



EveryDay Foundations

Teaching Guide

- FOR ELEMENTARY -



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



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Curriculum Director: Katie Greenwood

Senior Editor: Janiece Waldrop

Editor: Kathy Murphy

Design Manager: Andrea Young

Design: Angelia Duke

A list of contributing writers is available at D6EveryDay.com

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

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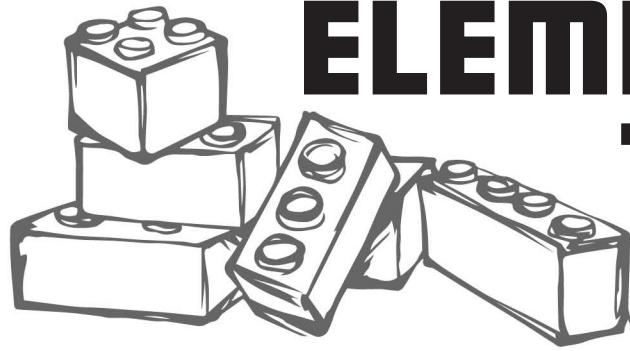
ORDER INFORMATION

To order products mentioned in this publication, please call **1-800-877-7030**.



D6EveryDayFoundations | Kids





ELEMENTARY TEACHING GUIDE

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Even when the classroom feels chaotic, trust God is working through every lesson, every word, and every moment to plant seeds and nurture the seeds of faith.

WELCOME TO THE ELEMENTARY TEACHING GUIDE

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

IMPORTANT ELEMENTS IN THE TEACHING GUIDE

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

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

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

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

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

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

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

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

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

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

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

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



ELEMENTARY COMPONENTS

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

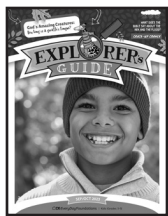
What are Field Notes? They are the weekly link between the class and home. These two-sided reproducible sheets are designed to reinforce the weekly lesson and theme through age-appropriate activities. One side provides a worksheet activity to be used in the classroom. Two options are provided for the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

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

AT-HOME RESOURCES



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



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

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

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



GUARD YOUR MIND, GUARD YOUR HEART

PREPARATION CHECKLIST:

CONNECT

Option 1

- ☐ Painter's tape
- ☐ Marker
- ☐ Construction paper

Option 2

- ☐ TE 1-1
- ☐ Scissors

LEARN

- ☐ TE 1-2
- ☐ TE 1-3
- ☐ TE 1-4
- ☐ Whiteboard and marker

EXPLORE

- ☐ TE 1-5
- ☐ TE 1-6
- ☐ Cardstock
- ☐ Scissors
- ☐ Crayons
- ☐ Glue sticks

APPLY

- ☐ TE 1-7
- ☐ Post-it notes

RESPOND

- ☐ TE 1-8
- ☐ *Field Notes* 1
- ☐ Colored pencils

TEXT:

Colossians 2:6; Proverbs 4:23; Philippians 4:8–9

LESSON OBJECTIVE:

The Bible teaches us how to have discernment—making good choices with what we watch, listen to, and play. Use the qualities in Philippians 4:8 to determine if it's something you should watch, listen to, or play.

APPLICATION VERSE:

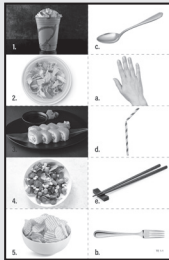
Psalms 119:11

FAMILY THEME:

Developing
Discernment

TAKE NOTE

Go to www.d6everyday.com to download answer keys for the *Field Notes* and other resources for this age group.



TE 1-1

TAKE NOTE

1. d
2. c
3. e
4. b
5. a

CONNECT

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

Option 1

Items Needed: Painter's tape
Marker

Construction paper

Before class, use the marker to write the traits from Philippians 4:8 as well as negative traits sometimes present in media and entertainment (unkindness, selfishness, bad language, violence, etc.) on separate pieces of construction paper. Use the painter's tape to create a path on the floor. Mix up the pieces of construction paper and place them along the path. Let the students walk down the path, stepping over the papers with descriptions of things that don't please God and stepping on ones that do. **Media includes movies, shows, video games, and music. All of these are fun activities, but we need to be careful with what we listen to and watch. We don't want to get distracted and make choices that displease God. When we guard our eyes and ears, we guard our hearts and minds (Proverbs 4:23). We are going to learn what God's Word teaches about making wise choices with the media and entertainment we consume.**

Option 2

Items Needed: TE 1-1

Scissors

Before class, cut apart the pictures from TE 1-1, keeping the food pictures separate from the others, and mix them up. Place the food in one column and the pictures of what is used to consume the food in another. Allow the students to match the food to the item used to consume the food keeping the food pictures separate from the others. Discuss each food item and allow the students to share—by raising their hands—if they like the food pictured. **Just as we consume food, we also consume media—the movies and shows we watch, the music we listen to, and the video games we play—and entertainment. These are fun activities, but we need to be careful with what we listen to and watch. We don't want to get distracted and make choices that displease God. When we guard our eyes and ears, we guard our hearts and minds (Proverbs 4:23). We are going to learn what God's Word teaches about making wise choices with the media and entertainment we consume.**

LEARN

Items Needed: TE 1-2—TE 1-4

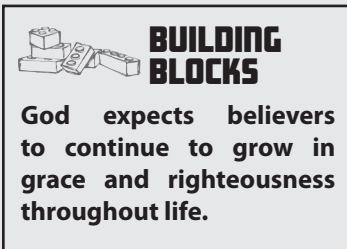
Whiteboard and marker

When we read God's Word, we learn more about Him and how to live for Him. Do you think God's Word teaches us about the movies and shows we watch, the music we listen to, or the video games we play? Encourage response. **The Bible doesn't talk *specifically* about those activities, but it does teach us how to make good choices with what we watch, listen to, and play.** Write the word *discernment* on the whiteboard. **When we make good, careful choices with these activities, we are practicing *discernment*. This big word just means we think carefully before we let something into our hearts and minds. Have you ever heard a song or watched a movie that made you feel bad?** Encourage response. **Media and entertainment, such as videos, shows, and songs, are not always bad. They often teach us new things. Some are even helpful and bring us closer to Jesus. But sometimes bad ideas are taught. That's why God's Word teaches us to guard our eyes and ears. When we guard our eyes and ears, we also guard our hearts and minds** (Proverbs 4:23).

Paul wrote many letters, and we can read these letters in the New Testament. Paul wrote to the believers in the church in the city of *Colossae*. Paul shared important instructions for the Colossian believers, and we can learn from Paul's letter too. Display TE 1-2. Paul told the Colossian believers to *walk in Christ* (Colossians 2:6). When Paul used the word *walk*, he really meant to *abide with Christ*—to stay close to Him. Do you think that means we pray and read our Bibles once a week or go to church just on Easter and Christmas? Encourage response. **Of course not! Walking in Christ means we stay close to Him all day, just like we are taking a walk with a friend. Jesus is our very best friend, and what we listen to, watch, and play should help us walk closer to Him. We must avoid choices that distract us from His ways and draw us closer to the ways of the world** (Romans 12:2).

Last week, we studied Paul's letter to the church of Philippi. In his letter, he provided a list of what we should focus on. He told the believers to think on specific types of things. Read or choose a student to read Philippians 4:8 aloud. Display TE 1-3. **When you are choosing what to watch, listen to, and play, you can use Paul's words in Philippians 4:8 as a guide. When we focus on those qualities, we are learning to take our thoughts captive** (2 Corinthians 10:5), **and the Bible tells us our hearts and minds will be guarded and peaceful** (Philippians 4:9). **Every thought, every movie and show, every book, every video game, every song—each one should obey God's Word and honor Him.**

How do your parents guard your homes? Encourage response. **That's right. They use keys, locks, and sometimes alarms to protect their homes and their families. So how do we guard our hearts and minds like God's Word teaches? Do we use locks and alarms?** Encourage response. **No, we don't use locks and alarms, but we *do* use the truth of God's Word.** Display TE 1-4. **The Bible is full of helpful instructions to guide us and help us make wise choices. Media and entertainment are powerful influences, and as followers of Jesus, we must think carefully about what we watch, listen to, and play—what we allow into our hearts and minds. Using God's Word as our guide help us be wise with our media and entertainment. When we guard our hearts and focus on what is good and right, we become more like Christ in**

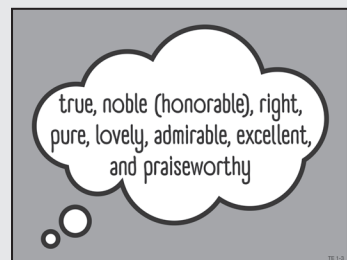


BUILDING BLOCKS

God expects believers to continue to grow in grace and righteousness throughout life.



TE 1-2



TE 1-3



TE 1-4

our thoughts and actions. Media and entertainment can influence who we are, so let's choose carefully and wisely and *walk in Christ* every day.

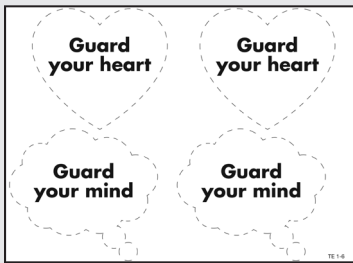
EXPLORE

Items Needed: TE 1-5—TE 1-6
Cardstock
Scissors

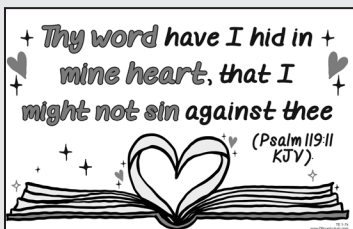
Crayons
Glue sticks



TE 1-5



TE 1-6



TE 1-7

Before class, copy TE 1-5 and TE 1-6 on cardstock for every student. **When Paul wrote the believers in Colossae, the media and entertainment we consume—shows, video games, and music—did not exist. But there *were* people who were teaching wrong thinking that went against God's ways. Paul was warning them to be careful and on guard against listening to and accepting those ideas. If he were writing to us today, Paul would probably warn us how the media we consume can influence our hearts and behaviors. It's important to practice discernment—thinking carefully about our media and entertainment choices before we let something into our hearts and minds. Let's make a craft to help us remember to practice discernment and make careful, wise choices.** Distribute TE 1-5, TE 1-6, crayons, a glue stick, and scissors to the students. Let them color the pictures and cut them out. Glue the heart and the thought bubbles to the back of the shield. **We must remember that media and entertainment aren't all bad, but we should always be careful because those choices can shape and influence our hearts and minds, and God's Word can help us protect them.**

APPLY

Items Needed: TE 1-7

Post-it notes

Today we learned how the Bible helps us make wise choices with the media and entertainment we consume. Thinking carefully before we let something into our hearts and minds is called *discernment*. That means stopping to ask, "Is this good for me?" We need to be careful to guard our eyes and our ears. When we do that, what else are we guarding? Encourage response. Yes, we are also guarding our hearts and our minds. **We must guard our hearts and minds because the media and entertainment we consume can change how we think, feel, and act.** Display TE 1-7 and introduce the application verse. If you have younger students, read the verse and then have them say it with you. If you have older students, have them read the verse with you. **Our application verse teaches us that hiding God's Word in our hearts helps us say "no" to sin, which means we are saying "yes" to right choices. What do you think *hiding God's Word in our hearts* means?** Encourage response. **Hiding God's Word means we read God's Word, learn from His instructions, and memorize verses to help us. It means we keep His truth close to us. The**

more we read God's Word, the more we learn about Him and how He wants us to live. Knowing how God wants us to live, helps us make careful, wise choices with the movies and shows we watch, the songs we listen to, and the video games we play. We must read God's Word, obey His instructions, and make choices that please Him and bring Him honor. Have the students put their heads down or cover their eyes. Put Post-it notes over a couple of the words. Then let the students say the verse together. Repeat the activity until all the words are covered.

RESPOND

Items Needed: TE 1-8

Colored pencils

Field Notes 1

Before class, copy *Field Notes 1* for each student. **Today, we learned God wants us to think carefully about what we watch, listen to, and play. We must use God's Word to help us decide if something is good for our hearts and minds. This means we don't just ask, "Is this fun?"—we also ask, "Is this good for me?" Let's talk about some reasons why doing so is important.** Distribute *Field Notes 1* and colored pencils to the students. Have younger students follow along and color the different pictures. Have older students follow along and fill in the blanks. Display TE 1-8.

