word these letters spell?** Encourage response. **They spell out the word *pride*. Do any of you know**

what kind of pride this is talking about? Encourage response. **It's when we believe we know better than God and choose our way instead of trusting Him. It's different from when we do our best and are our proud of our hard work. The people of Shinar were focused on themselves instead of God, and they wanted their way over God's way. But God reminded them He is the One who is control. Pride is one of the main things that pulls us away from God. It is the lie we sometimes believe that we can do it better than anyone else, including God. The people who lived in Shinar, who wanted to build a city and tower to make a name for themselves instead of honoring God, were filled with this kind of pride. The people in this true story trusted their own ideas more than God's plan, and their pride led them away from Him. Last week, we began learning a verse written by a man named David, whom the Bible describes as a man after God's own heart.** Display TE 3-12 and review the application verse with the students by reading it to them. **This verse reminds us to ask God to help our words and thoughts please Him. When we choose to trust God over ourselves, He helps us live in a way that brings Him honor and glory.** Be sure to point to each word as you say it. Use the words on the boxes to say the verse. Turn the top box around and say the verse again. Turn the next box around and repeat. Continue until all the boxes have been turned around.



Faith Connections 4

We can learn from the people who turned away from God and toward their own selfish desires. We can learn from the pride they demonstrate when building the great tower and the resulting consequences. James 4:6 teaches us God resists the proud, but He gives grace to the humble. We must remember He is in charge, and He knows what we need better than we do. There is only one God and there is no one like Him. What are some things God can do for us that we can't do ourselves? Encourage response. **He forgives our sins, helps us obey, and guides us in the right way, just to name a few. But we must be willing to ask and accept His help. The story of Babel reminds us that human pride divides, but the gospel unites people from every nation who place their faith in Jesus.** Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **So, how can we use the true story of the people and the tower of Babel to build our faith?** Encourage response. **The people in this story in God's Word wanted to make a name for themselves, but the Bible teaches that we should glorify God in everything we do** (1 Corinthians 10:31)**. We can remember to look for one way each day to honor God instead of trying to get attention for ourselves. Look for opportunities to help someone without expecting a reward, encourage a friend, pray before making decisions, and thank God for His blessings. Let's pray and thank God for His Word and ask Him to help us honor Him with our words, choices, and actions. Thank You, God, for true stories like the one we studied today. Help us have humble hearts and give You the glory in everything we do. We love You. Amen.**



ELEMENTARY

LESSON 5 ■ NOVEMBER 29, 2026

TRUSTING GOD'S PROMISES

FAMILY THEME: The Beginning of God's Promises

SCRIPTURE TEXT:
Genesis 12:1–9

WHAT WE'RE LEARNING:
God kept the promises He made to Abraham, and He keeps the promises He makes to us.

BUILD YOUR FAITH:
Remember God always keeps His promises.

APPLICATION VERSES:
Proverbs 3:5–6

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 2
- Sheets or large blankets
- Clothespins

OPTION 3
- TE 5-1
- Bible
- Music

TEACHING THE TRUTH

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

LIVING THE TRUTH

- TE 5-6
- TE 5-7
- *Faith Connections* 5
- Scissors
- Colored pencils
- Construction paper
- Glue sticks
- Yarn
- Tape

LESSON LAUNCH

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

OPTION 1 (YOUNGER AGE)

Play a game with the students to introduce the idea of going on a trip. Gather the students in a circle. **We are going to play a game where we are sharing different things we would take on a trip. I will start by saying, "I'm going on a trip, and I'm going to take** _____ (name an item)**." The next person will say, "I'm going on a trip, and I'm going to take." He or she will name the item I said and then add an item. We will continue going around the room to see how far we can go.** Play the game several times to ensure every student has a turn. **Today, we are going to learn about a man named Abraham and what God told him about going on a trip.**

OPTION 2 (OLDER AGE)

ITEMS NEEDED: Sheets or large blankets, Clothespins

Have any of you ever been camping? Encourage response. **Did you sleep in a tent?** Encourage response. **Do you think it would be fun to live in a tent?** Encourage response. **Today we are going to learn about a man named Abraham who God told to move to a completely different country. They might have used tents to sleep in as they traveled.**

TAKE NOTE:

For this activity, make a tent in your classroom. Have the students help you drape large sheets over chairs or a table to create a tent and use the clothespins to secure the sheets. Make sure the tent is large enough for your whole class to comfortably sit inside.

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED: TE 5-1, Bible, Music

Have the students sit in a circle. Give a student a Bible and explain that while the music is playing, they are to pass the Bible around the circle. When the music stops, whoever is holding the Bible will be asked a question or given some directions (see TE 5-1 or create your own). If the student answers the question with the correct answer or can complete the task, begin the music again and repeat the activity. If the student's answer is incorrect or the student cannot do the task, move to the next student on the left. Continue until every student has a chance to participate. **The Bible is God's Word to us and it's very important for us to know what it says. Knowing the Bible helps you recognize what is true, make wise choices, and grow stronger in your faith. Today we are going to learn about a man named Abraham who was given great promises from God. These promises to Abraham help us understand God's plan to bless the whole world through Jesus. Abraham believed in and trusted God's promises and through his example, we can learn to do the same.**


TRIVIA

TE 5-1

TEACHING THE TRUTH

ITEMS NEEDED: TE 5-2—TE 5-5

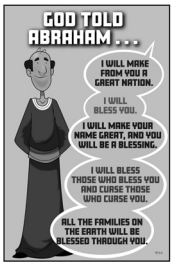
APOLOGETICS: God's promise that "all the families of the earth" would be blessed through Abraham might have seemed impossible. Yet the New Testament explains that this promise ultimately pointed to Jesus Christ, Abraham's descendant (Galatians 3:8, 16). Through Christ, people from every nation can receive forgiveness of sins and become part of God's family. What appeared impossible in Abraham's day became reality through Jesus Christ.

TAKE NOTE:

We know Abraham's name had not yet been changed, but we chose to use Abraham to avoid confusion for the students since the name change is not covered in the lesson.



TE 5-2



TE 5-3



TE 5-4

Have the students find Genesis 12 in their Bibles. **Today we are going to learn about a man named Abraham who lived *after* the Flood and was a descendent of Noah's son, Shem. God did not abandon the nations after what happened in Babel but used one man and one family to bring the Savior into the world through his descendants. This man was Abraham.** Display TE 5-2. **Abraham lived with his wife and Lot, his nephew, in a place called Haran. God told Abraham to leave his country and go to a land He would show him** (Genesis 12:1)**. Abraham didn't even know where God was leading him. But Abraham chose to follow God because he trusted Him completely. Then, God gave Abraham some promises. Here's the thing about God—*He always keeps His promises*.** Display TE 5-3. **God told Abraham:**

> ***I will make from you a great nation.***
>
> ***I will bless you.***
>
> ***I will make your name great, and you will be a blessing.***
>
> ***I will bless those who bless you and curse those who curse you.***
>
> ***All the families on the earth will be blessed through you*** (Genesis 12:2–3)**.**

These are all great promises, but there was one problem: *Abraham and his wife, Sarah, did not have any children!* Listen to this last promise one more time. Read or have a student reread the last part of Genesis 12:3. **Who are all the families on the earth?** Encourage response. **Yes, that is us! But it also includes another very special person. Many hundreds of years later, a descendant of Abraham was born . . . Jesus of Nazareth. Do you think Abraham believed God?** Encourage response. **Yes, he believed and trusted God even though he didn't know or understand how this was going to happen.**

Display TE 5-4 and point to the two pictures. **Abraham was 75 years old when he, Sarah, and Lot started on a journey to the land of Canaan. When they got to the plain of Moreh, God appeared to Abraham and said He would give this land to his children. Abraham believed and trusted God, and he built an altar to worship God** (Genesis 12:4–7)**. Worship is our response to God's awesomeness, power, wisdom, and love. The Bible teaches that**

Abraham and his family continued their journey. Abraham stopped and set up his tent between two cities, Bethel and Ai. He built another altar to worship God before continuing his journey to follow God (Genesis 12:8–9)**. Abraham's worship demonstrated his faith and that he trusted God enough to obey Him and publicly worship the one true God.**



TE 5-5

Do any of you know what a *covenant* is? Encourage response. **A *covenant* is a special agreement that shows God's love and His promise to care for His people. God called Abraham and entered a covenant with him, promising to make him into a great nation and to bless all the families of the earth through his descendants. This covenant marked the beginning of God's unfolding rescue plan that would ultimately be fulfilled in Jesus Christ.**

Display TE 5-5. **It was 25 years from the time Abraham and Sarah left Haran until she gave birth to their son, Isaac. That's a very long time! But Abraham trusted God, and he believed in God's promises. God *does* and *will* keep His promises.**

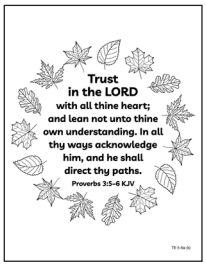
LIVING THE TRUTH

ITEMS NEEDED:

- TE 5-6—TE 5-7
- *Faith Connections* 5
- Scissors
- Colored pencils
- Construction paper
- Glue sticks
- Yarn
- Tape

GOSPEL CONNECTION:

God began His rescue plan through His covenant with Abraham, promising that all the nations would be blessed through him. Jesus Christ fulfilled that promise, making salvation available to people from every nation. Like Abraham, we are made right with God through faith, not by our works.



