

I Wonder

2024-2025 CURRICULUM



LEADER MANUAL

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Large Group



I Wonder...

LESSON 1: LARGE GROUP

Where is God and why doesn't he fix the world's problems?

MAIN IDEA

Even though God is invisible, there is evidence of his existence all around us. His creation declares that he exists and that he is wise. If we want to be wise, then we will want to develop a relationship with God.

BIBLE PASSAGES

- Romans 1:20
- Psalm 19:1-2
- Proverbs 1:7
- Isaiah 40:28
- 1 Corinthians 1:25

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Bible
- Tennis ball
- Flashlight

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

INTRODUCTION:

Since it is the first week of Club, introduce the kids to Crossroads, the structure and plan for the meetings and the purpose of Club. **Club is a place where we will be talking about God.** Ask some simple questions: **Who believes in God? Anyone know someone who doesn't believe in God?**

People who believe in God often look around at the things he has made to help learn about him. We can take a lesson from creation about who God is and what kind of God he is.

Begin by asking the students, **Is there any proof that God exists?**

Some students may suggest that the Bible tells us he exists or that he has answered a prayer.

What about people who don't have the Bible? How can they know that he exists?

Read Romans 1:20 to the students, and discuss what it means.

God has shown us that he exists and told us a lot about himself through the things he has created.

OBJECT LESSON: THE TENNIS BALL AND THE FLASHLIGHT

Consider asking for 1 or 2 students to volunteer.

Using a tennis ball as the earth and a flashlight as the sun, demonstrate to the children how the earth moves around the sun to create our days, seasons, etc.

For example, to demonstrate the seasons, show the tennis ball farther to the sun as summer and closer to the earth as winter, or to demonstrate our days/nights, show the tennis ball spinning in a circle being in the light of the flashlight and then being in the shadows.

Ask volunteers to have a seat.

Transition to the main point of the object lesson: God cares for his creation.

The earth cannot be any closer to the sun than it already is because it would be too hot for humans, or further away because it would cause the earth's temperature to be too cold for us.

The earth is the only planet that has water in liquid form, a necessity for sustaining human life.

Share the information that **Earth is the only planet in the Solar System with plants that replenish carbon dioxide into the atmosphere.**

WRAP IT UP

Ask the students what they are curious about regarding creation. Say something like, **There are so many things about creation that we know, but also many that we don't.**

- **How much knowledge must God have to know everything about creation?**
- **If the creation is interesting, how much more interesting do you think the one who created all of it must be?**

(Optional) Introduce the day's Bible verses (Psalm 19:1-2). You may wish to play some Bible verse games to help the students remember the verses.

Pray with the students, and dismiss them to small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED

- Ball or frisbee (flying disc)
- Chairs

LARGE-GROUP GAME: SAY CATCH

Materials: A ball or a Frisbee

Object of game: To be the last player left in the circle

How to play: Have all the students stand in a circle. Decide on a topic to be used during the game (for example, the topic could be animals). Then, toss the ball to any student in the circle. The student must name something in the chosen topic before catching the ball (in the animal example, the student could say, "Elephant!"). If the student does not say something before catching the ball or does not catch it, they are out.

LARGE-GROUP GAME: THE BLOB

Materials: None

Object of game: To avoid being tagged by "The Blob"

How to play: Choose one student to be "The Blob." All the other students will run away from "The Blob." When "The Blob" tags someone, that person must join hands with "The Blob," and together they continue trying to tag the rest of the students. Eventually, all the students will become part of "The Blob." The last one to be tagged is the winner.

*As "The Blob" grows, it will be harder and harder for students at the end to hold on. Smaller students can be knocked over or get hurt. Leaders should pay close attention to keep the students safe.

LARGE-GROUP GAME: FRUIT SALAD

Materials: Chairs

How to play: Have the students sit on chairs arranged in a circle. Go around the circle and assign each student with a fruit (i.e., apple, strawberry, watermelon, etc.) There must be multiple students with the same fruit, so consider limiting the number of fruits to three or four. Select someone to be “it” in the middle. Remove their chair. The person in the middle will say a fruit and anyone seated in the circle to whom the statement applies must get up and find an open chair. The person in the middle will be trying to find an open seat while people are moving. Whoever is left without a seat will become “it.” The person in the middle may also call, “Fruit salad!” at which point everyone needs to get up and find a new chair.