Discernment Guards Our Hearts. The Bible tells us to guard our hearts because everything we do flows from it (Proverbs 4:23). When we take in media and entertainment that is mean, scary, or full of bad language, it is harmful to our hearts, and we are pulled away from following Jesus. But choosing the media and entertainment we consume carefully and wisely helps us live with love, kindness, and purity.

Discernment Guides Our Choices. Don't just ask, "What's wrong with it?" Instead, ask, "What's good about it?" Paul reminded the believers in Philippi to think about things that were true, noble (honorable), right, pure, lovely, admirable, excellent, and praiseworthy (Philippians 4:8). We need to do the same! Practicing discernment with our media and entertainment helps us choose good and helpful things that build us up, draw us closer to God, and give us the peace of God.

Discernment Helps Us Grow to Be Like Jesus. When we stop copying the world and start flooding our minds with God's truth, we become more like Jesus (Romans 12:2)! Choosing media and entertainment carefully and wisely helps develop characteristics that follow Jesus' example and not the world's way.

God wants us to enjoy good things—but He also wants us to be wise. Let's ask Him to help us make wise choices that honor Him! Let's start being mindful of the things we watch, listen to, and play by filtering it through **Philippians 4:8**. Have the students turn to the *Next Step* section on their *Field Notes*. Your *Next Step* is to use the qualities in Philippians 4:8 to determine what you should watch, listen to, or play.



TAKE NOTE

Ask older students these questions and discuss their answers:

Have you seen how wrong media and entertainment has influenced a person to make wrong choices?

What are some ways you can guard your heart in a world where media and entertainment are constantly trying to capture your attention?

Discernment



Guards our hearts



Guides our choices

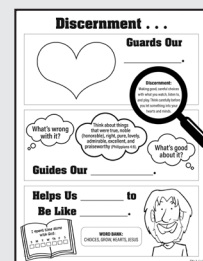


Helps us grow to be like Jesus

TE 1-8



Field Notes 1 (Y)



Field Notes 1 (O)



Field Notes 1

GOD PROVIDES IN AMAZING WAYS



TEXT:

1 Kings 17:1–24

LESSON OBJECTIVE:

God provided for the needs of His people, and He will do the same for us. Choose to trust God to take care of us and give us what we need, even when things are hard.

APPLICATION VERSE:

Proverbs 2:6

FAMILY THEME:

God's Miraculous Provision

PREPARATION CHECKLIST:

CONNECT

Option 1

- ___ TE 2-1
- ___ Scissors
- ___ Glue sticks

Option 2

- ___ A water bottle
- ___ An apple or orange
- ___ A key
- ___ A sock
- ___ A rock
- ___ Opaque bag

LEARN

- ___ TE 2-2
- ___ TE 2-3

- ___ TE 2-4
- ___ TE 2-5
- ___ TE 2-6

APPLY

- ___ TE 2-7
- ___ TE 2-8
- ___ Ribbon
- ___ Scissors
- ___ Crayons

RESPOND

- ___ TE 2-9
- ___ *Field Notes 2*
- ___ Colored pencils

CONNECT

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

Option 1

Items Needed: TE 2-1
Scissors
Glue sticks

Before class, cut apart the pictures from TE 2-1. Cut out pictures of some toys or “wants” and glue them on the two blank cards. Mix up the pictures from TE 2-1. Display the pictures so the students can see them. **Think about the things you need every day.** Allow time for reflection. **Think about the things you want to have.** Allow time for reflection. Instruct the students to sort the pictures or items into two groups: *needs* and *wants*. **You just sorted the items we need from the items we want. God cares about our needs and provides for us. In our lesson today, we are going to learn how God provided everything a prophet named Elijah needed in a miraculous, surprising way.**

Option 2

Items Needed: A water bottle
An apple or orange
A key
A sock
A rock
Opaque bag

Place all the items in the bag. Allow the students to reach in the bag, feel an item, and guess what the item is. After the student makes the guess, have him or her pull it out, and discuss how the item symbolizes a way God provides for us (see sidebar). **Each of the items in the bag are reminders of the many ways God provides for us. God cares about our needs and takes care of us. In our lesson today, we are going to learn how God provided everything a prophet named Elijah needed in a miraculous, surprising way.**



TE 2-1

TAKE NOTE

Cup or water bottle (water)
An apple or orange (food)
Key (a place to live)
Sock (clothing)
Rock (God’s strength and protection)

LEARN

Items Needed: TE 2-2—TE 2-6

Display TE 2-2. **Today we are going to learn about a prophet named Elijah. Do any of you remember what a prophet is?** Encourage response. **A prophet**



BUILDING BLOCKS

A miracle is something only God can do. Natural events cannot explain it.



TE 2-2



TE 2-3



TE 2-4



TE 2-5



TE 2-6

is a messenger chosen by God to share His words. God told Elijah to give a king named Ahab, who worshiped false gods, a message of punishment—there would be a drought in Israel. Do any of you know what a *drought* is? Encourage response. A drought is a long period of little to no rain, and it causes plants to die and animals and people to suffer from severe hunger and thirst.

After Elijah delivered God’s message to Ahab, God told Elijah to leave and sent him to hide by a brook or small stream. Display TE 2-3. God took care of Elijah’s need for water when he sent him to the brook. God also kept Elijah safe from King Ahab and his men. What else do you think Elijah needed? Encourage response. God provided safety and water, but Elijah also needed food and God provided for him in a miraculous way. A miracle is something only God can do, and how He provided food for Elijah *was a miracle*. God sent birds called ravens to Elijah, and the ravens delivered bread and meat to him in the morning and at night (1 Kings 17:1–7)!

God gave Elijah another message. He told Elijah to go to a city called Zarephath, and a widow, a woman whose husband had died, would feed him. Elijah obeyed God *again*. Display TE 2-4. When he arrived, Elijah saw the widow gathering sticks. Elijah asked her for some water and bread. The widow told Elijah she didn’t have any bread. She only had a handful of flour and a little oil. The widow was gathering sticks for a fire to bake the last bit of bread for her and her son. She told Elijah this would be the last meal they would eat. Elijah had a message of good news for the widow. He told her to make him some bread first and then make bread for herself and her son. He told her God would not let her run out of flour and oil during the terrible drought. God kept His promise. He provided for the widow and her son in a miraculous way (1 Kings 17:8–16)!

But there was more sadness for the widow. Display TE 2-5 and point to the different pictures. Her son became very sick and died. The widow asked Elijah what he done to cause the death of her son. Elijah asked the widow to bring her son to him. Display TE 2-6 and point to the different pictures. Elijah took the boy from his mother’s arms, carried him to the upstairs room, and laid him on the boy’s bed. Elijah prayed to God, stretched himself over the boy three times, and asked God to bring him back to life. God listened to Elijah and the boy was alive again! Elijah brought the boy downstairs to his mother. The widow knew Elijah was a man who loved and obeyed God. She believed in the Truth—the one, true God (1 Kings 17:17–24). We should follow Elijah’s example and obey God. We must trust God to take care of us like Elijah trusted God to take care of him, the widow, and the widow’s son. God provided for Elijah, the widow and her son, and He provides for us!

EXPLORE

Have you ever felt confused, scared, or like life is just too hard? Encourage response. Life *is* confusing, scary, and hard, so when we feel those very real emotions, we must remember *God is always with us* and *we can trust Him*.



In our lesson today, Elijah had to trust God to take care of him during the drought. Do you think Elijah was worried? Encourage response. The Bible tells us Elijah experienced times of worry and great anxiety (1 Kings 19:3). When we experience times that are hard, we can look back and remember the ways God took care of us in the past. Elijah had a great story to remember. He witnessed God's miraculous provision when the ravens delivered his food! How did the widow show great trust in God? Encourage response. The widow knew she didn't have much flour and oil, but she still made Elijah's bread *first*. She trusted Elijah was speaking the truth of God. The widow witnessed God's miraculous provision too! Her flour and oil *never* ran out! When her son got sick and died, she once again faced a scary, confusing situation. She and Elijah both chose to trust God's plan. We can use these true stories, and others in the Bible, and the past times God has provided for us to continue to remember He is with us, and we can trust Him with all our heart.

APPLY

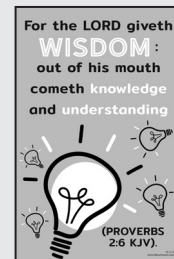
Items Needed: TE 2-7—TE 2-8

Ribbon

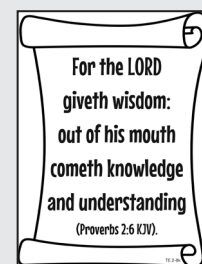
Scissors

Colored Pencils

Before class, copy TE 2-8 so each student will have one. Also, cut the ribbon into 8" sections for each student. **How did God provide for Elijah in our lesson today?** Encourage response. **God provided safety, water, and food after Elijah delivered God's message to the evil king of Israel. How did God provide for the widow of Zarephath?** Encourage response. **God did not allow the widow's flour and oil to run out, and He brought her son back to life! God provides for us too! He provides a home, food, and clothes, but He also gives us wisdom.** Display TE 2-7 and introduce the application verse to the students. If you have younger students, read the verse and then have them say it with you. If you have older students, have them read the verse with you. **Our application verse teaches us God gives us wisdom, and He helps us learn and understand when He talks to us. When God gives us wisdom and guidance, He helps us live in a way that honors Him. Just like God showed His power and love through His miraculous provision for Elijah and the widow, He gives us what we need too. We must read God's Word and obey His instructions. Wisdom from God helps us make good choices in our thoughts, words, and actions.** Distribute TE 2-8 and colored pencils and let the students color the wisdom scrolls. Once the students finish coloring, show them how to roll them up. Distribute a piece of ribbon to the students and use it to secure the scrolls. Encourage the students to unroll it every day and learn the verse to remind them of the importance of God's wisdom.



TE 2-7



TE 2-8

TAKE NOTE

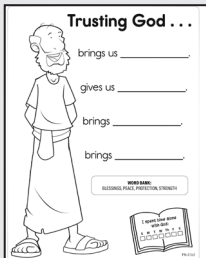
Ask older students these questions and discuss their answers:

God's provision isn't always what we think of as miraculous. What are some practical ways God has provided for you and continues to provide for you?

How can you remember to continue to trust God even when things are hard or when they don't go the way we want or expect?



Field Notes 2 (Y)



Field Notes 2 (O)



TE 2-9



Field Notes 2

RESPOND

Items Needed: TE 2-9

Field Notes 2

Colored pencils

Before class, copy *Field Notes 2* for each student. **Trusting God to provide for us is important. In our lesson today, we learned how God took care of Elijah in three different situations. We also learned how Elijah's obedience to God helped the widow in our lesson learn about God and trust His miraculous provision too. Trusting God has many rewards. Let's talk about a few!** Distribute *Field Notes 2* to the students. Let younger students color the bubble words and older students use the word bank to fill in the blanks.

Display TE 2-9. ***Trusting God brings us peace. When we trust God, we don't have to be afraid or worried. Even when things don't go our way or we don't understand what's happening, we can have peace. The hope we have in Christ is bigger than anything we face on earth. God's peace is a calm feeling reminding us that God is our Provider, and He is in control.***

Trusting God gives us strength. Life is hard. There will be days when we will feel tired, sad, or scared, but when we pray and rely on God, He helps us keep going. There will be times when it's hard to choose to do the right thing. God gives us courage and strength in these situations. Trusting in God renews our strength.

Trusting God brings blessings. When we trust God, we rely on His help—just like Elijah relied on His help. God provides what we need, even when we don't know how it's going to happen. Sometimes His provision comes in small blessings, and sometimes His provision comes as big miracles. God always takes care of His children. Those who trust in Him are blessed (Jeremiah 17:7).

Trusting God brings protection. God watches over us and keeps us safe. This doesn't mean we will never experience bad situations, but it *does* mean God is always with us and will help us through every circumstance we face. He is a strong shield and a loving parent, and He never leaves us. He is good—a stronghold when we face trouble (Nahum 1:7). If time allows, let the students color the picture of Elijah. Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to choose to trust God to take care of us and give us what we need, even when things are hard.** Close with a prayer asking God to help each of you turn to God when facing difficult times and trust Him to provide for your every need.



ELIJAH'S BIG SHOWDOWN

PREPARATION CHECKLIST:

CONNECT

Option 1

- ☐ TE 3-1
- ☐ Cardstock
- ☐ Scissors
- ☐ Crayons
- ☐ Craft sticks
- ☐ Glue

Option 2

- ☐ A rope

LEARN

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

EXPLORE

- ☐ TE 3-8
- ☐ Cardstock
- ☐ Scissors
- ☐ Crayons
- ☐ Yellow, orange, and red tissue paper
- ☐ Glue

APPLY

- ☐ TE 2-7
- ☐ *Field Notes 3*
- ☐ Colored pencils
- ☐ Whiteboard and marker
- ☐ Small Bible

RESPOND

- ☐ *Field Notes 3*

TEXT:

1 Kings 18:19–46

LESSON OBJECTIVE:

Elijah stood for God because he knew He was the one true God. Use the five truths to help you trust God as you stand for Him.