TE 5-6a



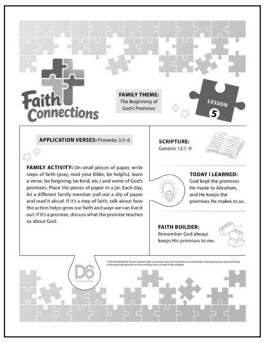
TE 5-6b

Before class, copy *Faith Connections* 5 and TE 5-6a for younger students and TE 5-6b for older ones. Also, cut the yarn into 10" sections so each student will have one. **Have any of you ever moved from one place to another?** Encourage response. **It can be scary when you experience change like that. Even changing grades or schools can cause fear in some people. When God told Abraham to move his family, there weren't a lot of details given. But Abraham chose to be obedient. God also gave Abraham some promises that might have seemed impossible, but Abraham continued to trust God. We are going to learn some verses that will help us trust God like Abraham did, even when we don't have all the answers or information.**

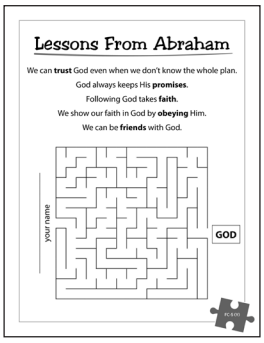
Have students turn to Proverbs 3:5–6 in their Bibles. Read or choose a student to read the verses aloud. **These verses teach us to trust God with all our heart, even when we don't understand. What else does this verse teach us**



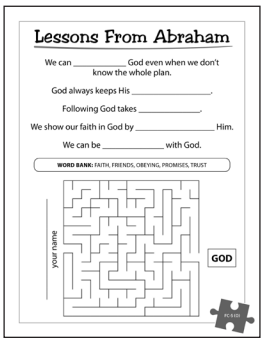
TE 5-7



Faith Connections 5



FC-5 (Y)

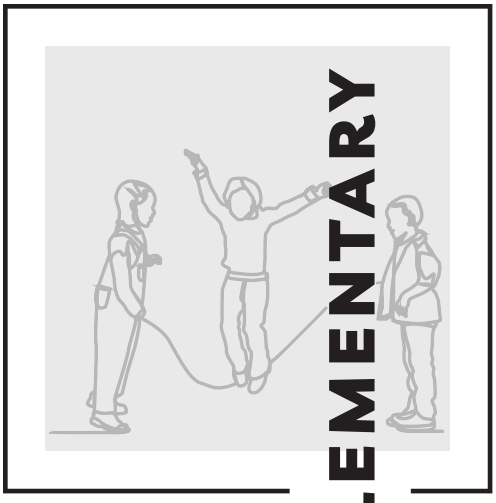


FC-5 (O)

to do? Encourage response. **It also teaches we are to yield or follow God's plan. Abraham trusted and followed God and His plan, and we are to do the same.** Distribute TE 5-6a and colored pencils to younger students and let them color the leaves around the verse. Distribute TE 5-6b and colored pencils to older students and let them write the verse inside the leaf frame. Then, distribute a glue stick, a piece of construction paper, a section of yarn, and two pieces of tape to the students. Have them glue TE 5-6 to the construction paper and tape the yarn to the top of the opposite side of the paper to be able to hang the verse somewhere. **We can hang our verse somewhere to help us remember we can trust God and His promises just like Abraham did.**

Do any of you know what *faith* is? Encourage response. ***Faith* is completely trusting in someone or something. *Faith in God* is having complete trust in Him. But God doesn't want us to have a blind faith in Him. He has given us many reasons we can completely trust Him, and we can learn from Abraham's true story some ways we can have complete trust in God. The Bible teaches us Abraham was called a *friend of God*** (James 2:23). **We should all want to be described that way. Why do you think Abraham is given this description?** Encourage response. **Abraham's faith in God was great. Let's see what other lessons we can learn from Abraham.**

Distribute *Faith Connections* 5 to the students. Let younger students circle the italicized words on their *Faith Connections* and older students use the word bank to fill in the blanks as you talk about the different lessons we learn from Abraham. Display TE 5-7 and point to the different lessons as you talk about them. **The first one refers back to our application verse. *We can trust God even when we don't know the whole plan.* We can trust God because He is faithful. The next lesson is *God always keeps His promises.* He will always do what He says He will. *Following God takes faith.* Abraham demonstrated his faith through his obedience. *We show our faith in God by obeying Him.* Like Abraham, *we can be friends with God*. Abraham trusted God, and he is known as His friend. God chose Abraham, but Abraham had the choice whether to follow and obey God or not. God did bless all the families of the earth hundreds of years later through the birth of Jesus** (Matthew 1:1–2)**.** Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **There are many lessons from Abraham's life that can build our faith, but we can remember God always keeps His promises. God's timing is not always our timing. When something doesn't happen the way you want it to this week, ask God to help you trust His timing instead of complaining about the situation. Let's pray and ask God to help us remember He is faithful to keep His promises and ask Him to help us grow our faith and friendship with Him. Thank You, God, for Your promises. Help us remember and trust in them and that You are faithful to keep each one. Lord, help our faith in You grow and help others see us as Your friend. We love You. Amen.** If time allows, let the students complete the maze on their *Faith Connections* sheets.



LESSON 6 ■ DECEMBER 6, 2026

GOD HAS A PLAN

FAMILY THEME: The Beginning of God's Nation

SCRIPTURE TEXT:
Exodus 1:1–14; 2:1–10; 6:6–7

WHAT WE'RE LEARNING:
God had a plan for His people, He had a plan for Moses, and He has a plan for me.

BUILD YOUR FAITH:
Watch for ways God is working in your life and notice His faithfulness everyday.

APPLICATION VERSES:
Proverbs 3:5–6

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1

TE 6-1

OPTION 2

Simple puzzle

OPTION 3

TE 6-2
Scissors
Treats

TEACHING THE TRUTH

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

LIVING THE TRUTH

TE 6-6
TE 6-7
Faith Connections 6
Colored pencils
Balloons

LESSON LAUNCH

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



TE 6-1

OPTION 1

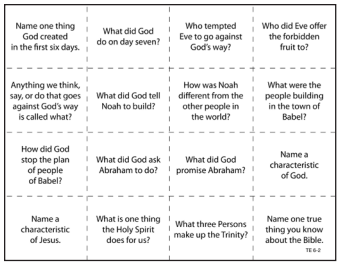
ITEMS NEEDED: TE 6-1

Display TE 6-1 and ask the students what all these pictures have in common. **All of these pictures represent something or someone who rescues. Sometimes people need to be physically rescued, and there are others who need to be emotionally rescued from a bad situation. But every one of us need a spiritual rescue and the only One who can do that is Jesus. Today, we are going to learn about a man in the Bible named Moses whom God used to rescue His people from a bad physical and emotional situation. We will learn how God prepared Moses for His plan and how God uses the true events in Moses' life to point us to Jesus.**

OPTION 2

ITEMS NEEDED: Simple puzzle (25–50 pieces)

Hide the box with the picture of the puzzle so the students don't see it until you are ready. Give students a handful of puzzle pieces and let them look at the ones they have. **Do any of you know what these puzzle pieces form?** Encourage response. **It's hard to tell just by looking at a few pieces.** Display the picture of the completed puzzle. **Today, we are going to learn about a man in the Bible named Moses. His life, like ours, is like a puzzle. We are living out the different pieces to our lives and only God knows what the completed picture will look like. We are going to discover the very unusual beginning of Moses' life, but how it was all part of God's plan. We will also learn how God uses the true events in Moses' life to point us to Jesus.**



TE 6-2

OPTION 3

ITEMS NEEDED: TE 6-2, Scissors, Treats (one treat/student)

Before class, cut apart the cards from TE 6-2 (see sidebar). A couple of different options can be utilized to review the students' biblical knowledge. The first option is to just ask the students and have them raise their hand to answer the question. Another option is to divide the students into groups and toggle back and forth between the groups. A third option is to divide the students into two groups and let the groups compete against each other. At the end of the activity, distribute a treat to either the winning group or each student for their focus and participation. **Today we are going to learn about a man in the Bible named Moses. Long before he was even born, God was preparing a plan for his life. The events that happened before and after Moses' life are all part of God's plan to lead His people to Jesus. Listen carefully to discover how God protected and prepared Moses from birth.**

TAKE NOTE:

Glue cut cards from TE 6-2 onto index cards or pieces of cardstock and laminate them to protect them and help them last longer. This activity can be used over and over. Additional trivia questions and statements will be added in the upcoming blocks to review and keep fresh the students' biblical knowledge.