Alternative: The person in the middle will say things that apply to more than one person, such as, “Anyone who has a sister,” or “Anyone wearing blue,” or “Anyone who has visited the ocean.” Anyone seated in the circle to whom the statement applies must get up and find an open chair. The person in the middle will be trying to find an open seat while people are moving. Whoever is left without a seat will become “it.” The person in the middle may also call, “Fruit salad!” at which point everyone needs to get up and find a new chair.



I Wonder...

LESSON 1: PRIMARY SMALL GROUP

Where is God and why doesn't He fix the world's problems?

MAIN IDEA

Even though God is invisible, there is evidence of his existence all around us. His creation declares that he exists and that he is wise. If we want to be wise then we will want to develop a relationship with God.

BIBLE PASSAGES

- Romans 1:20
- Psalm 19:1-2
- Proverbs 1:7
- Isaiah 40:28
- 1 Corinthians 1:25

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Bible
- Name tags
- Snacks, 1 per child
- 4 – 5 different nonfiction books (textbooks, encyclopedias, etc.)
- Printouts 1 and 2
- Printout 3 (Optional)
- Safety scissors, 1 per child
- Glue sticks, 1 for every 2 to 3 children
- Bible Verse Cards, 1 per child
- National Geographic*, *Science* or other travel or nature magazine (Optional)

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share the best and worst things that happened to them either today or from the past week.
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

(Optional) Review the Bible verses: Psalm 19:1–2. Use Verse 2 to transition into the next section about knowledge.

- **How many of you know someone who is really smart?** Ask a few of the students who raised their hand to talk about the smart person they know.
- **What are some of the things they have taught you?** Allow several students to share.

OBJECT LESSON: BOOK SMARTS

Ask for a student volunteer to stand up and hold out their arms straight in front of them at a 90-degree angle with their body. Now place one book on their outstretched arms and ask, **Do you think the smart people you mentioned know everything in this book?**

Now put another book on top of that one and ask, **How about now?** Keep adding books until the volunteer drops them or complains of being tired.

Take the stack of books and measure how many inches thick the books are. Say something like, **Wow! This is a lot of knowledge—it is X inches worth! Let me ask you a question. If everything you know was in a book, how many inches thick do you think that book would be?** Give them a chance to respond.

Then ask, **What about everything God knows? How thick would that book be?** (So thick we couldn't measure it!)

If time allows, look up and read 1 Corinthians 1:25 and Isaiah 40:28 with the students. Explain how each passage tells us that God is so much smarter than human beings.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

GOD IS THE SOURCE OF KNOWLEDGE AND IS KNOWABLE

We've been talking about how much knowledge people and God have, but how much knowledge do you think the sky has? Review Psalm 19:1-2 with the students, and point out that the Bible says the sky is pouring out knowledge day and night.

- **How do the sky and other things we see point us to God?** (They show us that he is powerful, organized, and creative.)
- **The sky and the creation are pouring out knowledge because they are pointing us to God—and God is the source of all knowledge.**

ILLUSTRATION

Talk to the students about how things that are made point to the one who made them.

Say, **If you drew a picture and left it out in your living room or on the kitchen table, would your family think that the picture drew itself?** (No, of course not!) **No, they would ask, "Who drew this picture?"**

That picture, without using words, says that there is a creator of that picture.

Even though the sky does not use words to speak, it can still tell us that there is a great Creator who made it!

THE BIBLE TELLS US ABOUT GOD

Say, **The Bible can also tell us about God.**

If we take the smartest human being who ever lived, all the knowledge that they have learned is from someone else or from their very limited experience. In other words, they were not always smart. They may have learned things more quickly or more thoroughly than others, but they still had to learn what they know. God is different. He has always known everything—he knows the past, present, and future.

How many of you would like to be really smart?

The Bible tells us that if we want to have knowledge that makes us wise, we have to start by knowing God. We have been talking about how we can get to know God through his creation. How else can we get to know God?

In the same way that talking with other people about what they like and don't like helps us get to know them better, when we spend time with God we get to know him better.