APPLICATION VERSE:

Proverbs 2:6

FAMILY THEME:

Standing for the One True God

CONNECT

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

Option 1

Items Needed: TE 3-1

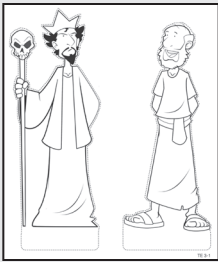
Cardstock

Scissors

Crayons

Craft sticks (two craft sticks/one student)

Glue



TE 3-1

TAKE NOTE

Go to www.d6everyday.com to download Elijah and King Ahab drama to use as a reinforcement activity.

Before class, copy TE 3-1 on cardstock for each student. Distribute TE 3-1, crayons, scissors, glue, and two craft sticks to every student. Let them color the different pictures, cut them out, and glue each one to a craft stick. Set aside to dry. Let the students hold up their puppets as you teach the lesson. **Last week, we were introduced to King Ahab and a prophet—a messenger chosen by God to share His words—named Elijah. King Ahab was described in the Bible as the king who did the most evil (1 Kings 16). Do any of you remember what message Elijah gave Ahab?** Encourage response. **Elijah told King Ahab there would be no rain in Israel for a long time. Over three years had passed. Today we will learn another message God told Elijah to give to King Ahab and the contest that came as a result of that message.**

Option 2

Items Needed: A rope

Play a game of “Tug of War.” Start with half of the students on one side and do a quick round. Then, rearrange the students one by one. Move the students back and forth between the two sides, ending up with only one student on one side and the other students on the opposite side. Obviously, the student will probably speak up saying it is unfair. **Last week, we were introduced to King Ahab and a prophet—a messenger chosen by God to share His words—named Elijah. King Ahab was described in the Bible as the king who did the most evil (1 Kings 16). Do any of you remember what message Elijah gave Ahab?** Encourage response. **Elijah told King Ahab there would be no rain in Israel for a long time. Over three years had passed. Today we will learn another message God told Elijah to give to King Ahab and the contest that came as a result of that message.**

LEARN

Items Needed: TE 3-2—TE 3-7

Because of King Ahab and the Israelite people's disobedience in worshipping false gods, there had been no rain for 3½ years! Remember, without rain, food can't grow, rivers and lakes dry up, and animals and people become hungry and thirsty. It was finally time for God to send rain to Israel. God told Elijah to give King Ahab another message.

Display TE 3-2 and point to the two pictures. **Elijah told King Ahab to gather all the people of Israel—those who worshiped God and those who worshiped false gods—and have them go to Mt. Carmel. So, King Ahab had the people gather at Mt. Carmel (1 Kings 18:1, 19–20). Listen to what Elijah said to the people of Israel.** Read or choose a student to read 1 Kings 18:21 aloud. **How did the people answer Elijah's question?** Encourage response. **They didn't! Elijah challenged King Ahab to prove his faith in his false god by going up against the one, true God. Elijah instructed two bulls to be brought to them, and he told the prophets of the false god, Baal, to choose one to sacrifice. They were to place the bull on the altar and pray for Baal to set fire to the offering. Elijah said he would do the same and pray to his God to set fire to his altar.**

Display TE 3-3 and point to the two pictures. **From morning until noon, the false prophets cried out to Baal, but nothing happened. In the afternoon, they cried out even louder. Elijah told the prophets that their god might be sleeping, and they needed to shout louder or maybe he was in deep thought or traveling. No matter how hard and loud the false prophets cried out, their god did not answer and nothing happened.**

Display TE 3-4. **Now it was Elijah's turn. He repaired the altar of the Lord that had been torn down. He placed wood on the altar and then placed the bull on top. Then, he dug a trench—a narrow ditch—around the altar. He had four large jars filled with water and poured over the offering and the wood. He did that two more times, so the water soaked into the wood and ran down the altar into the trenches (1 Kings 18:22–35). Why do you think Elijah did this?** Encourage response. **Water keeps fire from burning. Elijah stood in front of everyone and prayed to God.** Read or choose a student to read 1 Kings 18:36–37 aloud. Display TE 3-5. **Immediately, the fire of the Lord flashed down from Heaven and burned up the sacrifice, the wood, the stones, the dust, and even the water in the trench! When all the people saw what happened, they fell face down on the ground and cried out to the one, true God.**

Then, Elijah spoke to Ahab and told him rain was coming. King Ahab went to celebrate, but Elijah went back up the mountain to pray. Display TE 3-6. Elijah told his servant to look over the Mediterranean Sea, which was the direction the rain usually came from. Nothing was there. Elijah did this seven times, and there was nothing there for the first six times the servant came back. Display TE 3-7. **But on the seventh time, the servant saw a small**

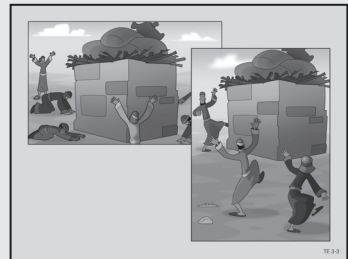


BUILDING BLOCKS

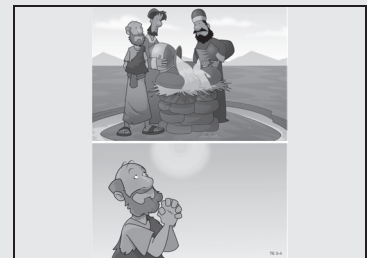
Christians tithe by giving 10 percent of their income to God. This is not a requirement of faith but a demonstration of stewardship and love for God.



TE 3-2



TE 3-3



TE 3-4



TE 3-5



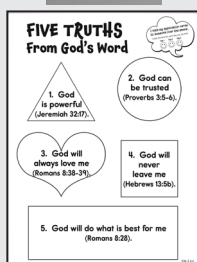
TE 3-6



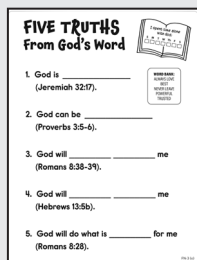
TE 3-7



TE 3-8



Field Notes 3 (Y)



Field Notes 3 (O)

cloud about the size of a man's hand. Elijah sent his servant to Ahab to tell him to quickly leave the mountain because the rain was coming (1 Kings 18:38-44). The one, true God answered Elijah's prayer and sent rain.

EXPLORE

Items Needed: TE 3-8 (one copy/two students)

Cardstock

Scissors

Crayons

Yellow, orange, and red tissue paper

Glue

Before class, copy TE 3-8 on cardstock and cut apart so each student will have one. **Elijah's stand for the one, true God took faith. Do you think you would have been as confident as Elijah when pouring the water on and around the altar?** Encourage response. **Do you think Elijah was afraid when facing the false prophets?** Encourage response. **He might have been afraid, but he didn't let his fear stop him from trusting God. How do you think Elijah had such faith to stand up against these 450 men who were putting their trust in a false god?** Encourage response. **Elijah remembered how God had been faithful to him in the past and he trusted Him to be faithful to him now. Let's make a door hanger to help us remember we can trust God to be with us as we stand for Him in our everyday lives.** Distribute a section from TE 3-8, crayons, scissors, glue, and tissue paper to the students. Have them color the words and the altar and cut out the door hanger. Show the students how to cut the tissue paper into small sections, crumple it up, and glue it to the top of the altar to look like fire. Set aside to dry.

APPLY

Items Needed: TE 2-7

Field Notes 3

Colored pencils

Whiteboard and marker

Small Bible

Before class, copy *Field Notes 3* for every student. **What are some false idols people today worship over God?** Encourage response. **Is it easy or even popular to stand up for God and what you believe?** Encourage response. **No, not always. Let's learn five truths from God's Word to help us as we stand for the one, true God.** Distribute *Field Notes 3* to students. Have younger students color the sections with the truths and older students use the word bank to fill in the blanks. Write these truths on the whiteboard and underline the italicized words.

1. God is **powerful** (Jeremiahs 32:17).
2. God can be **trusted** (Proverbs 3:5–6).
3. God will **always love me** (Romans 8:38–39).
4. God will **never leave me** (Hebrews 13:5b).
5. God will do what is **best for me** (Romans 8:28).

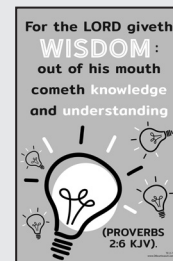
All these truths are found in God's Word. Knowing these truths about God can help us live by what we know about Him and have faith He will help us. Last week, we began learning a verse written by the wisest man, Solomon. Let's say our application verse together. Display TE 2-7 and review the application verse with the students. If you have younger students, read the verse and then have them say it with you. If you have older students, have them read the verse with you. **Our application verse teaches us God gives us wisdom, using knowledge in the right way, in the Bible to help us stand for Him.**

Have the students sit in a circle. Give the Bible to a student and have him or her say the first word of the verse and then hand the Bible to the student on his or her right. That person will say the second word of the verse. Continue until the reference is said. That person will give the Bible to the person on his or her right and then stand up and step back from the circle. Repeat the activity and continue until all students are standing. Say the verse together as a class to end the activity.

RESPOND

Items Needed: *Field Notes 3*

The Bible is full of amazing, true stories and today we studied one of them. Those stories aren't in the Bible just to entertain us, but to help us learn from them. Today we learned from Elijah and his example when he took a stand for the one, true God against a large group of people who chose to worship false gods. Elijah knew God was on his side. These truths from God's Word can help us have the courage to do hard things—to be the only one who stands for God and His way. If we live by what we *know* about God, we can have faith He will help us and be with us. Elijah counted on God to help, and he had the courage to stand for God. We can count on God because we know what He is like. We can pray to God and ask Him to be with us and give us strength and courage to stand up for Him. When we do these things, we can trust God will do what He says He will do. Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to use the five truths to help you trust God as you stand for Him.** Close with a prayer and challenge students to read, think about, and even memorize the truths from God's Word that can give them the courage to stand up for the one, true God.



TE 2-7

TAKE NOTE

Ask older students these questions and discuss their answers:

How were Elijah's prayers different from the prayers of the prophets of Baal? What does this teach us about God?

What are some false gods people worship today?

How can you use the five truths you learned about God to stand for Him?



Field Notes 3

FAITHFUL LEADERS



TEXT:

2 Kings 2:1–15

LESSON OBJECTIVE:

God did miracles in Elijah and Elisha's lives as they followed and faithfully served Him. Commit to following God's leading in your life, look for opportunities to lead others to Him, and choose to serve Him faithfully.

APPLICATION VERSE:

Deuteronomy 26:17

FAMILY THEME:

Faithful Leadership

PREPARATION CHECKLIST:

CONNECT

Option 1

___ Superhero cape

Option 2

___ TE 4-1

___ Scissors

LEARN

___ TE 4-2

___ TE 4-3

___ TE 4-4

___ TE 4-5

___ TE 4-6

___ *Field Notes* 4

___ Colored pencils

APPLY

___ TE 4-7

RESPOND

___ *Field Notes* 4

CONNECT

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

Option 1

Items Needed: Superhero cape

If you could pretend to be any superhero, who would you want to be or what superpower would you want to have? Encourage response. **Cartoon or pretend superheroes use their mighty powers to fight against the bad guys. But do you know who has the most superpowers?** Encourage response. **God does and His power is real! Nothing and no one can compare to God's mighty power. Today we are going to learn how God showed His power through two different men.**

Option 2

Items Needed: TE 4-1
Scissors

Before class, cut apart the pieces from TE 4-1 and mix up the pieces. Place the cards face down on a table or put them in a bag. Divide your class into two groups. Take turns allowing each group to choose a card and decide if it describes something we can do or something only God can do. **Miracles are things only God can do, and natural events cannot explain them. Today we are going to study the Old Testament book of 2 Kings and learn how God showed His power through miracles He did through the prophets Elijah and Elisha.**

LEARN

Items Needed: TE 4-2—TE 4-7
Field Notes 4
Colored pencils

Before class, copy *Field Notes 4* for every student. Distribute *Field Notes 4* and colored pencils to the students. Have younger students follow along as you talk about both Elijah and Elisha. Have older students draw a line from the description to the person it describes. Tell students some descriptions might apply to both men. **We have learned about Elijah the last two weeks. Today, we are introduced to Elisha, another prophet who God called to follow Elijah. Elisha served with and learned from Elijah for seven to eight years**

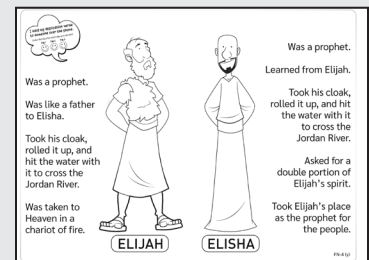


TE 4-1

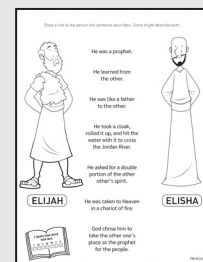
TAKE NOTE

Here's an easy way to remember who was first—Elijah or Elisha.