TEACHING THE TRUTH

ITEMS NEEDED: TE 6-3—TE 6-5

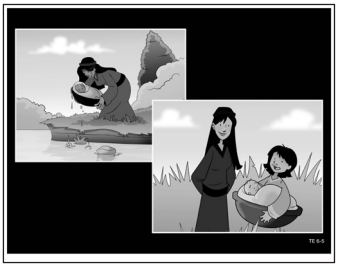
APOLOGETICS: Some skeptics question whether the Israelites were ever in Egypt because Egyptian records do not describe the Exodus. However, ancient Egyptian rulers commonly celebrated victories while omitting embarrassing defeats. The forced labor, storage cities, and cultural details in Exodus fit what is known about ancient Egypt, and Israel's consistent remembrance of the Exodus throughout the Old Testament points to a real historical event rather than a later legend.



TE 6-3



TE 6-4



TE 6-5

Have students find the book of Exodus in their Bibles. **The book of Exodus is in the Old Testament and is the second book of the Bible. It begins by giving a list of names, each of which represents a family that represented the covenant promise God made to Abraham** (Exodus 1:1–5)**.**

The Israelites were now a mighty nation. Display TE 6-3. **There was a ruler in Egypt—called a pharaoh—who instead of welcoming them and trusting God, let fear guide his choices. He became afraid because there were so many Israelites, and he thought they might become stronger than the Egyptians. This pharaoh made the Israelites his slaves, and he mistreated them. He hoped making their lives difficult would stop them from growing into a great nation. Then, Pharaoh made a law that every Israelite baby boy born was to be thrown in the Nile River** (Exodus 1:7–14, 22)**. But Pharaoh forgot something very important—*no one can stop God's plan*.**

Display TE 6-4 and point to the two pictures. **A woman named Jochebed had a son, whom she kept hidden, until it was no longer safe to do so. Jochebed waterproofed a basket, put her son in it, and placed it in the reeds by the riverbank.** Display TE 6-5 and point to the two pictures. **Pharaoh's daughter found the basket and felt sorry for the young Hebrew boy. Miriam, the baby's sister, had been watching and went to the princess. Miriam told the princess she knew someone who could help care for the baby, and the princess agreed. The princess named the baby Moses, and he went home to live with Jochebed until he was old enough to live with the princess at the palace** (Exodus 2:1–10)**.**

God was with Moses and protected him from Pharaoh's law. God made a covenant with Abraham and God keeps His promises. God had a plan for His people, and He had a plan for Moses' life. Before Moses ever became a great leader, God was already protecting him, preparing him, and working out His plan.

LIVING THE TRUTH

ITEMS NEEDED:

TE 6-6—TE 6-7	Colored pencils
Faith Connections 6	Balloons (one balloon/every five students)

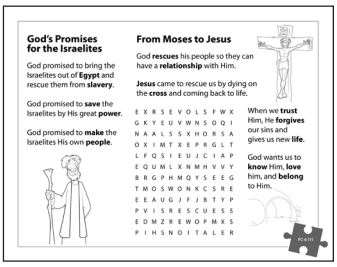


TE 6-6

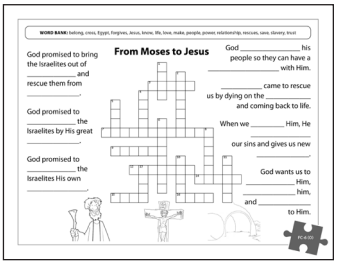
GOSPEL CONNECTION:

God rescued Israel from slavery in Egypt, but that deliverance pointed to an even greater rescue through Jesus Christ. Through His death and resurrection, Jesus saves everyone who trusts in Him from the power of sin and brings them into a relationship with God.

Before class, copy *Faith Connections* 6 for every student. Also blow up the balloons but keep them out of sight by putting them in the garbage bag until beginning the application verse activity. **Later in the book of Exodus, the Bible teaches us about the difficult times the Israelites experienced as slaves to Pharaoh lasted many years. They cried out over and over to God, and it might have seemed like God had forgotten them, but He had not. It's important for us to remember the Israelites only saw part of God's plan, but He sees the whole picture. We began learning two verses last week that remind us to trust God even when we don't understand. That's exactly what the Israelites had to do.** Have students turn to Proverbs 3:5–6 in their Bibles. Read or choose a student to read the verses aloud. **These verses teach us to trust God with all our heart, even when we don't understand. Can you imagine the worry and heartbreak Moses' mother must have felt when she gave birth to a boy knowing what Pharaoh's law meant for her baby? Jochebed hid her newborn and trusted God would protect him, and God did. What else does this verse teach us to do?** Encourage response. **It teaches us we are to acknowledge Him, and God will direct our paths. Long before Moses knew what God had planned for his life, God was already working in his life. Let's say our verse using some balloons to help us learn it.** Divide the students into groups of four or five and give each group a balloon. Encourage them to go around the circle and take turns saying the verse while keeping the balloon from touching the ground. Repeat several times or for a certain amount of time. Retrieve the balloons and either put them back into the garbage bag or cut a tiny slit in them to let out the air. Be sure to throw the balloons away.



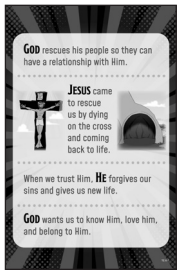
FC-6 (Y)



FC-6 (O)

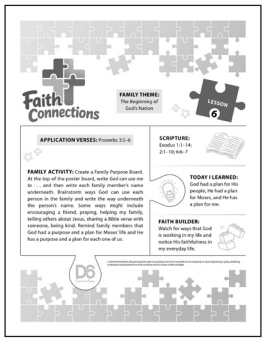
Distribute *Faith Connections* 6 and colored pencils to the students. Let younger students underline the bolded words on their *Faith Connections* and older students use the word bank to fill in the blanks. Display TE 6-6 and point to the different promises. **Let's talk about three promises God gave to Moses to share with the Israelites. *God promised to bring the Israelites out of Egypt and rescue them from slavery. God promised to save them by His great***

power, and He promised to make them His own people (Exodus 6:6–7)**. Do you think God kept all these promises?** Encourage response. **Yes, He did. Do you think these things happened immediately?** Encourage response. **No, they did not. God wasn't just planning to take the Israelites out of Egypt. He wanted them to know Him, love Him, and belong to Him. God wants those same things for us too.** Display TE 6-7. **God rescues His people so they can have a relationship with Him. Jesus came to rescue us by dying on the cross and coming back to life. When we trust in Him, He forgives our sins and gives us a new life. God wants us to know Him, love him, and belong to Him.**

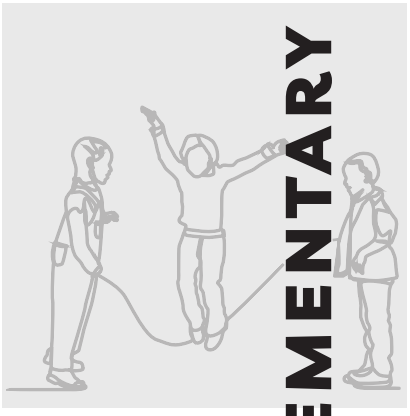


TE 6-7

Today we learned about the beginning of God's nation as we learned He was faithful to keep His promise to Abraham by growing His people. We learned no one can stop God's plan. He is more powerful than anyone or anything. God was already at work in Moses' life from the very beginning when He not only kept him safe, but He also provided care for him. Just like God used ordinary people like Noah and Abraham, God used an ordinary baby for His plan. How is God using you? What are some ways He is preparing you to be used in His plan? Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **How is God building your faith to create a strong foundation in Him? This week, watch for ways God is working in your life and notice His faithfulness everyday. Let's pray and ask God to trust His plan and be aware of ways He is growing you and using you in that plan. Thank You, God, for guiding and teaching us. Help us grow closer to You and help us faithfully follow Your leading in our daily lives. We love You. Amen.** If time allows, let the younger students find the bolded words in the word search and older students use the word bank to complete the crossword puzzle on their *Faith Connections* sheet.



Faith Connections 6



ELEMENTARY

LESSON 7 ■ DECEMBER 13, 2026

GOD'S PROMISE OF A KING

FAMILY THEME: The Beginning of the Promise of a King

SCRIPTURE TEXT:
2 Samuel 7:12–16

WHAT WE'RE LEARNING:
God's Promise of an Eternal King will be fulfilled in Jesus Christ.

BUILD YOUR FAITH:
Trust in God's promise of a King and live out that faith in every part of your life.