Discuss ways that the students might have a deeper knowledge of God—reading and memorizing Scripture, thinking about God's commandments, praying, going to church, thinking about God's design of the universe.

ACTIVITY: CREATION REVEALS GOD

Give students handouts 1 and 2, and have them begin cutting apart the images on the pictures handout. Instruct them to sort the images and glue them into the columns that they think match each picture best. These classifications will be somewhat subjective, so do not worry if the kids sort things differently from each other or differently from the way you would sort them.



HELPFUL HINT

Consider your context. Decide whether you will allow time for your students to cut up the pictures for this activity or whether you will arrive with them pre-cut.

Optional Activity Modification: Use *National Geographic*, *Science* or other travel or nature magazines and allow the kids to find things God made to add to their God Charts for this activity.

Additional Optional Modification: Leaders may choose to cut the photos out in advance to save time or if they do not have enough scissors for each child.

Ask the kids to explain why they put various items into the categories. For example,

- The universe is big, which points to the fact that God is big.
- Creation is orderly, which points to the fact that God likes order.
- There is great diversity in the things that exist, which shows us that God is creative.
- There is amazing power in things like wind and waves and the blazing sun, which shows us that God is powerful.
- Creation is beautiful, which lets us know that God is beautiful and values beauty.
- Explain that everything in creation can tell us something about God.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Recap with the students by reminding them that they have seen that there is lots of evidence that God exists and that he is infinitely smart. If we want to be smart we need to start getting to know God better.

RESPONSE & REFLECTION

Print out the Bible verse.

On the back side of the card, encourage children to draw or write something they discover about God in the next week, as they put their trust in the fact that God created all things. Give an incentive if they bring it back next week (i.e., a ticket).



I Wonder...

LESSON 1: INTERMEDIATE SMALL GROUP

Where is God and why doesn't he fix the world's problems?

MAIN IDEA

Even though God is invisible, there is evidence of his existence all around us. His creation declares that he exists and that he is wise. If we want to be wise then we will want to develop a relationship with God.

BIBLE PASSAGES

- Romans 1:20
- Psalm 19:1-2
- Proverbs 1:7
- Isaiah 40:28
- 1 Corinthians 1:25

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Bible
- Name tags
- Snacks, 1 per child
- 4 – 5 different nonfiction books (textbooks, encyclopedias, etc.)
- Printouts 1 and 2
- Printout 3 (Optional)
- Scissors, 1 per child
- Glue sticks, 1 for every 2 to 3 children
- Bible Verse Cards, 1 per child
- National Geographic*, *Science* or other travel or nature magazine (Optional)

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER:

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION:

(Optional) Review the Bible verses: Psalm 19:1-2. Use verse 2 to transition into the next section about knowledge.

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Ask for a student volunteer to stand up and hold out their arms straight in front of them at a 90-degree angle with their body. Now place one book on their outstretched arms and ask, **Do you think the smart people you mentioned know everything in this book?**

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Then ask, **What about everything God knows? How thick would that book be?** (So thick we couldn't measure it!)

If time allows, look up and read 1 Corinthians 1:25 and Isaiah 40:28 with the students. Explain how each passage tells us that God is so much smarter than human beings.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

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- **In what ways are the sky and all creation pouring out knowledge?**
- **The sky and the creation are pouring out knowledge because they are pointing us to God—and God is the source of all knowledge.**

ILLUSTRATION

Talk to the students about how things that are made point to the one who made it.

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In the same way that talking with other people about what they like and don't like helps us get to know them better, when we spend time with God we get to know him better.

Discuss ways that the students might have a deeper knowledge of God—reading and memorizing Scripture, thinking about God's commandments, praying, going to church, thinking about God's design of the universe.

ACTIVITY: CREATION REVEALS GOD

Give students the handouts 1 and 2 and have them begin cutting apart the images on the pictures handout. Instruct them to sort the images and glue them into the columns that they think match each picture best. These classifications will be somewhat subjective, so do not worry if the kids sort things differently from each other or differently from the way you would sort them.



HELPFUL HINT

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Optional Activity Modification: Use *National Geographic*, *Science* or other travel or nature magazines and allow the kids to find things God made to add to their God Charts for this activity.