The letter "J" in *Elijah* comes before "S" in *Elisha*.



Field Notes 4 (Y)



Field Notes 4 (O)



TE 4-2



TE 4-3



TE 4-4



TE 4-5



TE 4-6

(1 Kings 19). **Elijah became like a father to Elisha. Many years had gone by, and it was now time for Elijah to go to Heaven** (2 Kings 2:1). Read or choose a student to read 2 Kings 2:2 aloud. **Elisha wanted as much time with Elijah as possible. So, they traveled together to Bethel.** Have the students march in place for a minute. **When they arrived, other prophets had heard Elijah would soon be taken to Heaven. When asked about it, Elisha quickly told them not to talk about it. Once again, knowing how hard it would be for him, Elijah tried to leave Elisha behind** (2 Kings 2:3). **What do you think Elisha did?** Encourage response. Read or choose a student to read 2 Kings 2:4 aloud. **Elisha refused to leave Elijah's side, and they traveled to Jericho together.** Have the students march in place for a minute. **When they arrived in Jericho, what do you think the other prophets asked Elisha?** Encourage response. **They asked if he knew or understood Elijah was going away from him. Elisha said he knew but asked them not to talk about it. For the third time, Elijah pleaded with Elisha to stay there while he went on to the Jordan River** (2 Kings 2:5). Read or choose a student to read 2 Kings 2:6 aloud. **Elisha chose to continue with Elijah.** Have the students march in place for a minute.

Display TE 4-3. **Elijah took his cloak, rolled it up, and hit the water with it. What do you think happened?** Encourage response. **The water in the Jordan River parted and Elijah and Elisha crossed on dry ground to the other side. God showed His power, not only to the two of them, but also the fifty other prophets who were watching nearby. Elisha showed his faithfulness to God and Elijah allowed him to hear, see, and experience God's miracle.** Display TE 4-4. **Once they crossed the Jordan River, Elijah asked Elisha, his son in the faith, what he could do before he was taken away. He knew it would be a hard time for Elisha, but he was choosing to faithfully follow God's plan. Elisha asked for a double portion of Elijah's spirit** (2 Kings 2:7–9). **He hoped God would anoint him with twice as much power as had been present in Elijah's life during his ministry. Elisha knew he could not carry out God's mission without His power. What do you think Elijah said?** Encourage response. Read or choose a student to read 2 Kings 2:10 aloud.

Display TE 4-5. **God granted Elisha's request as He took Elijah to Heaven in a supernatural way—in a chariot of fire!** Read or choose a student to read 2 Kings 2:11–12a which gives amazing detail of God's miracle. **Elisha picked up Elijah's coat that had fallen to the ground and began his journey home.** Have the students march in place for a minute. **What do you think happened when Elisha got to the Jordan River?** Encourage response. Display TE 4-6. **Elisha rolled up the cloak just like Elijah had done and struck the water. The water parted just as it had for Elijah. Remember the prophets who were there when Elijah and Elisha first crossed? They were there and saw Elisha crossed back over as Elijah had done. They understood God had given Elisha power and His spirit** (2 Kings 2:13–15). **Elisha took Elijah's place as the prophet for the people.**

If time permits, let the students color the pictures of Elijah and Elisha on their *Field Notes*.

EXPLORE

God brought Elijah to Heaven in a miraculous way—without dying and in a chariot of fire! Enoch is the only person before Elijah that the Bible mentions going to Heaven without dying. In the New Testament, we learn of Jesus' ascension to Heaven after His resurrection.

We also learned Elisha asked Elijah for a double portion of his spirit. That literally means two shares. In Jewish culture, the firstborn was entitled to a double share of the inheritance given by the father. Remember how Jacob tricked Esau into selling his birthright to him for a bowl of stew? While Elijah wasn't the one who could give this, he did tell Elisha if he witnessed him being taken away, he would receive the double portion.

APPLY

Items Needed: TE 4-7

Elijah demonstrated faithful leadership for Elisha to learn from, and God chose Elisha to carry on His work. Just as Elisha was faithful to follow and serve God, so must we. We learn from their examples and so many others how to walk faithfully with God each day. We learn God hears our prayers and He will equip us to live for Him and serve Him. Our application verse that we are going to learn this week and next teaches us how we can faithfully follow and serve God. Display TE 4-7 and introduce the application verse to the students. If you have younger students, say a few words of the verse and have them repeat them after you. If you have older students, have them read the verse with you. **The first part of this verse reminds us that just as the Israelites declared the Lord would be their God, we must do the same** (see sidebar). **It's not only important to say He is our God, but we must also show it through our actions. We do that by walking in His way and listening and obeying His voice. Let's practice our verse while doing different things.** Read the ways from the sidebar and have the students follow your instructions while saying the verse.

RESPOND

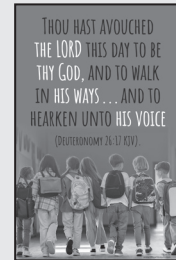
Items Needed: *Field Notes* 4

Today we learned about two men who faithfully served God. Elijah led Elisha and mentored him for many years. In this true story, we see several miracles. As the two men came to the Jordan River, how did they get across? Encourage response. **Yes, Elijah rolled up his cloak and hit the water with**



BUILDING BLOCKS

A prophet is a messenger chosen by God to share His words.



TE 4-7

TAKE NOTE

The word *avouched* simply means declare or affirm.

Ways to say the verse:

Walk like a penguin.

Hop like a frog.

Swim like a fish.

Gallop like a horse.

Flap your arms like a bird's wings.

TAKE NOTE

Ask older students these questions and discuss their answers:

What can you learn from Elijah and Elisha about faithfully serving God?

Why is it important to have godly mentors?



Field Notes 4

it. What happened when he did that? Encourage response. **God parted the water.** The Bible teaches us **fifty other prophets who were watching nearby saw this miracle and Elijah and Elisha experienced it.** We learned about another miracle when God took Elijah to Heaven in a chariot of fire and a whirlwind! After Elijah was gone, Elisha used Elijah's cloak and struck the water of the Jordan River for him to cross back over. The miracle of the waters parting was repeated indicating Elijah's power was now Elisha's. Just as Elijah and Elisha faithfully followed and served God, so should we. **God can use us and empower us to lead others and serve Him.** Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to commit to following God's leading in your life, look for opportunities to lead others to Him, and choose to serve Him faithfully.** Close with a prayer asking God to help you and your students be aware of His leading and how to lead others to follow and serve Him.



GOD HEALS A HUMBLE HEART

PREPARATION CHECKLIST:

CONNECT

Option 1

___ Food items that can be halved

___ Cutting board

___ Knife

___ Plates

___ Napkins

Option 2

___ TE 5-1

LEARN

___ TE 5-2

___ TE 5-3

___ TE 5-4

___ TE 5-5

___ TE 5-6

___ TE 5-7

___ TE 5-8

___ TE 5-9

___ *Field Notes 5*

___ Colored pencils

EXPLORE

___ TE 5-10

___ TE 5-11

___ Cardstock

___ Crayons

___ Scissors

___ Metal brads

APPLY

___ TE 4-7

___ TE 5-12

RESPOND

___ *Field Notes 5*

TEXT:

2 Kings 5:1–27

LESSON OBJECTIVE:

Humble obedience to God is always the right choice. Choose to obey God and those He has put over you, even when it's hard.

APPLICATION VERSE:

Deuteronomy 26:17

FAMILY THEME:

Humble Obedience

CONNECT

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

Option 1

Items Needed: Food items that can be halved Plates
Cutting board Napkins
Knife

Keep all but one of the items hidden. Display the item for the students to see. **Raise your hand if you'd like to have this.** Let the students respond. **What if I cut it in half before I gave it to you?** Cut the item in half. **Would you be disappointed to only get half when you thought you were getting the entire thing?** Encourage response. **These half pieces remind us of how some people want to obey halfway. For example, if your parent told you to clean up your room, but you only put your clothes away, would that be obeying?** Encourage response. **No, it wouldn't. Today we will hear the true stories of two men—one who obeyed and one who did not.**

Option 2

Items Needed: TE 5-1

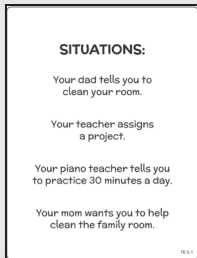
Raise your hand if you have ever made an excuse for why you aren't able to do something. Most everyone should raise their hands. **Why do you think we do that?** Encourage response. **The truth is: Excuses keep us from obeying. Let's make some excuses for some different situations.** Divide the class into two groups with each group sitting together. Read the situations from TE 5-1 and ask each group to think of an excuse for why they can't obey. Go back and forth with each group giving their excuse. When a team cannot come up with one within 10 seconds, the other team wins. Read another situation and repeat the activity. **Today we are going to learn about two men who gave some excuses and find out if they chose to obey or disobey.**

TAKE NOTE

Be sure to bring enough of the food item so each student will have one.

Suggestions for food items:

Candy bars
Apples
Oranges
Sticks of gum
Rice Krispy treats
Cookies



TE 5-1



Field Notes 5 (Y)



Field Notes 5 (O)

LEARN

Items Needed: TE 5-2—TE 5-9
Field Notes 5
Colored pencils

Before class, copy *Field Notes 5* for each student. Distribute *Field Notes 5* and colored pencils to the students. Have younger students follow along and older students fill in the blanks as you talk about each person on their *Field Notes*.

Display TE 5-2 and point to the first picture. **Today we are going to learn some important lessons about obedience by studying the true story of a man**

named **Naaman**. Have the students say his name with you. **He was the commander in the Syrian army, and he was a great hero. One day, Naaman noticed a white spot on his hand. Soon there was another, and before long, the spots spread and turned into sores.** Point to the second picture on TE 5-2. **He had a painful skin disease called *leprosy*. In Naaman's time, people who had leprosy had to live away from everyone else including their family and friends. It was very contagious and because there was no cure for it, people died from it. Naaman was in a terrible situation.**

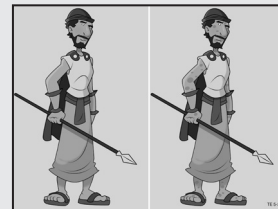
Display TE 5-3 and point to the first picture. **Naaman's wife had a young servant who heard about her husband's situation. She remembered stories about the prophet Elisha and the miracles he had done in her country. The young servant girl told Naaman's wife about Elisha and said she was certain he could heal Naaman of his leprosy.** Point to the second picture on TE 5-3. **Naaman's wife shared with her husband what the young girl had told her about the prophet. So, Naaman went to the king of Syria to ask permission to go to Israel. The king agreed and sent a letter along with many gifts to the king of Israel. The letter instructed Israel's king to heal Naaman of his leprosy (2 Kings 5:1–5).**

Display TE 5-4. **When the king of Israel read the letter, he became so upset that he tore his clothes** (a common action in this time when a person was in distress). **He knew he couldn't heal Naaman and thought the king of Syria would use it as a reason to start a war with him. The prophet Elisha heard about the king's situation. Elisha sent a messenger to the king instructing him to send Naaman to him. He wanted Naaman to know there was a prophet of the true and living God in Israel. So, the king sent Naaman.**

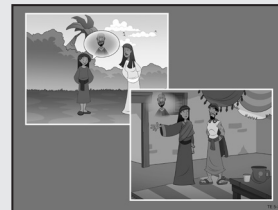
What do you think happened when Naaman arrived at Elisha's house? Encourage response. **Naaman was expecting Elisha to come out to meet him.** Display TE 5-5. **But instead, Elisha sent a messenger to meet Naaman with this message** (2 Kings 5:6–9). Read or choose a student to read 2 Kings 5:10 aloud. **What do you think Naaman did? He had two choices—to obey Elisha's instructions or ignore them.** Encourage response. **The wise choice would be to obey Elisha's instructions, but Naaman became angry because Elisha sent a messenger instead of healing Naaman himself.** Read or choose a student to read 2 Kings 5:11 aloud. **Thankfully, Naaman's servants begged him to reconsider. They asked Naaman if he would have followed Elisha's instructions if he had told him to do something difficult. They encouraged him to do what the prophet said.**