APPLICATION VERSE:
Isaiah 9:6

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1

TE 7-1

Scissors

OPTION 3

TE 7-2

Bibles

TEACHING THE TRUTH

TE 7-3

TE 7-4

TE 7-5

TE 7-6

LIVING THE TRUTH

TE 7-6

TE 7-7

Faith Connections 7

Colored pencils

LESSON LAUNCH

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

OPTION 1 (YOUNGER AGE)

ITEMS NEEDED:

TE 7-1
Scissors

Before class, cut apart the pictures. Display them one at a time and ask the students who would wear each one. Save the picture of the crown for last. **These hats helped us identify something about the person who would wear them. Can any of you name a king from the Bible?** Encourage response. **There are many kings who are in the Bible, but today we are going to learn about the greatest king God promised.**



TE 7-1

OPTION 2 (OLDER AGE)

Show this short video (tinyurl.com/D6Toddler) in which a child is told not to eat a treat until his parent comes back. **Have any of you felt like that toddler when waiting for something?** Encourage response. **Waiting can be hard, but some things are worth waiting for. Today we are going to learn how God's people waited for a very long time for a promised King and how God faithfully kept His promise.**

TAKE NOTE:

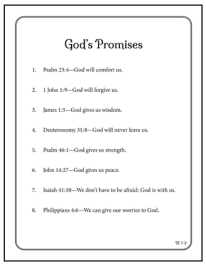
Preview the video in advance and have it ready to play. Ads may appear and are not controlled by D6 Family Ministry.

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED:

TE 7-2
Bibles

Call out the verses and let the students see who can find it first in their Bibles. Read the verse aloud and have the students tell you what promise from God is given. **The Bible is filled with promises from God and every one of them has come true or will come true. We can use these promises to help us when we are feeling alone, in need of comfort, peace, or strength, or when we are afraid or worried. God gives those promises because He loves and cares for us. Today we are going to learn about a promise God gave us about a King whom He would send to save us.**



TE 7-2

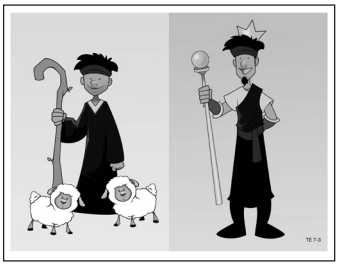
TEACHING THE TRUTH

ITEMS NEEDED: TE 7-3—TE 7-6

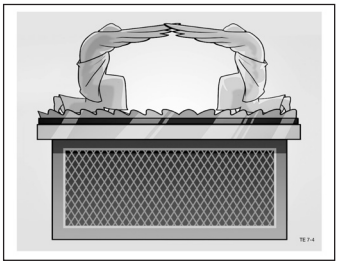
TAKE NOTE:

Go to www.d6curriculum.com/bonus to see color pictures of the crafts, answer keys for the *Faith Connections* sheets, and other resources for this age group.

APOLOGETICS: Some people assume the Bible is a collection of unrelated stories written by different authors with different ideas. Yet one of the strongest evidences for Scripture's reliability is the consistent promise of the coming Messiah. Around 1000 BC, God promised David an Eternal King. About 300 years later, Isaiah described that King's character and everlasting reign. Roughly a century after Isaiah, Jeremiah reaffirmed that the Messiah would come from David's family line. When the New Testament begins, Matthew traces Jesus' genealogy to David, and Gabriel announces that Jesus will inherit David's throne. Though written over nearly one thousand years by different authors, these passages tell one unified story that reaches its fulfillment in Jesus Christ.



TE 7-3



TE 7-4

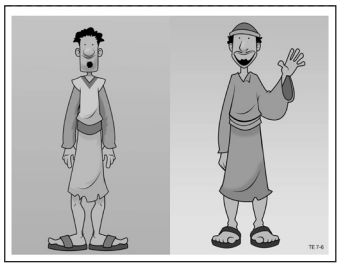


TE 7-5

Several weeks ago, we learned about when Adam and Eve chose to go against God's way and sin came into the world. Did Adam and Eve's choice disappoint God? Encourage response. **Of course it did. Do you think God stopped loving Adam and Eve after that wrong choice?** Encourage response. **Of course not. The Bible teaches us God continued to take care of them even after they left the Garden of Eden. We learned from their story that God forgives sin and continues to love and care for us too. God kept His promise to Abraham and made a great nation from his little family. This special nation was called *Israel*. King Saul was the first human king of Israel, but the verses we will study today come after King Saul's reign.** Have the students turn to 2 Samuel 7 in their Bibles. Display TE 7-3 and point to both pictures. **Israel's king was now a young man named David who grew up as a shepherd boy in Bethlehem. David loved God with all his heart and had a great desire to please Him. God loved David too and made many promises to him.**

King David wanted to bring the ark of the covenant close to him. Do any of you know what the *ark of the covenant* is? Encourage response. Display TE 7-4. **It was a special item that represented God's presence to the people of Israel. It was kept in the holiest part of the Tabernacle, a special tent that was built as a home for the ark. David's intent was good, and the prophet Nathan first encouraged him to do so. But God had a different plan.** Display TE 7-5. **God told Nathan to tell David that he would not build God's house. God reminded David of His faithfulness—He had chosen him, had been with him in every situation, and had made him king over Israel. God said He would build David a house—not a physical one, but an *everlasting kingdom* with a *greater King*. In other words, God promised that one day a greater King would come from David's family, and this King would rule forever** (2 Samuel 7:1–16)**. Do any of you know who this King is that God**

was talking about? Encourage response. **Yes, Jesus is the King who will rule forever. This covenant—or promise—is one of the most important promises in the Old Testament as it begins to point to the King who would redeem God's people.**



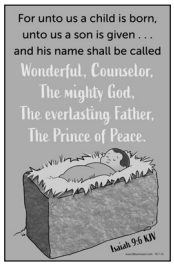
TE 7-6

Nathan was not the only prophet who told of this King who would one day come. Display TE 7-6 and point to the two pictures of the prophets. **The prophet Isaiah said a child would be born who would rule on David's throne. In other words, a descendant of David would rule forever** (Isaiah 9:7)**. If you look back at Jesus' family tree, Jesus is part of this family. Another prophet, a man named Jeremiah, shared that same promise. He said God would send a good and wise King from David's family who would do what was right and bring justice to the land** (Jeremiah 23:5–6)**.**

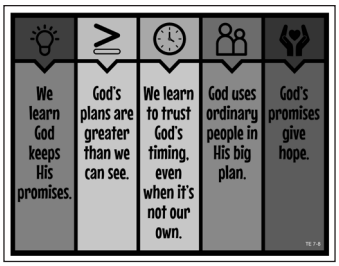
We have talked about how God's timing is not always the same as our timing. This is true of God's promise to David. Almost a thousand years passed before Jesus was born! God didn't forget about His promise, and He didn't change His mind. When the time was right, God fulfilled every word He had spoken. God's faithfulness never fails.

LIVING THE TRUTH

ITEMS NEEDED: TE 7-7—TE 7-8, *Faith Connections* 7, Colored pencils



TE 7-7



TE 7-8

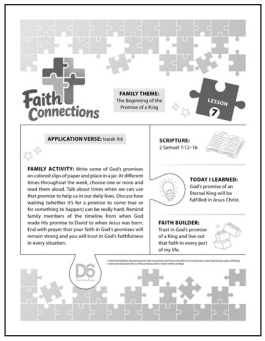
GOSPEL CONNECTION:

The Bible is one unified story of God's plan to redeem humanity through Jesus Christ. The promises God made to David and repeated through the prophets found their fulfillment in Jesus, whose life, death, and resurrection provide salvation for all who trust in Him. Because God faithfully kept His promise to send the Messiah, we can trust every promise He has made.

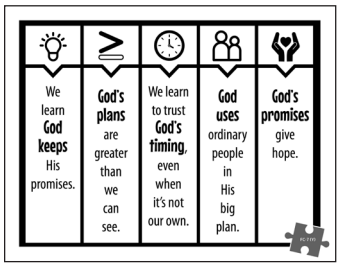
Before class, copy *Faith Connections* 7 for every student. **Over the past several weeks, we have learned about many beginnings, including the beginning of the world, the beginning of sin, and the beginning of languages. Today we learned about the beginning of the promise of a King, Jesus, whose kingdom would never end. Our application verse for today and next week teaches us about Jesus. It was given by the prophet Isaiah.** Display TE 7-7 and introduce the verse by reading it to them. Be sure to point to each word as you say it. Then, have the students say it with you. Divide the students into groups to match the number of descriptions given in Isaiah 9:6 and assign each group a characteristic to say at the right time. Have everyone say the first part of the verse and then let the groups say the characteristic in order. Say the

reference together. Reassign characteristics to different groups and repeat the activity as time allows.

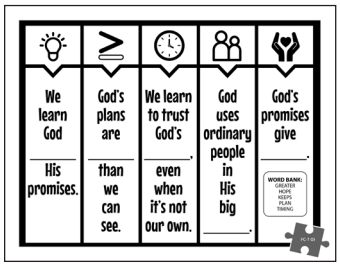
Have any of you ever had to do a family tree in school? Or maybe someone you know enjoys learning about the people in your family who lived many, many years before your family did. The word *genealogy* is the study of your family's history. In Bible times, a person's genealogy gave a lot of information about him or her. It gave the person's identity, inheritance, and legal standing. The Bible teaches that Jesus was more than just a teacher or prophet, He was the promised descendant of Abraham and David. Jesus, the Promised King, fulfilled God's covenant.