Additional Optional Modification: Leaders may choose to cut the photos out in advance to save time or if they do not have enough scissors for each child.

Ask the kids to explain why they put various items into the categories. For example,

- The universe is big, which points to the fact that God is big.
- Creation is orderly, which points to the fact that God likes order.
- There is great diversity in the things that exist, which shows us that God is creative.
- There is amazing power in things like wind and waves and the blazing sun, which shows us that God is powerful.
- Creation is beautiful, which lets us know that God is beautiful and values beauty.
- Explain that everything in creation can tell us something about God.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Recap with the students by reminding them that they have seen there is lots of evidence that God exists and that he is infinitely smart. If we want to be smart we need to start getting to know God better.

Take the students' prayer requests and pray with them. If time permits, review the Bible verse with the students.

RESPONSE & REFLECTION

Print out the Bible verse.

On the back side of the card, encourage children to draw or write something they discover about God in the next week, as they put their trust in the fact that God created all things. Give an incentive to help them remember to bring it back next week (i.e., a ticket).

Bible Verse Cards

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known."Psalm 19:1-2, NLT

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Psalm 19:1-2, NLT

Printout 1

GOD IS BIG	GOD IS ORDERLY	GOD IS CREATIVE	GOD IS POWERFUL	GOD IS BEAUTIFUL

Printout 2



Large Group



I Wonder...

LESSON 2: LARGE-GROUP

Does God exist, and how can I know him?

MAIN IDEA

Even though we can't see him, God is everywhere. When we trust Jesus as our Savior, God comes to live inside us by his Holy Spirit. Because God loves us, he allows us to make choices about whether to follow him or not. Because we often choose poorly, there are many problems in the world.

BIBLE PASSAGES

- Romans 8:38-39
- Psalm 139:7
- John 14:6-7
- John 16:33

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- ☐ Latex balloons, 2 per child

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verses.

- God has shown us what he is like from his creation.
- God is the source of all wisdom and knowledge.
- Review Psalm 19:1.
- Consider doing "Who is Jesus?" Call and Response.

INTRODUCTION

Ask, **Where Is God?** (Listen for the answers the children give.) **Can you see him?**

Read Psalm 139:7–10 aloud together, and discuss these verses.

Remind children, **The Bible is the best source for our knowledge of God. The Bible says that God is everywhere.**

OBJECT LESSON: AIR IN A BALLOON

Show the students a deflated balloon. Ask them if there is air around it. (Yes!) Move the balloon to different locations in the room (e.g., put it on the floor, hold it up high, hand it to someone else). Each time ask the same question: **Is there air around this balloon?**

Say, **The Bible says that God is everywhere. It also says that he lives inside each person who has believed in Jesus as their Savior and the forgiver of their sins. Let's read about that in John 14:16–17.** Read these verses aloud, and explain that the Holy Spirit is God. Jesus is promising his followers that the Holy Spirit—God—will live inside each of his followers. **So, if God is all around us, how can he be inside us at the same time?**

- **Let's think about our balloon again.** Give each student a balloon; tell them not to blow it up yet.
- **Is there air around each balloon?** (Yes!)
- **How did the air get there?** (It is always there. We are surrounded by air.)
- **How did it get there?** (It was there all along.)
- **Now, blow up your balloons. Is there air around your balloon?** (Yes!)
- **Is there air inside your balloon?** (Yes!)
- **How do you know?** (It has changed.)
- **How did the air get inside your balloon?** (You made a choice to put the air inside the balloon.)

Have the students throw away the used balloons, and let them know that you will give them another balloon to take home at the end so that they can explain this illustration to their parents and others. This way the balloons will not be a distraction.

WRAP IT UP

GOD WANTS TO LIVE IN US

How are the air and the balloon similar to God and us?

God is everywhere. He is around all people all over the world—even those who do not believe in him. He loves each person, and he wants to change each one's life for the better. He gives us the opportunity to invite him into our lives—to be our Savior and our leader. When we do that, he fills us with his Holy Spirit. He changes the shape of our life for the better.

Read Revelation 3:20:

“Look! I stand at the door and knock. If you hear my voice and open the door, I will come in, and we will share a meal together as friends.”