Display TE 5-6. **So, Naaman went to the Jordan River and began to dip himself into the water as instructed. One, two, three . . . nothing happened. Four, five, six . . . still no change.** Display TE 5-7. **But when he came out of the water after dipping himself the seventh time, his leprosy was gone! His skin was clean, and he was healed!**

Display TE 5-8. **Naaman returned to thank the prophet Elisha for what God had done, and this time Elisha came out to see him. Naaman told Elisha he knew the God of Israel is the one, true God. Naaman tried to give Elisha the gifts he had brought, but Elisha would not take them. Naaman promised Elisha that from then on, he would only make sacrifices to the Lord, and Naaman began his journey home.**



TE 5-2



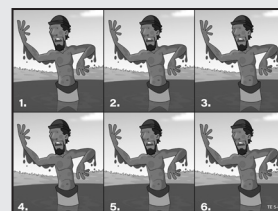
TE 5-3



TE 5-4



TE 5-5



TE 5-6



TE 5-7



TE 5-8

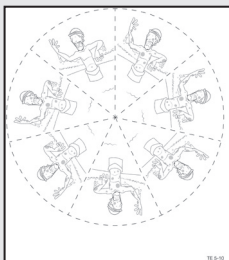


TE 5-9

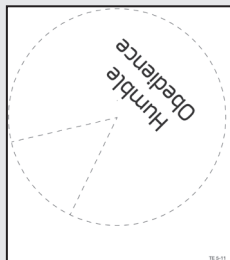


BUILDING BLOCKS

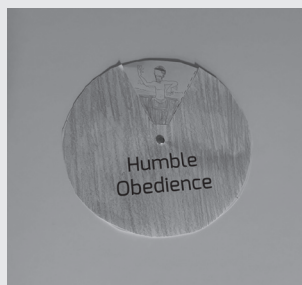
Obedience to God's commands provides evidence of our belief in God.



TE 5-10



TE 5-11



Elisha's servant, Gehazi, saw the interaction between the two men. Greed took a hold of his heart, and Gehazi went after Naaman. Display TE 5-9 and point to the first picture. He told Naaman that after he left, two young prophets arrived. Gehazi said Elisha sent him to catch up to Naaman to see if he could get about 75 pounds of silver and two sets of clothing for the prophets. What do you think Naaman did? Encourage response. Of course, Naaman was happy to give the gifts. Point to the second picture on TE 5-9. In fact, Naaman insisted Gehazi take two times more silver than asked for. He sent two servants with Gehazi to carry the bags of money and clothing. How do you think Gehazi felt? Encourage response. He might have felt as though he had gotten away with stealing from Naaman. But listen to what happened when he was back with Elisha. The prophet asked Gehazi where he had been. Uh, oh. How do you think Gehazi felt and how do you think he answered? Encourage response. Gehazi told another lie and said he hadn't been anywhere. But Elisha knew exactly what Gehazi had done. Elisha told Gehazi that because of his actions, he and his family would forever suffer from Naaman's leprosy. Before Gehazi could even leave the room, he was covered with leprosy (2 Kings 5:12–27).

If time allows, let the students complete the word search on their *Field Notes*.

EXPLORE

Items Needed: TE 5-10—TE 5-11
Cardstock
Metal brads (one brad/student)

Crayons
Scissors

Before class, copy TE 5-10 and TE 5-11 on cardstock for each student. Distribute TE 5-10, TE 5-11, crayons, and scissors to the students. Let them color the pictures of Naaman and the cover circle and then cut along the dotted lines. Show them how to use the scissors to poke a hole in both circles where indicated. Place the cover circle over the pictures of Naaman. Give students a metal brad and have them use it to connect the two circles. **What almost kept Naaman from obeying Elisha's instructions?** Encourage response. Yes, his pride! Elisha wanted to demonstrate and offer certainty that the miracle that happened was because of God, not the prophet. We can put our faith in God into action when we humbly obey His instructions and trust Him to do the impossible.

APPLY

Items Needed: TE 4-8

TE 5-12

Is obedience always easy? Encourage response. Of course not! **What are some reasons we choose to disobey?** Encourage response. Sometimes it's because we just don't want to and other times it might be because we think

we can do it on our own or do it better. We can come up with excuses to justify our disobedience. Did Naaman immediately want to obey Elisha's instructions? Encourage response. **What was the result of his obedience?** Encourage response. **How did Gehazi disobey?** Encourage response. **What was the result of his disobedience?** Encourage response. **God wants us to obey Him and those He has put in charge of us.**

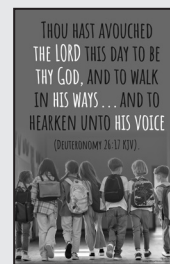
Display TE 4-7 and review the application verse with the students. If you have younger students, say a few words of the verse and have them repeat after you. If you have older students, have them read the verse with you. **If we say we follow God, we should choose to obey Him. Filling our hearts and minds with God's Word can help us make choices that please and honor God.** Explain that you are going to give some instructions to the students and they are to follow your instructions. Use the instructions from TE 5-12 but feel free to add your own.

RESPOND

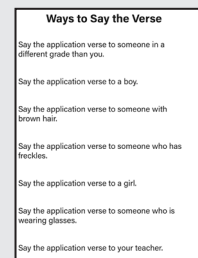
Items Needed: *Field Notes 5*

While this story focuses on Naaman and his disease, we shouldn't forget the important part the young servant girl played in his story. We learn she had been captured in a war between Syria and Israel, taken from her family, friends, and home, and became a servant for Naaman's wife. But we can also learn she had knowledge and faith in the one, true God. She knew about the prophet Elisha and the many miracles he had done. Her circumstances gave her the opportunity to be used by God, but she had to step out in faith when she spoke to Naaman's wife. It was only because of her faith in and obedience to God that Naaman was healed and came to know the one, true God.

Both Naaman and Gehazi's lives were changed forever because of their choices. How different would Naaman's life have been if he had not obeyed Elisha's instructions? Thankfully, Naaman's servants were able to help him set aside his pride and make the right choice, which resulted in a life-altering blessing. Gehazi, on the other hand, made several wrong choices. He allowed greed into his heart and lied to and stole from Naaman. As it often does, wrong choices lead to more wrong choices. As Gehazi got closer to where Elisha was, he took the items from Naaman's servants and hid them after the men were out of sight. Gehazi then lied to Elisha about his whereabouts. His actions of disobedience resulted in a life-altering consequence not only for him, but also his family. Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to choose to obey God and those He has put over you, even when it's hard. Close with a prayer asking God to remind you and your students of the results of Naaman's obedience and Gehazi's disobedience to help you all choose to obey.**



TE 4-7



TE 5-12

TAKE NOTE

Ask older students these questions and discuss their answers:

Why is humility so connected to obedience?

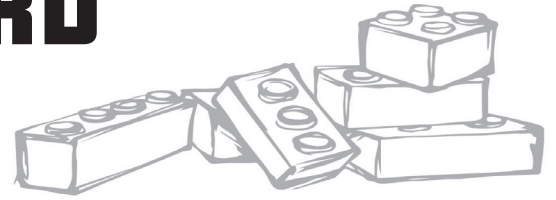
How would Naaman's story have ended if he chose pride over obedience?

Gehazi spent a lot of time with Elisha, yet he still gave into greed. What does his story teach us about temptation?



Field Notes 5

HERE I AM, LORD



TEXT:

Isaiah 6:1–13

LESSON OBJECTIVE:

God called Isaiah in a vision to serve Him. Be ready to answer God's call with, "Here I am, Lord. Send me!"

APPLICATION VERSE:

Isaiah 9:6

FAMILY THEME:

Answering God's Call

PREPARATION CHECKLIST:

CONNECT

Option 1

- ☐ TE 6-1
- ☐ Scissors
- ☐ Crayons
- ☐ Tape

Option 2

- ☐ Sticky notes
- ☐ Colored pencils
- ☐ Sentence strip
- ☐ Marker
- ☐ Tape

LEARN

- ☐ TE 6-2
- ☐ TE 6-3
- ☐ TE 6-4
- ☐ TE 6-5

APPLY

- ☐ TE 6-6

RESPOND

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

CONNECT

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

Option 1

Items Needed: TE 6-1 (one copy/two students) Crayons
Scissors Tape

Before class, copy TE 6-1 for every two students. Cut along the dotted line to separate the footprints. Write each student's name on the footprint, alternating them. Distribute the footprints, crayons, and scissors to the students and let them color them and cut them out. Assist them in taping their footprints around the door of your classroom. **There are tasks God asks us to do every day. Our job is to listen and obey. In our lesson today, we are going to learn about a man who listened to God's voice and obeyed His instructions—even though they were difficult. As you leave class today, let your footprint serve as a reminder to actively and willingly respond to God's call.**



TE 6-1

Option 2

Items Needed: Sticky notes Markers
Colored pencils Tape
Sentence strip

Before class, use the marker to write **God's Call for Me** on the sentence strip and attach it to a wall or bulletin board. Distribute a sticky note and colored pencils to the students. Instruct them to write one way they think God wants them to serve this week. When they are finished, instruct the students to place their sticky note under the sentence strip. **There are tasks God asks us to do every day. Our job is to listen and obey. In our lesson today, we are going to learn about a man who listened to God's voice and obeyed His instructions—even though they were difficult.**

LEARN

Items Needed: TE 6-2—TE 6-5

The Bible is full of *true* stories about *real* people. We can learn about God and how to live for Him through their lives. Do any of you remember what a prophet is? Encourage response. A prophet is a messenger chosen by God to share His words. We just learned about Elijah and Elisha—two amazing prophets of God. Today in our lesson, we are going to learn about another



BUILDING BLOCKS

The Old Testament books of the major prophets are Isaiah, Jeremiah, Lamentations, Ezekiel, and Daniel.



TE 6-2



TE 6-3



TE 6-4



TE 6-5

TAKE NOTE

Zephania 3:9 teaches us purification of the lips was necessary to call upon God. It was a common practice in Scripture (Malachi 3:2–3; 1 Peter 1:7; Numbers 31:23, etc.) and in that culture.

prophet whose name is Isaiah. Display TE 6-2. **Chapter 6 in the Old Testament book of Isaiah teaches about a powerful vision he had. Isaiah saw the Lord sitting on a throne. Do you know what a *throne* is?** Encourage response. Yes, a throne is a special chair for kings and queens. When Isaiah was alive, kings wore long robes to show how important they were. In Isaiah's vision, the train of the Lord's robe was so long that it filled the entire Temple! Imagine how long that must have been! Isaiah also saw angels called *seraphim*. They had six wings—two covered their faces because God's glory was so powerful and bright, two covered their feet, and they flew with the last two. As they flew, they called out, "Holy, holy, holy is the Lord!" Do you remember what the word *holy* means? Encourage response. *Holy* means *set apart and pure*. The sound of the angels' voices made the room shake. Smoke filled the temple, and Isaiah was overwhelmed. He realized how small and sinful he was compared to our awesome, holy King—the Lord Almighty. How would you feel if you were Isaiah? Encourage response. When Isaiah saw how holy and powerful God was, he became very afraid. He realized how sinful he was and cried out, "Woe is me! I'm not clean!" But instead of punishment, something amazing happened. Display TE 6-3. One of the angels flew to Isaiah and touched his lips with a hot coal from the Lord's altar (see sidebar). The angel told Isaiah his sin had been taken away. The Lord didn't reject Isaiah. Instead, He cleaned Isaiah's heart and lips. Why do you think the Lord needed to clean Isaiah's lips? Encourage response. The Lord needed to clean Isaiah's lips because he was going to be God's messenger, and his words needed to be pure.

The Lord had an important, difficult job for Isaiah. Display TE 6-4. He asked Isaiah, "Whom shall I send?" What do you think Isaiah said? Encourage response. Isaiah answered the Lord and said, "Here I am! Send me!" Even though Isaiah already believed in God, he still needed to be changed and prepared before he could serve Him. What special job did the Lord ask Isaiah to do? Encourage response. Display TE 6-5. Isaiah was chosen to tell God's message to His people. But God also told Isaiah this would not be easy. The people would not want to listen. Even when Isaiah showed them the truth, they would not believe. God had a plan, but it took time. Isaiah had to trust that even though people weren't listening, God was still working.