Faith Connections 7

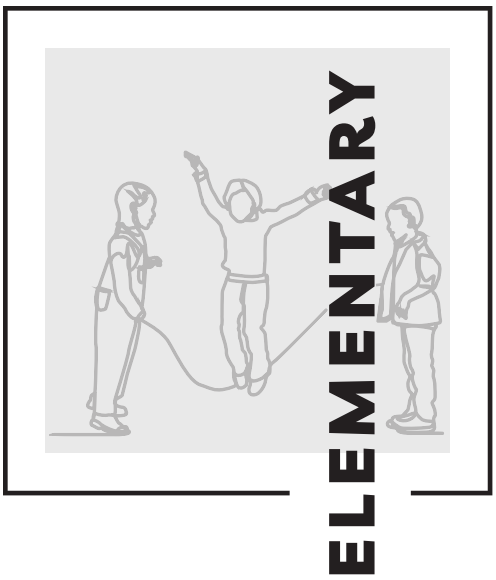


FC-7 (Y)



FC-7 (O)

So, what are some things we learn from these verses and how do they apply to our lives? Distribute *Faith Connections* 7 and colored pencils to the students. Let younger students underline the bolded words in each section and older students use the word bank to fill in the blanks as you discuss how to apply what they've learned from God's Word. Display TE 7-8. ***We learn God keeps His promises.*** **We can trust everything He says in His Word. *God's plans are greater than we can see. We learn to trust God's timing, even when it's not our own.* Once again, God's Word shows us *He uses ordinary people in His big plan*. David was a shepherd, and he wasn't perfect, but God used him to become king and as part of His rescue plan. If God could use David, why couldn't He use us? We also learned *God's promises gives hope*. His people had hope while they waited for the Messiah, and we can put our hope in our King—Jesus.** Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **So, what can you do to build your faith based on what you've learned today? It starts with trusting in God's promise of a King and living out that faith in every part of your life. Let's pray and thank God for His promise of an Eternal King. Thank You, God, for Your promise of a King who is greater than any earthly king. Help us remember You are faithful to keep Your promises and help us remember those promises every day. Amen.**



LESSON 8 ■ DECEMBER 20, 2026

GOD WITH US

FAMILY THEME: The Beginning of God With Us

SCRIPTURE TEXT:
Luke 2:1–20

WHAT WE'RE LEARNING:
Jesus is the Messiah who was prophesied about in the Old Testament and whose birth faithfully fulfilled God's promises.

BUILD YOUR FAITH:
Walk with Jesus because He came to earth to be with us.

APPLICATION VERSE:
Isaiah 9:6

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 1

TE 8-1
Scissors
Tape
Permanent marker
Scarf or bandana

OPTION 2

TE 8-2a and b
Pennies or some small items to use as markers
Small gifts
Small bowl
Pencils

OPTION 3

Construction paper
Marker
Scissors

TEACHING THE TRUTH

TE 8-3
TE 8-4
TE 8-5
TE 8-6
TE 8-7
Scissors

LIVING THE TRUTH

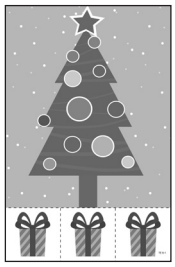
TE 7-7
TE 8-8
Faith Connections 8
Cardstock
Colored pencils or markers
Scissors
Yarn
Tape

LESSON LAUNCH

OPTION 1 (YOUNGER AGE)

ITEMS NEEDED:

TE 8-1	Permanent marker
Scissors	Scarf or bandana
Tape	



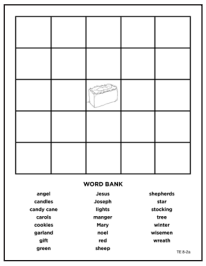
TE 8-1

Before class, cut out the gifts from TE 8-1 and display the top section at eye level for the students. Explain to the students that they will play an adapted version of *Pin the Tail on the Donkey*. Place a piece of rolled tape on the back of the gifts. Use the scarf or bandana to blindfold the students, one at a time, and allow them to pin the gift as close to under the tree as possible. After each, turn remove the gift and mark where it was by writing the student's initials on the tree. Repeat the activity until all students have had a turn. **Do any of you know how this game relates to our lesson?** Encourage response. **Today, we are going to learn about the best gift we will ever receive . . . God's Son, Jesus. His birth is the reason we celebrate Christmas.**

OPTION 2 (OLDER AGE)

ITEMS NEEDED:

TE 8-2a and b
Pennies or some small items to use as markers (paper clips, buttons, etc.)
Small gifts (candy bars, gum, goys, cool pencils, etc.)
Small bowl
Pencils



TE 8-2a



TE 8-2b

Before class, copy TE 8-2a so each student will have one. Cut apart the pieces from TE 8-2b and place them in a small bowl. Distribute TE 8-2a and pencils to the students and have them write one word from the word bank in each empty square in any order they choose. Give students a handful of items to use as markers. Explain that you will call out a word. If the students have that word on their game board, they are to place a marker over that word. Begin by having every student place a marker on the center box with the picture of the manger. The first student to fill in a complete row (vertically, horizontally, or diagonally) should call out "Merry Christmas." **That was a fun activity to remind us of the different things we might associate with Christmas. Today we will learn about the most important part of Christmas—the birth of Jesus.**

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED:

Construction paper	Marker
(six different colors)	Scissors

Before class, fold the construction paper in half, short end to short end, and cut along the fold. Write Station 1–Station 6 on one half of each piece of

construction paper. On the corresponding pieces of construction paper, write the verse on one side and the corresponding statement on the other side (see sidebar). Place the station numbers and the corresponding colors (with the verse side face up) around the room. Have the students travel through the stations as a group. Read or choose a student to read the verse aloud and talk about either the promise that was given in the verses in the first five stations or the fulfillment of the promise as described in the last station. **God's promise to send a Savior didn't begin in Bethlehem—it began long before the first Christmas. We just traveled through the Promise Trail and discovered how God revealed His plan step by step, until Jesus, the promised Savior, was born. Every promise points to Jesus, and every promise reminds us God always keeps His Word.**

VERSES AND STATEMENTS:

Genesis 3:15/God's promise of a Rescuer

Genesis 12/God's promise to Abraham

2 Samuel 7/God's promise to David

Isaiah 9/The foretelling of the Promised King

Micah 5/The Messiah will be born in Bethlehem.

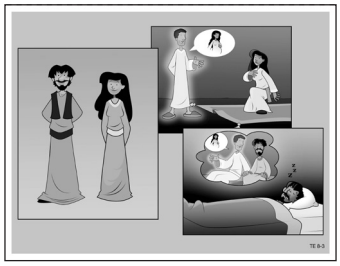
Luke 2/The promise is fulfilled.

TEACHING THE TRUTH

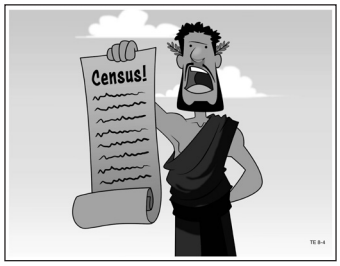
ITEMS NEEDED:

TE 8-3—TE 8-7
Scissors

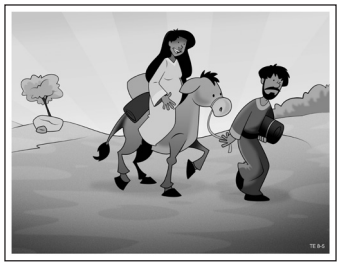
APOLOGETICS: Luke, who wrote about the census that brought Mary and Joseph to Bethlehem, even names the leader in charge at the time, a man named Quirinius. While some historians aren't 100% certain *when* this specific census happened (because it's hard to line up with other historical records), they are still finding new clues about the ancient world all the time. It's kind of like putting together a puzzle where a few pieces haven't been found yet. Here's what's really cool: *whenever archaeologists do dig up new evidence, it keeps showing that Luke was a careful, honest writer who paid close attention to real names, places, and details.* He wasn't making things up. So even when we don't have every single answer yet, we can trust the Bible is telling us the truth.