In this verse Jesus is talking. He wants to come into our lives, but just like with the air we have to make the choice to allow him in.

Explain to the children how they can respond personally to Jesus' invitation.

We can respond to Jesus' invitation by believing in Him; that he died on the cross to take the punishment for our sins, and then rose again from the dead.

Pray with the students and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Inflated balloons, 1 per child
- Paper plates, 1 per child
- 40 sheets of newspaper
- 4 rolls of masking tape
- 8 garbage bags
- Paper, 1 sheet per child

LARGE-GROUP GAME: BALLOON BUSTER

Materials: One inflated balloon and one paper plate per student

Object of game: To be the last one with an unpopped balloon

How to play: Each player receives an inflated balloon and a paper plate.

Choose two students to be the “busters.” The busters do not receive a balloon or plate.

Their job is to pop any balloons that hit the floor. Everyone else will try to keep his balloon in the air using only the paper plate. If a balloon hits the floor, a player may put it back in the air with the plate as long as a buster doesn’t grab and pop it first. Any student whose balloon gets popped now becomes another buster.

LARGE-GROUP GAME: KING AND QUEEN OF GARBAGE

Materials: 40 sheets of newspaper and four rolls of masking tape (or dodge balls), eight garbage bags

Object of game: To be the first team to have your king and queen reach the middle line of the room.

How to play: Before the game begins, divide the group into just two teams, and give each team 20 sheets of newspaper (or any thin paper available) and two rolls of masking tape. They need to crumple up the newspaper and tape it to make a ball (If the materials aren’t available, just use dodgeballs). Each team must stay on its designated side of the room (like in dodgeball). Each team must choose one king and one queen. The king and queen stand at the back wall on one of the garbage bags. The queen has her own bag, and the king has his own bag. The object of the game is for the king and queen to make it to the middle line. In order to move forward, the other players on the team must put one of the extra garbage bags down in front of the king and queen. The king and queen must walk only on the garbage bags and may not touch the floor or the bags (except with the bottoms of their feet, of course) as they make their way to the middle line. The other students on the team are warriors who must defend their king and queen by deflecting any “garbage” (the wads of newspaper) that is thrown at them. At the same time, they are trying to hit the opposing team’s king and queen with “garbage.” If a king or queen is hit, then he or she chooses a replacement, but the replacement king or queen must start over at the back wall.

LARGE-GROUP GAME: LEAPFROG LILY PAD

Materials: One sheet of paper per student

Object of game: To be the last person on a lily pad

How to play: Spread pieces of newspaper around the room. (Put out one piece less than the number of players.) Tell the students that these newspapers represent lily pads. The students are all frogs. When the game's leader says, "Swim," all the frogs will have to walk around the room but may not touch the lily pads. When the game's leader says, "Leap frog lily pad," all the frogs need to find a lily pad (one frog per pad). Any frog that cannot find a lily pad is out and must return to his or her team line. After each round, the game's leader should pick up one or two of the lily pads so that the frogs will be eliminated one or two at a time. The last frog to be eliminated is the winner, and his or her team will receive points for this game.



I Wonder...

LESSON 2: PRIMARY SMALL GROUP

Does God exist and how can I know him?

MAIN IDEA

Even though we can't see him, God is everywhere. When we trust Jesus as our Savior, God comes to live inside us by his Holy Spirit. Because God loves us, he allows us to make choices about whether to follow him or not. Because we often choose poorly, there are many problems in the world.

BIBLE PASSAGES

- Romans 8:38-39
- Psalm 139:7
- John 14:6-7
- John 16:33

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 - 25 minutes)



Lead kids to live out the mission of the Gospel. (5 - 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Television remote control
- Printout 1, 1 per small group
- Printout 2, 1 per small group
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

GAME: CONSEQUENCE MATCH

Material: Printout 2

Cut out the printout, and allow kids to match up problems and consequences.

Ask, **What are some of the problems you see in the world? How about in your school? In your family?**

Have children match up bad behavior and the possible consequences.