EXPLORE

In our lesson today, we read that God asked Isaiah two questions. What questions did the Lord ask Isaiah? Encourage response. The Lord asked Isaiah, "Whom shall I send? and "Who will go for us?" Did you hear that word—us? Who do you think the Lord was talking about when He used the word us? Was He talking about the angels? Encourage response. God wasn't talking about the angels. He was speaking as a part of the Trinity—God the Father, God the Son, and God the Holy Spirit. The Trinity is three Persons in one God. It is okay if that is hard to understand! God is big and amazing, and we can't always explain Him in simple ways. But we can know that God is one God, but He is—and has always been—the Father, the Son, and the

Holy Spirit. Each Person in the Trinity is *fully* God, and they work together in perfect love and unity. We read about the greatness of God in Isaiah's vision. When God used the word *us* in His question to Isaiah, He was showing us the special unity, or togetherness, of the Trinity. He is our Creator, our Savior, and our Helper. We should be thankful every day for God and His amazing power!

APPLY

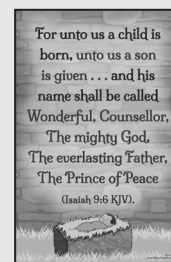
Items Needed: TE 6-6

In our lesson today, who received a vision of the Lord? Encourage response. **That's right. Isaiah received a vision. How did Isaiah feel when he realized how powerful the Lord is and how sinful and small he was?** Encourage response. **Yes, Isaiah felt overwhelmed and afraid. But the Lord didn't punish Isaiah. Instead, He cleaned his heart and lips and gave Isaiah an important but hard job. Isaiah was willing to serve God and God gave Isaiah the job of sharing His message with the people. Our application verse for the next few weeks contains the words Isaiah spoke about the special child who would bring peace, love, and hope to the world.** Display TE 6-6 and introduce the application verse to the students. If you have younger students, read the verse and then have them say it with you. If you have older students, have them read the verse with you. **This verse teaches us some of the different name of Jesus. Each name helps us understand our Savior and His amazing power a little better. This verse teaches us a child would be born and that child was Jesus. He came as a baby for the purpose of becoming the Savior of the World. The verse also teaches us He would be called *Wonderful*, and Jesus is wonderful. He provides for us in so many wonderful ways. It also teaches us Jesus is called *Counselor*. Do any of you know what a counselor is?** Encourage response. **A counselor listens to our problems and helps us, and Jesus does that for us. Even though we are sinful and don't deserve His grace, He gives it to us freely—and often. We must thank Him for His help, might, eternal love, and peace.**

Divide the students into groups for each name of Jesus from Isaiah 9:6. Give each group a name or two of Jesus from the verse. Have the students all say the first part of the verse together. When you reach the part with the different names of Jesus, have the corresponding group say the name loudly as you point to them. Say the reference together. Change the name of Jesus for each group and repeat until every group has said every name given to Jesus.

TAKE NOTE

Be aware that every illustration of the Trinity is insufficient, and many actually describe a false view. God is not represented in three different roles (as a man can be father, son, and husband). God is not like water that can be in three different forms (such as liquid, ice, and steam). God is not three separate parts of the whole (such as in a three-leaf clover). The nature of the Trinity is supernatural; therefore, we have a difficult time understanding it. If any of your students find themselves struggling with the concept of the Trinity, remind them that God cannot be understood in the context of our own limitation. He is boundless and altogether unlike us in nature.



TE 6-6

TAKE NOTE

Ask older students these questions and discuss their answers:

What are some things that keep us from answering God with, "Here I am, Lord. Send me"?

Is there anything God is calling you to do that you are waiting to answer? If so, why?

RESPOND

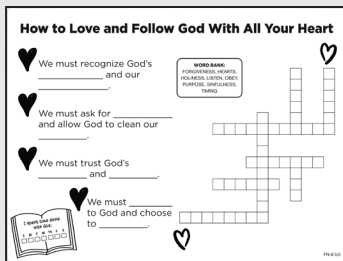
Items Needed: TE 6-7

Colored pencils

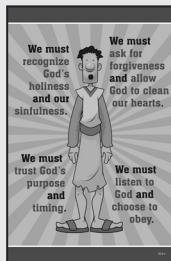
Field Notes 6



Field Notes 6 (Y)



Field Notes 6 (O)



TE 6-7



Field Notes 6

Before class, copy *Field Notes 6* for each student. Distribute *Field Notes 6* to the students. Have younger students follow along as you talk about ways to love and follow God with all our hearts. Have older students follow along and fill in the blanks. **In our lesson today, we learned how Isaiah received a powerful vision of the Lord. From Isaiah's experience, we can learn some very important lessons about how to love and follow God with all our hearts. Let's talk about a few!** Display TE 6-7. **We must recognize God's holiness and our sinfulness. When Isaiah saw the Lord sitting on His throne, he was amazed by God's greatness and power. He realized how small and sinful he was compared to our Holy God. God is perfect and pure. When we understand how holy God is, we begin to understand how much we need Him.**

Have you ever said something that wasn't kind or true? Allow time for reflection. Encourage response. **We all have said unkind and untrue things. We must ask for forgiveness and allow God to clean our hearts. Isaiah cried out, "Woe is me!" because he knew he had sinned. But God didn't punish Isaiah. He forgave him and cleaned his heart. When we sin, we can ask God to forgive us, and He will. We need the Lord to make our hearts clean, just like He did for Isaiah.**

We must trust God's purpose and timing. God gave Isaiah a special job that wasn't easy. But Isaiah trusted and obeyed God. He calls us too! When He does, we must be ready like Isaiah and say, "Here I am! Send me!" There will be times when God gives us tasks that feel hard or uncomfortable, but we can trust His plan is always good and right. We can know He will help us complete every job He gives us!

We must listen to God and choose to obey. God speaks to us in many ways—through His Word, through prayer, and through people who love Him. When we hear God speak, we must be ready to listen and obey—just like Isaiah!

We can't follow God in our own strength—we need His help every day. What are some ways we can ask God to help us live for Him each day? Encourage response. **God wants to use us, but first, He wants to clean our hearts so we can serve Him well. We are never too young to serve! Isaiah said "yes" to God even though being a prophet was hard. Isaiah trusted God's plan, and we can too!** If time allows, let the younger students find the bolded words in the word search and older students put the words from the word bank in the puzzle on their *Field Notes*. Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to be ready to answer God's call with, "Here I am, Lord. Send me!"** Close with a prayer asking God to help you and your students be faithful to His Word and truth and be ready to do whatever He calls you to do.



GOD PROMISED A SAVIOR

PREPARATION CHECKLIST:

CONNECT

Option 1

- ☐ Trophies
- ☐ Award certificates
- ☐ Ribbons
- ☐ Plaques

Option 2

- ☐ TE 7-1

LEARN

- ☐ TE 7-2
- ☐ TE 7-3

EXPLORE

- ☐ TE 7-4

APPLY

- ☐ TE 6-6
- ☐ TE 7-5
- ☐ TE 7-6
- ☐ Scissors
- ☐ Balloons
- ☐ Balloon pump

RESPOND

- ☐ TE 7-7
- ☐ *Field Notes 7*
- ☐ Colored pencils

TEXT:

Isaiah 52:13–53:12

LESSON OBJECTIVE:

Jesus suffered and sacrificed His life so we could have eternal life. Stand up for and live your life for Jesus, thank Him, and worship Him every day.

APPLICATION VERSE:

Isaiah 9:6

FAMILY THEME:

The Suffering Savior

CONNECT

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

Option 1

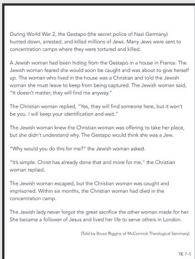
Items Needed: Trophies
Award certificates
Ribbons
Plaques

Before class, gather and bring some trophies, award certificates, ribbons, and plaques. Display the different items for the students to see. **What are some different ways we recognize people for their actions or achievements?** Encourage response. **We give certificates, awards, and trophies to recognize their sacrifices or accomplishments. Today we are going to learn about someone who made the ultimate sacrifice, but did not receive any certificate, award, trophy, or celebration for His action.**

Option 2

Items Needed: TE 7-1

Read the true story from TE 7-1 to the students. **How does hearing about this Christian lady's sacrifice make you feel?** Encourage response. **Why would someone make such a big sacrifice?** Encourage response. **The woman knew what Jesus had done for her, and she wanted to show the same sacrifice and love to the Jewish woman. Today we are going to learn about the ultimate sacrifice Jesus made, not only for the Christian lady in our story, but also for us and every person to ever live.**



TE 7-1

TAKE NOTE

Go to www.d6everyday.com to see color pictures of the crafts.

LEARN

Items Needed: TE 7-2—TE 7-3

Do any of you remember the name of the prophet we began learning about last week? Encourage response. **Yes, his name was Isaiah. Do any of you remember what a prophet is?** Encourage response. **A prophet is a messenger chosen by God to share His words. Today we are going to study what Isaiah wrote about the One who would come to suffer and sacrifice His life for ours. You might think someone who did such an amazing thing would be well-liked and appreciated. But the Bible tells us Jesus experienced the complete opposite.**

We study the true story of Jesus' arrest, death, and resurrection at Easter. But today we are going to study what Isaiah told the people about these things *before* Jesus was even born. Read or choose a student to read Isaiah 52:13 aloud. Display TE 7-2. **The servant—Jesus—should have been honored and respected. Instead, we know from Scripture that He was despised and rejected by the same people He came to save. The Bible teaches us in the New Testament that Jesus was beaten, and He suffered to the point of death. But this was not a surprise to God. Isaiah not only described Jesus' appearance, but also the reaction of those who saw His body.** Read or choose a student to read Isaiah 52:14 aloud. **They were shocked and appalled. Isaiah goes on to tell the result of Jesus' sacrifice and how the people would react when they finally realized they killed the One who came to save them (Isaiah 52:15).**

There was nothing Jesus did to cause the people to dislike Him so much. It was all part of God's plan, and He was obedient to His Father. The first few verses of Isaiah 53 teach us that few would believe the truth about the Servant (Jesus) and God's power to save. Isaiah wrote Jesus would not seem special to them, and, just as it was written, Jesus was rejected by those in charge and the people (1–3).

Display TE 7-3 and point to the first picture. **Isaiah tells us Jesus paid the penalty for our sin. With His sacrifice, Jesus took the punishment for our sin and gave us His righteousness. Isaiah continued by describing those Jesus sacrificed His life for as sheep going astray—going our own way instead of God's way. It was our sin that brought such suffering upon the Servant. Jesus suffered and died for all of us—Isaiah, you, me, everyone.** Point to the second picture on TE 7-3. **Even though Jesus never received the true recognition and appreciation He deserved while on earth, the Bible teaches us He is exalted—honored and respected—in Heaven at the right hand of the Father (Ephesians 1:20–23). Because of His sacrifice, we should live our lives for Him and worship Him for taking our sins on Himself at the cross (Isaiah 53:4–12).**

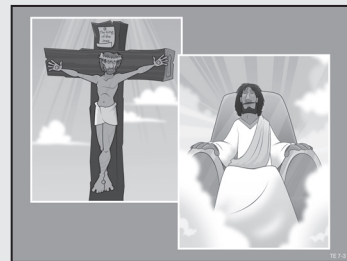
EXPLORE

Items Needed: TE 7-4

Jesus' death wasn't the result of choices by some powerful people; it was part of God's plan *before* Creation (Revelation 13:8; Acts 2:23; Ephesians 1:4). We see this plan for Jesus' sacrifice even in the Old Testament. Do any of you remember learning about the Passover? Encourage response. When Moses led the Israelites out of Egypt from under Pharaoh's control, God sent many plagues upon the Egyptians. Do any of you remember what the last plague was? Encourage response. **Yes, it was death to every firstborn, but God provided an amazing way to protect His people. Do any of you remember what that way was?** Encourage response. Display TE 7-4. **The Israelites were to choose a male lamb without blemish or spot to be sacrificed.**



TE 7-2

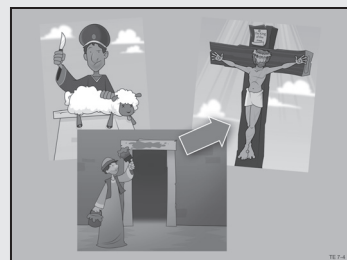


TE 7-3



BUILDING BLOCKS

When English Bibles spell LORD with all capital letters, it is a translation of Yahweh or Jehovah, the personal name for God. Yahweh is related to God's statement, "I Am that I Am" (Exodus 3:14) and is used over 6800 times in the Old Testament.