TE 8-3



TE 8-4



TE 8-5

Before class, cut apart the pictures from TE 8-7. **We also learned a few weeks ago about some promises God made to Abraham and we learned last week about God's promise to David. Those promises were all part of God's rescue plan. Do any of you remember who was the fulfillment of these promises God made?** Encourage response. **Yes, it was Jesus. Today, we are going to learn about the events surrounding Jesus' birth.**

Display TE 8-3 and point to the different pictures. **We will start our story with the introduction of a young woman and man who were to be married. Their names were Mary and Joseph, and they lived in Nazareth. An angel named Gabriel appeared to Mary one night and told her that she would be the mother of a special baby, and she was to name Him *Jesus*** (Luke 1:26–31)**. An angel also visited Joseph and told him the same news—Mary would have a baby boy, and he was to be named *Jesus*.**



TE 8-6



TE 8-7

Many years before Mary and Joseph were even born, a prophet named Micah said the Savior would be born in Bethlehem. But where did Mary and Joseph live? Encourage response. **Yes, they lived in Nazareth, so how would Jesus be born in Bethlehem? It was all part of God's plan.** Display TE 8-4. **The Emperor of Rome, Caesar Augustus, ordered a census—an exact counting and recording of a group of people—to happen in all of the Roman Empire. People were to return to their birthplace for the census** (Luke 2:1)**. Where do you think Joseph was from?** Encourage response. **That's right, Joseph was from Bethlehem.** Display TE 8-5. **So, he and Mary, who was very pregnant at the time, traveled there. There were no planes, buses, cars, or trains during this time, so they had to walk or ride donkeys. It took them around three days to get there** (Luke 2:3–5)**.**

Remember, there were many people traveling to their hometowns, and many other people had also come to Bethlehem. Mary and Joseph were most likely going to stay with his family. Display TE 8-6 and point to the different pictures. **But by the time they arrived, the other rooms had likely been taken by other family members and only the bottom level of the home was available. This area was where the animals were typically kept. The Bible teaches us that while they were in Bethlehem, Mary gave birth to Jesus. The Bible also teaches us Mary wrapped her newborn baby in cloths and placed Him in a manger which she used as His crib** (Luke 2:6–7)**. Do any of you know what a *manger* is?** Encourage response. **A manger is a long, narrow container or trough that animals eat from. It's probably not what most of us would imagine as a crib, but God provided a resting place for Baby Jesus.**

Display TE 8-7a. **That same night, an angel of the Lord appeared to some shepherds who were caring for their sheep in a field. The angel told the shepherds the good news that the Messiah had been born. The angel also told the shepherds how they would know who He was. Immediately afterward, a large group of angels appeared praising God.** Display TE 8-7b. **When the angels left, the shepherds hurried to go find the newborn baby. They found Mary, Joseph, and Jesus just as the angel had said. The shepherds told everyone they could what had happened to them and who they had seen** (Luke 2:8–20)**.**

FACEBOOK:

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

LIVING THE TRUTH

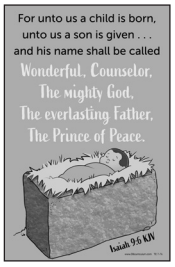
ITEMS NEEDED:

- TE 7-7
- TE 8-8
- *Faith Connections* 8
- Cardstock
- Colored pencils or markers
- Scissors
- Yarn
- Tape

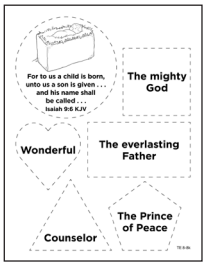
GOSPEL CONNECTION:

The birth of Jesus was the earthly beginning of God's greatest rescue plan. Immanuel—God with us—came to live the perfect life we could never live, die on the cross for our sins, and rise again so everyone who trusts in Him can be forgiven and reconciled to God. Because God came near through Christ, believers can enjoy His presence forever.

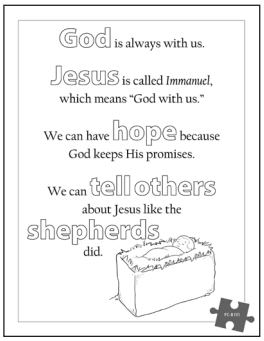
Before class, copy TE 8-8 on cardstock so every student will have one. Also, copy *Faith Connections* 8 for the students and cut the yarn into five-inch sections so each student will have six. **A few months ago, we learned Jesus is God's Son and He is our Savior. Today, we learned about the birth of Jesus which was the beginning of *God with us*. But His birth isn't the beginning of Jesus. His story is woven throughout the Bible. Hundreds of years before Jesus was born, God made promises about the Messiah. What have we learned about God and His promises?** Encourage response. **God *always* keeps His promises. Isaiah 9:6 was one of those many promises.** Display TE 7-7 and review the application verse with the students by saying it together. Be sure to point to each word as you say it. **We learned last week that Isaiah was a prophet who shared God's message with others. In this verse, he said that a child will be born and that child was Jesus. A Son is given—God's Son.** Read or choose a student to read the different names of Jesus given in this verse. **Jesus is all of these and more.** Distribute TE 8-8, colored pencils or markers, and scissors to the students. Let them color the pictures and the shapes before cutting them out. Distribute six pieces of yarn and make the tape available to the students. Show them how to tape the top of the yarn to the bottom of the plate and tape the bottom of the yarn to the top of the different names of Jesus. Use the last piece of yarn to form a loop and tape it to the top of the craft. Encourage the students to hang their pictures to remind them of God's promise that was fulfilled with Jesus' birth.



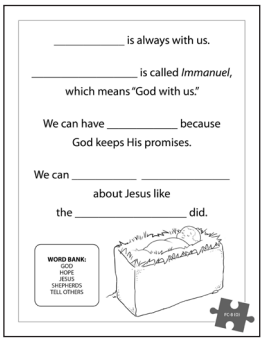
TE 7-7



TE 8-8



FC-8 (Y)



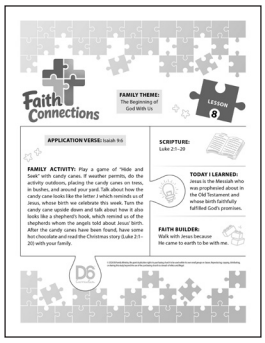
FC-8 (O)

From the beginning, when Adam and Eve sinned, God promised to send the One who would crush sin and make a way for man to be right with God (Genesis 3:15)**. God's promise came true through Jesus. He left Heaven to come to earth to save us, and we celebrate His birth at Christmas. But this day isn't just about Jesus simply being born. This day is about God coming to live among His people** (Matthew 1:23; John 1:14)**.**

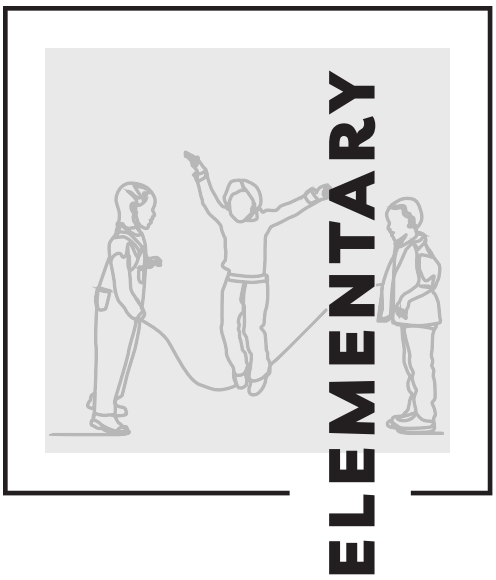
Distribute *Faith Connections* 8 and colored pencils to the students. Have younger students color the bubble letters and older students fill in the blanks. **What are some truths we learn from the beginning of Jesus' time on earth? The first thing we learn is *God is always with us*. Jesus is called *Immanuel*, which means "God with us." No matter where we are or what we're going through, we are not alone. God is with us. We learn that *we can have hope because God keeps His promises*. Jesus' birth fulfilled promises God made hundreds of years earlier. God kept those promises and He keeps *every***

promise He has made to us. Finally, we learn to *tell others about Jesus like the shepherds did*. Jesus came to save *everyone*. We have a responsibility to tell others about Jesus and His love for them.

Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **We celebrate Christmas in a few days. It's easy to focus on the activities and gifts instead of the real reason we even have this special day, Jesus' birth. Jesus came to be Immanuel—God with us. So, how do you use what you learned to build your faith? Walk with Jesus because He came to earth to be with us. Whenever you see a decoration, sing a song, or participate in an activity that is Christmas-related, stop and say a short prayer thanking Jesus for His love in coming to earth to teach and save us. Let's pray and talk to Jesus. Thank You, Jesus, for loving us so much. Help us remember what Christmas is truly about and tell others about Your love. Amen.** If time allows, let the students color the picture of Jesus in the manger.



Faith Connections 8



LESSON 9 ■ DECEMBER 27, 2026

GODLY HABITS, GROWING FAITH

FAMILY THEME: The Beginning of Godly Habits

SCRIPTURE TEXT:
1 Timothy 4:7–8; Luke 6:46–49

WHAT WE'RE LEARNING:
Godly habits help us grow closer to God, become more like Jesus, and build our lives on Him.

BUILD YOUR FAITH:
Choose one godly habit to practice every day.