- Hitting someone else
- Stealing
- Name calling
- Bullying
- Littering
- Leaving trash (not taking it out of the house)
- Taking toys out but never putting them away
- Lying
- Never brushing your teeth
- Cheating when playing games
- Disrespecting others
- Not obeying teachers

Say something like this, **So many problems and bad things happen every day all around us. If God is everywhere, and if he is as powerful as we talked about last week, then why do you think he doesn't just fix all these problems?** Allow students to answer.

Let them know that this is a common question many people ask. **It's an important question to know the answer to. That is why we will be discussing it today.**

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

LIFE APPLICATION

(Optional) Review the large-group lesson, and share how you personally came to know Jesus and how he has changed (and is changing) your life.

OBJECT LESSON A TELEVISION REMOTE CONTROL

Material: TV remote

Show the students a TV remote control, and ask them what it is and what it does.

Say, **The person who is holding this remote control is the person who controls what channel the TV is on, how loud it is, and much more, right? Sometimes the person holding this remote control might choose not to use it. Why do you think they might do that?** (They are letting another person in the room watch what they want.)

God does not like all the bad things that happen. They make him very sad and very mad. God has the power to stop them. He is holding the remote control, but because he loves us, he chooses to give us free will. He allows us to choose how we will live our lives.

BAD THINGS HAPPEN BECAUSE OF SIN

Sadly, everyday people choose to live in ways that harm themselves, people around them, and God's creation. When they do this, there are negative (or bad) results. Sin leads to three things: suffering, isolation and nastiness.

Show kids the graphic representation of S-I-N (printout 1) and explain each of these three results from sin.

Say something like, **We often suffer when we choose to do things that are against God's will. God's will is what He wants and desires. Sin separates us from God because he is perfect and sin makes us imperfect. This makes us isolated. Sin also leads to nastiness and mess in our lives because it means we are not following God's plan for us.**

(Optional) Using some balloons from the earlier activity, try to have the kids play volleyball with an un-inflated balloon. They will not be able to do so very easily. Then have them try to play balloon volleyball with a full balloon.

Explain, **As people, we work best when we are functioning as God designed — full of his Holy Spirit. Working against God’s plan is not a good thing and leads to suffering, isolation, and nastiness** (as shown in the graphic).

Say, **God does not push the buttons on the remote control of our lives because he wants us to choose to follow him and choose not to sin—to invite him into our lives because we love him and want to follow him, not because we are forced to. But because God gives us this choice and because many people reject God, there are many problems in the world.**

What would be different in the world if tomorrow everyone chose to live God’s way? (no fighting, no lying, or stealing)

Do you think that people who have accepted Jesus as their Savior still experience problems? (Yes. Everyone is a sinner)

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

HOPE IN A BROKEN WORLD

Show the children John 16:33. Read the verse aloud and explain that Jesus' followers do have trouble just like everyone else, but we will have peace because we know that God is with us and in us.

Read and discuss Romans 8:38–39. Explain how these verses give you, personally, hope and comfort.

Explain, **All of us are sinners, and our sin separates us from God. Jesus came to deliver us from sin and connect us to God. Then he sends us out to bring hope and healing to the broken world. He changes us from the inside out just as the balloon was changed when the air went into it. But he doesn't force us with a remote control. We have to invite him into our lives.**

WRAP IT UP

Ask if any of the students want to invite Jesus to be their Savior, and then pray with them to receive him as their Savior. Ask the students for any additional prayer requests and pray with them. If time permits, review the Bible verse with the students.



I Wonder...

LESSON 2: INTERMEDIATE SMALL GROUP

Does God exist and how can I know him?

MAIN IDEA

Even though we can't see him, God is everywhere. When we trust Jesus as our Savior, God comes to live inside us by his Holy Spirit. Because God loves us, he allows us to make choices about whether to follow him or not. Because we often choose poorly, there are many problems in the world.

BIBLE PASSAGES

- Romans 8:38-39
- Psalm 139:7
- John 14:6-7
- John 16:33

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 - 25 minutes)



Lead kids to live out the mission of the Gospel. (5 - 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Television remote control
- Printout 1, 1 per small group
- Sheets of paper, 1 per child
- Pens or pencils, 1 per child
- Box of toothpicks, 1 per small group
- Bag of marshmallows, 1 per small group
- Bible Verse Cards, one per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

WHY DOESN'T GOD FIX THE WORLD'S PROBLEMS?