TE 7-4

The people were to apply some of the blood from that sacrificial lamb to their doorposts. This would keep the angel of death from stopping there. The lamb died so the people could be saved from death. Jesus is our sacrificial lamb. He was perfect, without blemish or spot, and He died so we could have eternal life in Heaven and be saved from death—the punishment we deserved for our sin (Romans 3:23, 6:23).

APPLY

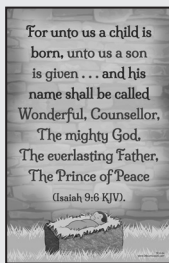
Items Needed: TE 6-6

TE 7-5—TE 7-6

Scissors

Balloons (two different colors, see sidebar)

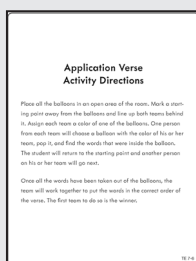
Balloon pump



TE 6-6

For unto us a child is born, unto us a son is given...	For unto us a child is born, unto us a son is given...
and his name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace (Isaiah 9:6 KJV).	and his name shall be called Wonderful, Counsellor, The mighty God, The everlasting Father, The Prince of Peace (Isaiah 9:6 KJV).

TE 7-5



TE 7-6

TAKE NOTE

Twenty-four balloons will be needed for KJV and NKJV translations, and 22 balloons will be needed for ESV and NIV translations.

Before class, cut apart the pieces from TE 7-5, keeping each set separate. Place one set of the strips in one of the colors of the balloons, and the other set in the other color of balloons.

There are many names for Jesus given to us in the Bible. Today we learned Jesus is the Suffering Savior. Why did Jesus have to suffer? Encourage response. **God and sin cannot exist together. When Adam and Eve brought sin into the world, God promised to send a sacrifice to pay the price for our sin. Whose birth are we celebrating this month?** Encourage response. **God kept His word and sent His Son, Jesus, to save us from the punishment for our sin. Jesus is the perfect sacrifice for our sin. Hundreds of years before Jesus was born, Isaiah wrote about Him, and every one of his words came true. Last week we began learning some names of Jesus that Isaiah gave us. Let's review them.** Display TE 6-6 and review the application verse with the students. **We can trust God's Word and the prophecies of Isaiah. When we study things about Jesus that were told hundreds of years before He was even born and then how each one was fulfilled, it helps us know the Bible is true. Jesus is God's Son and He will be called Wonderful and Counselor. Jesus is also called Mighty God. Jesus didn't just begin when He was born on earth. He was at creation and made the world. He is God (John 1:1–3, 14). What Isaiah wrote about Jesus in our verse is true. He is all these things and more.** Divide the students into two groups and explain the activity according to the directions from TE 7-6. When the activity is over, say the verse together. Be sure to pick up all the pieces of the balloons and the pieces from TE 7-5 and place them in the trash.

RESPOND

Items Needed: TE 7-7

Field Notes 7

Colored pencils

Before class, copy *Field Notes 7* for each student. **We have learned Jesus suffered and sacrificed His life for us. He gave His life so we could have eternal life in Heaven with Him. Even though we can never repay Jesus for what He did for us, what should our response be?** Encourage response. Distribute *Field Notes 7* and colored pencils to the students. Have younger students color the arrows as you talk about our response and older students fill in the blanks. Display TE 7-7. ***We can stand up for and live our lives for Him no matter what those around us are doing. Many of the people in Jesus' time did not believe He was who He said He was. They doubted Him and they rejected Him, but Jesus chose to continue with God's plan because even after all of that, He still loved the people. Not everyone you are around will know and love Jesus. Some will doubt Him, make fun of Him (and you), and reject Him (and maybe even you). But you can choose to live your life for Him.***

We should thank Him. Again, our words can never fully express what Jesus did for us, but when we obey His Word and make choices that please Him, we are showing our gratitude for His sacrifice. We can thank Him in our prayers and in our everyday lives.

We are to worship Him. Everything we do should honor and glorify Jesus. We are to treat others in ways that show them the love of Jesus. Our thoughts, words, actions, and attitudes should reflect His character in us.

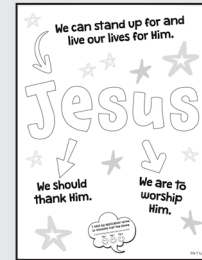
Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to stand up for and live your life for Jesus, thank Him, and worship Him every day.** If time allows, let the students color Jesus' name on their *Field Notes*. Encourage the students to hang up their *Field Notes* somewhere they will see it often to remind them of what we can do in response for what He did for us. Close with a prayer thanking Jesus for His suffering and sacrifice for our salvation.

TAKE NOTE

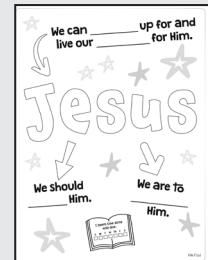
Ask older students these questions and discuss their answers:

Why do you think God chose for Jesus to come as a humble servant?

Why do you think people in today's world don't recognize and honor Jesus for who He is?



Field Notes 7 (Y)



Field Notes 7 (O)



TE 7-7



Field Notes 7

GOD'S PROMISED SAVIOR



TEXT

Isaiah 7:14; 9:1–2, 6;
Micah 5:2

LESSON OBJECTIVE

Jesus' birth in the New Testament happened as was prophesied in the Old Testament. Remember how Jesus' birth fulfilled God's promises and helps us trust His Word.

APPLICATION VERSE:

Isaiah 9:6

FAMILY THEME:

God's Promised Messiah

PREPARATION CHECKLIST:

CONNECT

Option 1

- ☐ Birthday party decorations
- ☐ Crepe paper streamers or balloons
- ☐ Food and drink of your choice
- ☐ Plates, cups, and napkins

Option 2

- ☐ Ten index cards
- ☐ Crayon

EXPLORE

- ☐ TE 8-2
- ☐ TE 8-3

APPLY

- ☐ TE 6-6
- ☐ Small treats
- ☐ Large gift bag

RESPOND

- ☐ *Field Notes 8*

LEARN

- ☐ TE 8-1
- ☐ *Field Notes 8*
- ☐ Colored pencils

CONNECT

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

Option 1

Items Needed: Birthday party decorations
Crepe paper streamers or balloons
Food and drink of your choice
Plates, cups, and napkins

To keep the focus on Jesus' birthday, decorations and activities are birthday themed instead of Christmas themed. Be sure to modify snacks to accommodate any allergies your students might have. Be sure to sing, "Happy Birthday" to Jesus. **What are we about to celebrate in a few days?** Encourage response. **Yes, it is Christmas. Why do we celebrate Christmas?** Encourage response. **Christmas is the day we celebrate the birth of Jesus, and we are going to have a party for Him. Usually when someone has a birthday party, he or she is the one who gets the gifts. But when Jesus was born, we were the ones who received a gift. In fact, it was the best gift ever. Listen closely to our lesson as we learn about Jesus, God's Promised Messiah.**

Option 2

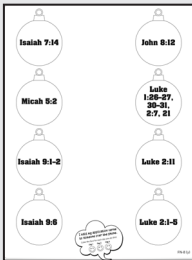
Items Needed: Ten index cards
Crayon

Display ten index cards and count them with the students. Choose a student to use the crayon to mark an X on one of the cards and then mix them up. **We have ten index cards and only one has an X on it. Do you think you have a better chance of choosing the card with an X or one of the blank cards?** Encourage response. Give several students a chance to try to choose the card with the X, mixing up the cards between turns. **In this activity, we had one chance of choosing the marked card and nine chances of choosing a blank one. Today we are going to learn about some of the Old Testament prophecies about Jesus' birth and learn how every single one was fulfilled in the New Testament. This helps us trust God to always keep His word. Listen closely to our lesson as we learn about Jesus, God's Promised Messiah.**

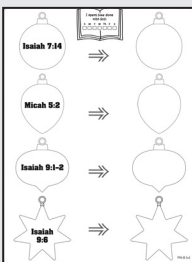
LEARN

TAKE NOTE

Find and mark the verses on both sides of the ornaments in a Bible.



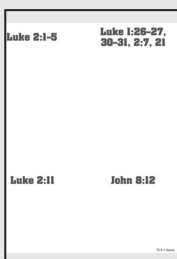
Field Notes 8 (Y)



Field Notes 8 (O)



TE 8-1



TE 8-1 (back)

Items Needed: TE 8-1

Field Notes 8

Colored pencils

Before class, cut out the ornaments from TE 8-1. Also, copy *Field Notes 8* for every student. **We are going to celebrate the birth of Jesus in a few days. Last week we learned God promised a Savior, and that Savior was His Son, Jesus. The prophet Isaiah prophesied different things over 700 years before Jesus was born and they *all* came true! Let's study some of the prophecies.** Distribute *Field Notes 8* and colored pencils to the students. Have younger students draw lines to connect the ornaments and older students fill in the blanks on their ornaments.

Display TE 8-1a that shows the verse Isaiah 7:14. Read or choose a student to read that verse aloud. **Isaiah prophesied Jesus would be born of a virgin and His name would be *Emmanuel*, (another name for *Jesus*) which means *God with us*.** Turn the ornament over and read or choose different students to read Luke 1:26–27, 30–31, 2:7, 21 aloud. **Before Mary was to be married to Joseph, an angel named Gabriel told both her and Joseph that Mary would be the mother of the promised One. What did Mary and Joseph name their son? Encourage response. Yes, they named Him Jesus just as the angel had told them to. Jesus' birth was very different from every other birth because God performed a miracle, and a virgin had a child. *God's words came true.***

Display TE 8-1b with the verse Micah 5:2 and read or choose a student to read that verse aloud. **Hundreds of years before Jesus was born, another prophet named Micah told where He would be born in the small unimportant town of Bethlehem. Mary and Joseph didn't live in Bethlehem, so how would He be born there? God had a plan to get Mary and Joseph there.** Turn the ornament over and read or choose a student to read Luke 2:1–5 aloud. **Mary and Joseph had to travel from Galilee to Bethlehem to pay their taxes. It took about three days to travel there, and the town was very crowded when they arrived. Most likely Mary and Joseph had planned to stay with his family there. But by the time they arrived, the only room left was in the bottom level of the home, which is where the animals were usually kept. While Mary and Joseph were in Bethlehem, Jesus was born. *God's words came true.***

Display TE 8-1c and read or choose a student to read Isaiah 9:1–2 aloud. **When Isaiah lived and wrote God's words, it was during a sad time. God's people refused to obey Him, they worshiped idols, and they chose their way over God's way. But Isaiah's words offered the hope of a light for those in darkness. Hundreds of years later, listen to what Jesus said about Himself. Turn the ornament over and read or choose a student to read John 8:12 aloud. **Jesus is the Light of the World. All who follow Him will have light. Jesus is our hope too. He is still the Light in our dark world. *God's words came true.*****

Display TE 8-1d with the verse Isaiah 9:6 and read or choose a student to read that verse aloud. **Long before Jesus was born, God promised to send His Son to be in the world. He would not be like any other baby; He would be the perfect Son of God. His many names describe His many characteristics and qualities.** Turn the ornament over and read or choose a student to read Luke 2:11 aloud. **Jesus is all those things, and more. He is our Savior and His birth was God's amazing plan to save the people He loved. God's words came true.**

EXPLORE

Items Needed: TE 8-2—TE 8-3

Jesus is God's promised Messiah. Display TE 8-2 and point to the two pictures as you talk about each one. **The same night Jesus was born, an angel of the Lord appeared to some shepherds who were watching over their sheep. The angel announced Jesus' birth. Suddenly, more angels appeared, and they began praising God** (Luke 2:9–14). **What do you think the shepherds did?** Encourage response. **They hurried off to find Mary, Joseph, and Baby Jesus. They found Him just as the angel had said. The shepherds then shared the good news with others about what they had heard and seen** (Luke 2:15–18).

The shepherds were not the only ones who learned about the birth of the Promised Messiah. Display TE 8-3 and point to the two pictures as you talk about each one. **Some wise men from the East saw a star in the sky. These men often looked to the sky and stars for signs and wonders, and they knew the star was a sign that the Savior of the world had been born** (Matthew 2:1–2). **We don't know how many men were there, but we know there were at least two. The men traveled for a while, following the star until it stopped over the place where Jesus was. These wise men were filled with joy and when they saw Jesus, they bowed down and worshiped Him. They also gave Jesus three gifts—gold, frankincense, and myrrh** (Matthew 2:9–11).