APPLICATION VERSE:
Psalm 119:105

PRE-LAUNCH CHECKLIST:

LESSON LAUNCH

OPTION 2
- Paper
- Pencils
- Timer

OPTION 3
- TE 9-1
- Scissors
- Index cards
- Glue sticks
- Bibles
- Whiteboard and marker

TEACHING THE TRUTH

- TE 9-2
- TE 9-3
- *Faith Connections* 9
- Colored pencils
- Whiteboard and marker

LIVING THE TRUTH

- TE 9-4
- *Faith Connections* 9
- Cardstock
- Crayons
- Scissors
- Glue sticks
- Craft sticks

LESSON LAUNCH

OPTION 1 (YOUNGER AGE)

As students arrive, invite them to stand beside their chairs. **Let's see if you can clap along with me.** Lead students in clapping a simple pattern (such as clap-clap-pause-clap-clap-clap). Repeat the pattern several times, gradually increasing the speed. **Was it easier the first time or after we practiced it a few times?** Encourage response. **Many things become easier when we practice. We practice reading, riding a bike, tying our shoes, and learning new skills. Following Jesus also involves practice and growth. We grow little by little as we spend time with God and practice habits that help us know Him. Do any of you know what a habit is?** Encourage response. **A habit is something people do so often it becomes a regular part of their day. What are some habits that should be a part of a believer's life?** Encourage response. Students might say habits such as coming to church, prayer, reading the Bible, serving others, worshiping God, etc. **Today, we are going to learn that godly habits help us grow closer to God, become more like Jesus, and build our lives on Him.**

OPTION 2 (OLDER AGE)

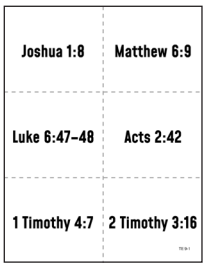
ITEMS NEEDED: Paper, Pencils, Timer

As students arrive, give each student a piece of paper and a pencil. **Do any of you know what a habit is?** Encourage response. **A habit is something people do so often it becomes a regular part of their day. In one minute, I want you to write down as many habits as you can think of. They don't necessarily have to be habits *you* have, just good and bad habits that a person could have.** Set the timer and let the students complete the activity. **Count how many habits you listed. What were some good habits you listed?** Encourage response. **What are some bad habits you listed?** Encourage response. **How could these wrong habits create problems if someone practiced them every day?** Encourage response. **Now think about your own habits. Which habit would be hardest for you to stop doing for a week?** Encourage response. **The habits we practice often shape the choices we make every day. The same is true in our relationship with God. Habits like praying, reading the Bible, worshiping, and obeying God help us grow stronger in our faith. Today, we are going to learn that godly habits help us grow closer to God, become more like Jesus, and build our lives on Him.**

OPTION 3 (BIBLICAL LITERACY)

ITEMS NEEDED:

TE 9-1	Glue sticks
Scissors	Bibles
Index cards	Whiteboard and marker



TE 9-1

Before class, cut apart the cards from TE 9-1, glue each one to an index card, and hide them around your classroom. Also, write these different categories on the whiteboard: *Prayer, God's Word, Obedience, Worship,* and *Spiritual Growth*. As the students arrive, instruct them to search for the hidden Bible references. When all the cards have been found, ask for volunteers to find the different verses in their Bibles. One at a time, let the student with the verse read it aloud. Connect the verses to the different categories (some might fit with more than one category). **What do these verses have in common?** Encourage response. **Each passage teaches something about spending time with God and growing in our faith. Do any of you know what a habit is?** Encourage response. **A habit is something people do so often it becomes a regular part of their day. Just as athletes practice their sports to become stronger and better, Christians should develop habits too, such as prayer, Bible reading, worship, and obedience to grow their faith in God. Today, we are going to learn that godly habits help us grow closer to God, become more like Jesus, and build our lives on a strong foundation.**

TEACHING THE TRUTH

ITEMS NEEDED:

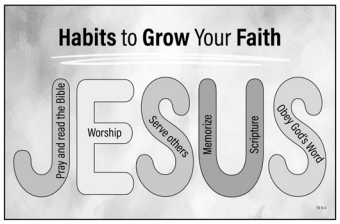
TE 9-2—TE 9-3	Colored pencils
Faith Connections 9	Whiteboard and marker

APOLOGETICS: Research continues to prove the Bible can be trusted. God made us, so He knows what is best for us. The Bible teaches us to thank God instead of worrying (Philippians 4:6–7), to practice doing what is right every day (1 Timothy 4:7–8), to encourage other believers (Hebrews 10:24–25), and to stay away from temptation (2 Timothy 2:22). Many people have found these ideas help them live better lives, but God told us these truths long before anyone studied them. We can trust God's Word because it always points us to what is true and helps us become more like Jesus.

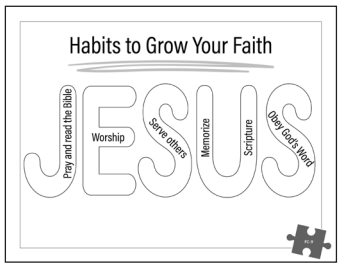


TE 9-2

Before class, copy *Faith Connections* 9 for every student. Display TE 9-2. **In 1 Timothy 4:7, Paul wrote a letter to a younger church leader named Timothy, who was helping people learn about Jesus. But some people were distracted by things that were not helping them grow in their faith. So, Paul gave Timothy an important instruction: "*Train yourself in godliness*." What do you think it means to *train* for something?** Encourage response. **When we train for something, we practice it over and over to grow, improve, and do it well. Athletes train for sports. Musicians practice instruments. Students study for tests. Do most people become good at something after trying it only once?** Encourage response. **No, not usually. Most people improve little by little through practice. Paul used that same idea to teach us about following Jesus. Christians must practice godly habits to help them grow spiritually.**



TE 9-3



FC-9

Distribute *Faith Connections* 9 and colored pencils to the students. Have students follow along and color the letters as you talk about godly habits that help us grow our faith. **What are some godly habits that help us grow our faith?** Encourage response. Display TE 9-3. **We can *pray and read the Bible, worship, serve others, memorize Scripture,* and *obey God's Word*. Do these habits make God love us more?** Encourage response. **No. God already loves us completely. Godly habits do not earn His love, but they do grow our relationship with Him, help us become more like Jesus, and help us build our lives on Him.**

Think about a friendship. If you never talked to a friend or spent time together, would your friendship grow stronger? Probably not. Friendships grow when people spend time together. In a similar way, our relationship with God grows as we regularly spend time with Him.

God's people practiced these kinds of habits throughout the Bible. Here are a few examples. Joshua was told to think about God's Word regularly (Joshua 1:8)**. Jesus often took time to pray** (Luke 5:16)**. The early church spent time learning God's Word, worshiping, praying, and encouraging one another** (Acts 2:42)**. These habits helped God's people stay close to God and follow Him faithfully.**

Paul continued in 1 Timothy 4:8 by explaining why godly habits matter. He said that physical training has some value, but *godliness is valuable in every way*. Write the italicized sentence on the whiteboard. **Why do people exercise or practice sports?** Encourage response. **Exercise can help people become stronger and healthier. Taking care of our bodies is important. But Paul wanted Timothy to understand that spiritual growth is even more important because it affects both our lives *now* and our *future* with God.**

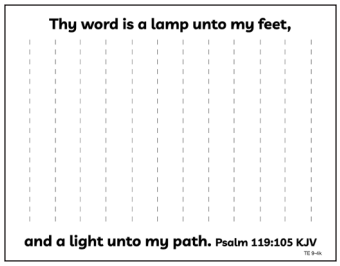
Have the students find Luke 6:46–49 in their Bibles. **Jesus taught a lesson as He told a story about two people who were building a house. Both builders heard Jesus' words, and both experienced a storm. One builder took time to dig deep and build a strong foundation on a rock. The other builder built *without* a strong foundation. Which house do you think stayed standing when the storm came?** Encourage response. **The house built on the rock stayed strong because its foundation was solid. The builder took time to prepare before building. Jesus said the wise builder represents a person who *hears* God's Word *and* obeys it. The foolish builder represents a person who *hears* God's Word but *does not* obey it.**

Hearing God's Word is important, but Jesus wants us to *do* more than *listen*. He wants us to *trust* Him and *obey* Him. Every time we choose to *follow* God's Word, we are *building* our lives on a *strong* foundation. It is important to remember that godly habits are *not* the foundation. *Jesus* is the foundation. Prayer, Bible reading, worship, serving others, memorizing Scripture, and obedience help us stay connected to Him and build our lives on His truth.

LIVING THE TRUTH

ITEMS NEEDED:

TE 9-4
Faith Connections 9
Cardstock
Crayons
Scissors
Glue sticks
Craft sticks (one craft stick/student)



TE 9-4



GOSPEL CONNECTION:

Spiritual habits do not save us. We are accepted by God because of what Christ has done, not because of our discipline or effort. Yet God's grace does more than forgive us—it transforms us. As Titus 2:11–12 teaches, the grace that brings salvation also trains us to live godly lives. We pursue spiritual habits not to earn God's favor but because His grace is already at work within us.