APPLY

Items Needed: TE 6-6

Small treats (candy cane, candy bar, pencils, etc.)
Large gift bag

Before class, place the treats in the bag so there is one for each student. **Today, we learned about some of the many different Old Testament prophecies about Jesus that were fulfilled—or came true—in the New Testament. God gave prophets, including Isaiah, specific truths and promises about the Messiah, and each one came true. Only God, who knows the future, could**



BUILDING BLOCKS

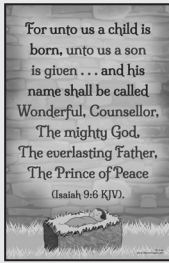
God's name *Adonai* (Hebrew) and *Kyrios* (Greek) means my Lord or my Ruler. It is translated as *Lord* in Scripture.



TE 8-2



TE 8-3



TE 6-6

TAKE NOTE

Ask older students these questions and discuss their answers:

How does the fulfillment of Isaiah's prophecy help confirm the truth of God's Word?

Isaiah 9:6 gives us several descriptions of Jesus. Which one stands out the most to you and why?



Field Notes 8

have written this to prove Jesus is truly the promised Messiah. Display TE 6-6 and review the application verse with the students. **Isaiah not only told the people about the son who would be born, but he also listed names that describe Him. Each name teaches us something important about Jesus.** Review the names of Jesus talked about the last two weeks and what they mean. **This verse teaches us Jesus is the Everlasting Father. He brings us into His family when we believe in Him and receive Him into our lives. This verse also teaches us Jesus is the Prince of Peace. He gives us peace when we are worried and afraid.** Have the students form a circle and sit. Allow the students to use the application verse poster if needed. To play the game, pass the gift bag around the circle with each person saying the next word in the verse (including the reference). The student who is holding the gift bag on the reference can choose a treat from the bag before repeating the activity. Be sure to start the gift bag with a different student each time so every student will have a turn to choose a treat.

RESPOND

Items Needed: *Field Notes 8*

God promised a Savior for His people and Jesus is the promised Messiah. In a few days we will celebrate the joy of our Savior, Jesus. The people waited a long time for Jesus' birth, and at just the right time, Jesus left Heaven to come to this earth to be born as promised. He is the Savior God promised to save the world from our sin. We can have complete trust that God will do everything He has promised to do. We can tell others how Jesus' birth fulfilled God's promises. We celebrate the joy of the birth of the promised Messiah at Christmas. It's easy to get caught up in the fun and excitement of the season, but it's important to remember the *why* for the celebration.

Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to remember how Jesus' birth fulfilled God's promises and helps us trust His Word.** End class with prayer, thanking God for sending His Son, Jesus, and for His Word that shows us the promises that were given and how they were kept.



JONAH AND THE BIG TURNAROUND

PREPARATION CHECKLIST:

CONNECT

Option 1

___ TE 9-1

Option 2

___ TE 9-2

- ___ Sand
- ___ Water
- ___ Blue food coloring
- ___ Funnel
- ___ Spoon
- ___ Permanent marker
- ___ Hot glue gun

LEARN

- ___ TE 9-3
- ___ TE 9-4
- ___ TE 9-5
- ___ TE 9-6
- ___ TE 9-7
- ___ TE 9-8

EXPLORE

- ___ Empty sports drink bottle
- ___ Balloons

APPLY

- ___ TE 9-9
- ___ Crayons

RESPOND

- ___ TE 9-10
- ___ *Field Notes 9*
- ___ Colored pencils

TEXT

Jonah 1, 3

LESSON OBJECTIVE:

Valuable lessons from Jonah's life help us understand the importance of obeying God and reveal God's love for His people in action. Use these lessons from Jonah's life to help us be obedient to God's way.

APPLICATION VERSE:

Psalm 46:10

FAMILY THEME:

Lessons From the Life of Jonah

CONNECT

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

Option 1

Items Needed: TE 9-1



TE 9-1

Have the students stand up around the room. **Raise your hand if you know what the word *opposite* means. What would the opposite of *hot* be?** Encourage response. **Good. I am going to call out some actions, and I want you to do the opposite of what I say.** Use the actions from TE 9-1 and allow time for the students to do the opposite action. When finished, have the students sit back down. **These past several weeks we've studied the lives of several people who made the choice to disobey God and what happened as a result. Today we are going to study the true story of a man named Jonah who also chose not to follow God's directions. He didn't want to do what God told him to do so much that he chose to do the *opposite* of what God told him to do. Let's see what lessons we can learn from his life.**

Option 2

Items Needed: TE 9-2



TE 9-2

Read the different slogans from TE 9-2 to the students, one at a time, and ask them to tell you what company the slogan is associated with. Wait to say the last one. Discuss what each slogan is trying to communicate about the company. **Let's look at one more slogan. This one isn't one you will see on TV or hear on the radio.** Read the last one to the students. **Who do you think this slogan is referring to?** Encourage response. **Yes, it's referring to God. What do you think it means?** Encourage response. **God will always hear us when we call out to Him. Today we are going to hear the true story of a man named Jonah and learn some important lessons from his life.**

LEARN

Items Needed: TE 9-3—TE 9-8



TE 9-3

Display TE 9-3. **Jonah was a prophet like Elijah and Elisha were. Do any of you remember what a *prophet* is?** Encourage response. **A prophet is a messenger chosen by God to share His words. God wanted to share a message with the people of Nineveh because they did not treat other people well and did not follow His ways. God told Jonah to go to Nineveh and tell the people to**

turn from their wicked ways and back to him. But Jonah didn't want to go to Nineveh; he just wanted God to punish them. Display TE 9-4 and point to the different pictures. Instead of obeying God and going to Nineveh, Jonah boarded a ship going the opposite direction toward a place called Tarshish. He tried to run away and hide away from God. When Jonah was on the ship, there was a terrible storm. The waves were so terrible and rough that the sailors thought they would die. They cried out to their false gods to save them. What do you think Jonah was doing during this storm? Encourage response. He was sleeping! When the sailors woke him up, Jonah realized it was because of him that God sent the storm. He told the sailors to toss him off the ship. Even though the sailors didn't want to do that, they finally did. What do you think happened when Jonah went into the water? Encourage response. Display TE 9-5. Two things happened. First, the storm immediately stopped. Second, God commanded a giant fish to swallow Jonah so he wouldn't drown.

Display TE 9-6. Jonah stayed safe in the belly of the giant fish for three days and three nights. During that time, Jonah prayed and asked God to forgive him for his disobedience. He told God he would go to the people of Nineveh and deliver His message. Jonah also thanked and praised God for his mercy and grace. Display TE 9-7. God spoke to the fish, and it spit Jonah out onto the dry land (Jonah 1:1-17; 2:1, 10).

Display TE 9-8. Jonah went to Nineveh and gave the people God's message. He told them they had 40 days to turn away from their bad choices or God would take over their city. Remember, these were very wicked people, so what do you think the people did? Encourage response. They listened to Jonah and believed him! They repented and turned their hearts back to God, and God forgave them (Jonah 3:1-10).

EXPLORE

Items Needed: Empty sports drink bottle (one bottle/student)
Balloons (one balloon/student)
Sand
Water
Blue food coloring
Funnel
Spoon
Permanent marker
Hot glue gun

Before class, remove the labels from the bottles. Wash and dry the bottles so every student will have one. Fill each bottle halfway with water. **The story of Jonah is not only a story that teaches us about God's love, grace, and mercy, but it also teaches us about God's amazing power and omniscience. That's a big word that simply means *all-knowing*. God knows everything about every person. When Jonah chose to get on a ship that was going in the opposite**



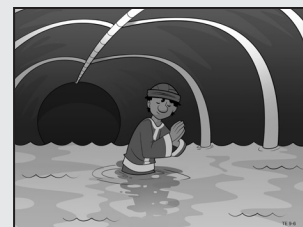
TE 9-3



TE 9-4



TE 9-5



TE 9-6



TE 9-7



TE 9-8



BUILDING BLOCKS

The Hebrew word *Elohim* means *God* and speaks of God's sovereignty over all other gods.



TAKE NOTE

For safety reasons, don't let the students use the hot glue gun.



TE 9-9

direction of Nineveh, God sent a terrible storm to the *exact* location where the ship was because He knew that's where Jonah was. God also used the storm to show the sailors on the ship that He was the one, true God. This true story demonstrates God's power when He sent the storm and stopped it the moment Jonah was off the boat. God also directed the giant fish to the precise location where Jonah was. He protected Jonah while in the belly of the fish and directed the fish to spit Jonah out when the time was right, and He caused the fish to spit Jonah out on dry land and not back in the water. What an amazing God we serve! Distribute a bottle to each student and let the students use the marker to write their initials on the bottle cap. Let some of the students put two drops of blue food coloring in their bottles while the others use the funnel to pour some sand into theirs. Then switch and let the first group of students pour sand in their bottles and the second group add the food coloring. Distribute balloons to the students and show them how to place the balloon partway into the bottle. Have the students carefully blow a little bit of air into the balloon and tie to secure it. Let the balloon drop into the bottle. Hot glue the lid to the bottle to secure it and show the students how to gently rock the bottle side to side so the fish floats in the water and the sand settles to the bottom.

APPLY

Items Needed: TE 9-9
Crayons

Before class, copy TE 9-9 for every student. **Do any of you remember what Jonah did when he was swallowed by and held captive by the giant fish?** Encourage response. **Yes, he prayed. The Bible teaches us that Jonah, in his desperate situation, called out to God. Did God hear him?** Encourage response. **Of course He did. Jonah understood God's power and control over his situation and though he never actually repented of his disobedience, we see a change in his heart. Sometimes, we need to be like Jonah and be in the belly of the giant fish to help us recognize God's power and control over our lives and remember He is the one, true God whom we should follow and obey.** Have students find Psalm 46:10 in their Bibles. Read or choose a student to read it aloud. **This verse is simple. It tells us to be still and remember He is our all-powerful and all-knowing God. He is a God who comes after us when we are going the wrong way, who protects us, who forgives us, and whose love is never-ending.** Distribute TE 9-9 and crayons to the students and let them color the picture as a reminder of who God is. Encourage the students to hang it up so they will remember Jonah's story and God's power.

RESPOND

Items Needed: TE 9-10

Field Notes 9

Colored pencils

Before class, copy *Field Notes 9* for every student. **The book of Jonah isn't a long one, but there are some valuable lessons we can learn from it for our own lives. Let's talk about a few.** Display TE 9-10. Distribute *Field Notes 9* and colored pencils to the students. Have the younger students underline on their *Field Notes* the points around the picture of Jonah and have older students fill in the blanks. **The first lesson we can learn from Jonah's life is to know God cares about everyone. Even when Jonah didn't care about the people of Nineveh, God did. There isn't a person on this earth who God doesn't care about and want to come to Him.**

The second lesson we can learn is *God is always with us.* We cannot run from God. Do any of you know what the word *pursue* means? Encourage response. **It means to follow someone closely in order to catch him or her. God pursued the people of Nineveh in their disobedience, and He pursued Jonah in his disobedience. He does the same for us. He pursues us when we are making wrong choices and disobeying Him because He loves and cares for us.**

Another lesson is for us to realize *our disobedience to God not only affects us, but also those around us.* Jonah's disobedience affected the sailors on the ship. What are some ways our disobedience can affect those around us? Encourage response. **When we disobey God, we are putting our wants and needs before God's.**

The last lesson we are going to talk about is *God forgives us and gives us second chances.* God gave Jonah a second chance to obey Him and He forgave the people of Nineveh for their sin. The Bible teaches us when we confess our sin, God is faithful to forgive (1 John 1:9). Have the students turn to the *Next Step* section on their *Field Notes*. **Your Next Step is to use these lessons from Jonah's life to help us be obedient to God's way. If time permits, allow the students to complete the maze and color the picture of Jonah on their *Field Notes*. Close with a prayer thanking God for being such a loving, merciful, and compassionate God.**

TAKE NOTE

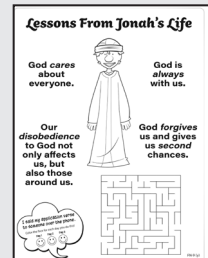
Encourage students to read the rest of Jonah's story, in their *Adventure Guides* and *Explorer's Guides*.

TAKE NOTE

Ask older students these questions and discuss their answers:

Why do people, including us, often ignore or not think about how our wrong actions affect others? How can we change our thinking?

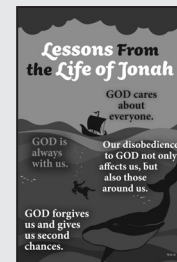
Is there anyone you think would never repent of his or her sin and follow Jesus?



Field Notes 9 (Y)



Field Notes 9 (O)



TE 9-10



Field Notes 9

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