Before class, copy TE 9-4 on cardstock for each student. **Can you think of a time when you practiced something and improved?** Encourage response. **Maybe you learned to ride a bike, play an instrument, read a difficult book, or play a sport. Improvement usually happens little by little. Spiritual growth often happens in a similar way. We might not notice a huge difference after praying one time or reading one Bible verse. But as we continue spending time with God, He works in our hearts and helps us grow. God helps us become kinder. He helps us become more patient. He teaches us to trust Him. He helps us learn to love others the way Jesus does. Who is the One changing us?** Encourage response. **God is.**

Today we learned why godly habits are important. They do not change our hearts by themselves, but godly habits do help us grow closer to God, become more like Jesus, and build our lives on Him. We do not practice godly habits to earn God's love. God already loves us (Romans 5:8)**. Instead, God uses these habits like prayer, Bible reading, worship, and obedience to help us grow in our relationship with Him.**

Have students find Psalm 119:105 in their Bibles. Read or choose a student to read the verse aloud to introduce the application verse. If you have younger students, read the verse slowly and allow them to repeat it after you. If you have older students, have them read the verse together with you. **Have you ever tried to walk through a dark room without a flashlight?** Encourage response. **It can be difficult to see where you are going. You might walk slowly, bump into something, or feel unsure about the next step. A light helps you see where to go. The writer of Psalm 119 compared God's Word to a lamp and a light. He was teaching that God's Word helps guide us through life. Have you ever wondered what kind of lamp the writer of Psalm 119:105 was talking about?** Encourage response. **In Bible times, lamps were small clay containers filled with oil. A wick soaked up the oil**

and burned with a small flame. These lamps did not light an entire road or field. Instead, they provided enough light to help people see the next few steps ahead. Knowing that helps us understand Psalm 119:105 even better. Distribute TE 9-4, crayons, glue sticks, and scissors to the students. Follow the instructions in the sidebar and let the students make the craft to use as a way to learn the application verse.

Sometimes we want God to show us everything that will happen next week, next month, or even next year. God's Word does not always tell us everything that will happen in the future, but it gives us the guidance we need for the next step. The Bible shows us who God is, teaches us what is true, and helps us make wise choices. We do not have to guess how God wants us to live because He has given us His Word to guide us.

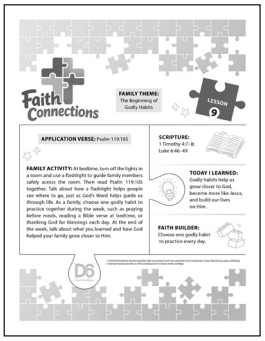
Today we learned that Paul encouraged Timothy to "train yourself in godliness." How does God's Word help us every day? Encourage response. **God's Word teaches us how to treat others, how to make wise decisions, how to trust Him, and how to follow Jesus. When we spend time reading the Bible, God uses His truth to help us grow.**

Godly habits help us spend time with Him which leads to us growing closer to Him. They also help us learn to become more like Jesus and help us build our lives on Him. Spiritual growth is not something we accomplish by ourselves. God changes us as we spend time with Him and trust Him.

Sometimes we might think small habits do not matter very much. Reading one Bible verse might seem small. Saying a short prayer might seem small. Choosing to obey God in one situation might seem small. But God often uses small acts of faithfulness to help us grow over time. Think about your own life. What is one small step God might be inviting you to take this week? Encourage response. **Maybe God is inviting you to read a Bible verse each morning, pray before school, thank Him for your blessings each night, or talk with your family about something you learned from God's Word. Remember, God often uses small habits to help us grow closer to Him.** Have the students turn to the *Build Your Faith* section on their *Faith Connections* sheet. **So, how do you use what you learned to build your faith? This week, choose one godly habit to practice every day. You might read a Bible verse, pray for a few minutes, thank God for three blessings, or spend time talking with a parent about God's Word. Ask God to help you stay connected to Him and grow in your faith. Remember, you are not practicing these habits so God will love you more. You are practicing them because God already loves you and wants you to know Him better. Let's pray and talk to God. Thank You, God, for loving us and giving us Your Word to guide us. Thank You for sending Jesus so we can have a relationship with You. Help us spend time with You each day, grow closer to You, and build our lives on the strong foundation of Jesus. Amen.**

INSTRUCTIONS:

1. Have the student color TE 9-4.
2. Fold TE 9-4 in half and cut on the dotted lines.
3. Glue the short ends of TE 9-4 together.



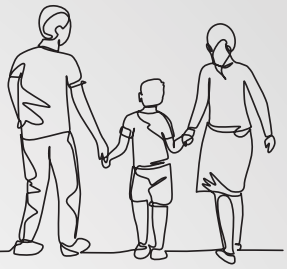
Faith Connections 9



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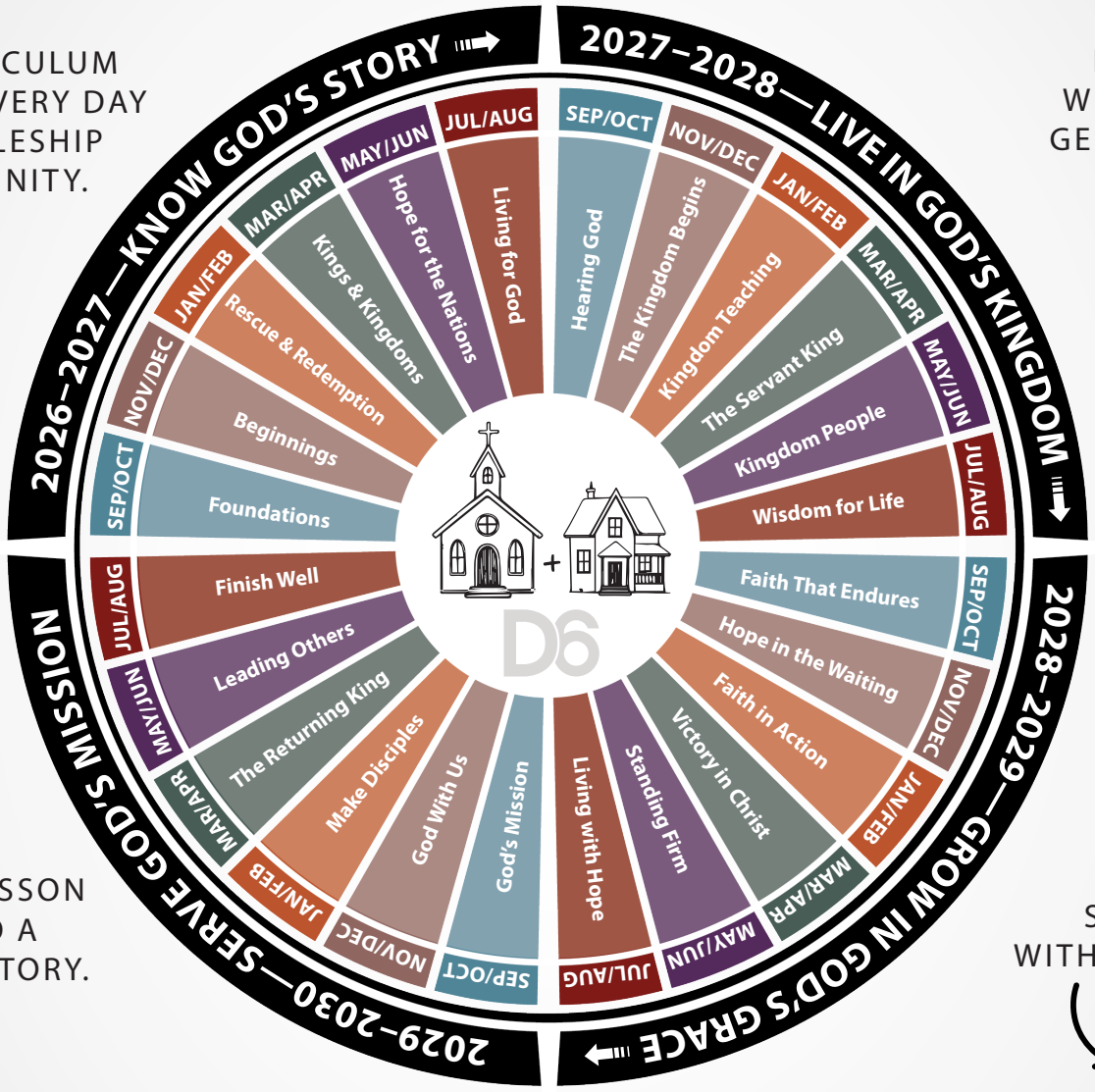
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HERE'S WHAT IS COMING UP

JAN–FEB 2027

WEEK	THEME	DISCIPLESHIP OBJECTIVE	KEY SCRIPTURE	APOLOGETIC OBJECTIVE
1-3-27	God Calls Moses	God uses ordinary, weak people for His plan; recognize humanity's need for rescue.	Exodus 3:1–4:17	Why would God choose Moses? Why did God allow His people to suffer?
1-10-27	God Shows His Power	God is greater than every false power	Exodus 7–11	Was it fair for God to judge Egypt?
1-17-27	God Provides a Way of Rescue	God saves through substitution	Exodus 12:1–30	Why did someone have to die for rescue?
1-24-27	The Sanctity of Life	Every life has value	Exodus 21: 22–25	We are made in the image of God
1-31-27	God Leads His People	Trust God when the way seems impossible	Exodus 14:1–31	Did God really part the sea?
2-7-27	God Provides in the Wilderness	Depend on God for daily provision	Exodus 16:1–18; 17:1–7	Why didn't God give them everything they wanted?
2-14-27	God Gives His Law	God's law reveals His holiness and our need	Exodus 20:1–17	If we can't keep the law, what is its point?
2-21-27	God Dwells with His People	God desires to be with His people	Exodus 25:8–9; 40:34–38	How can a holy God live with sinful people?
2-28-27	God Calls for Trust	Trust God's promises over fear	Numbers 13–14	What is the difference between doubt and unbelief?

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