Ask, **What are some of the problems you see in the world? How about in your school? In your family?**

Pick one or two Minute to Win It games. Offer tickets or another prize as incentive to play, but instead of giving a ticket or prize to the winner, give prizes to anyone other than the winner.

After playing each game and giving out the prizes, follow up your games with some questions.

- How did you feel when you won the game?
- How did it make you feel when you won but didn't get the prize?
- Why are there times when you do what is right and follow the rules but don't get rewarded?
- Or have you ever experienced a time when someone wronged you (maybe hit you or stole something from you), but they were not punished for it?

MINUTE TO WIN IT GAMES

State of Fun—Have players write down as many state capitals as they can before the timer goes off.

Good Sports—Pick a sports league (i.e., the NFL) and have players or teams write down as many cities and/or teams as they can (i.e., the Atlanta Falcons). Whoever gets the most in one minute wins.

Tower of Terror—See which player can build the tallest marshmallow tower in the group in one minute. Tower can only be built using toothpicks and marshmallows.

Toothpick Words—Give each player a large pile of toothpicks, and instruct them to spell out three-letter words without breaking or bending any of the toothpicks. Whoever has the most words when the timer goes off wins.

There are so many problems and bad things that happen every day all around us. If God is everywhere, and if he is as powerful as we talked about last week, then why do you think he doesn't just fix all these problems?

Allow students to answer. Let them know that this is a common question many people ask.

Say, **It's an important question to know the answer to. That is why we will be discussing it today.**

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

LIFE APPLICATION

(Optional) Review the large-group lesson, and share how you personally came to know Jesus and how he has changed (and is changing) your life.

OBJECT LESSON: A TELEVISION REMOTE CONTROL

Show the students a TV remote control, and ask them what it is and what it does.

Say, **The person who is holding this remote control is the person who controls what channel the TV is on, how loud it is, and much more, right? Sometimes the person holding this remote control might choose not to use it. Why do you think they might do that?** (They are letting another person in the room watch what they want.)

God does not like all the bad things that happen. They make him very sad and very mad. God has the power to stop them. He is holding the remote control, but because he loves us he chooses to give us free will. He allows us to choose how we will live our lives.

BAD THINGS HAPPEN BECAUSE OF SIN:

Sadly, everyday people choose to live in ways that harm themselves, people around them, and God's creation. When they do this, God allows there to be consequences for their actions. Sin leads to three things: suffering, isolation and nastiness.

Show kids the graphic representation of S-I-N (printout 1) and explain each of these three results from sin.

Say something like: **We often suffer when we choose to do things that are against God's will. Sin separates us from God because he is perfect and sin makes us imperfect. This makes us isolated. Sin also leads to nastiness and mess in our lives because it means we are not following God's plan for us.**

(Optional) Using some balloons from the earlier activity, try to have the kids play volleyball with an un-inflated balloon. They will not be able to do so very easily. Then have them try to play balloon volleyball with a full balloon.

Explain, **As people, we work best when we are functioning as God designed — full of his Holy Spirit. Working against God's plan does not work well and leads to suffering, isolation, and nastiness** (as shown in the graphic).

Say, God does not push the buttons on the remote control of our lives because he wants us to choose to follow him and choose not to sin—to invite him into our lives because we love him and want to follow him, not because we are forced to. But because God gives us this choice and because many people reject God, there are many problems in the world.

- **What would be different in the world if tomorrow everyone chose to live God's way?**
- **Do you think that people who have accepted Jesus as their Savior still experience problems?**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP: HOPE IN A BROKEN WORLD

Show the children John 16:33. Read the verse aloud, and explain that Jesus' followers do have trouble just like everyone else, but we can have peace because we know that God is with us and in us.

Read and discuss Romans 8:38–39. Explain how these verses give you, personally, hope and comfort.

(optional) Consider having students look up and read the passages in small group. This may take some time teaching students how to find books, chapters, and verses.

Explain, **All of us are sinners, and our sin separates us from God. Jesus came to deliver us from sin and connect us to God. Then he sends us out to bring hope and healing to the broken world. He changes us from the inside out just as the balloon was changed when the air went into it. But he doesn't force us with a remote control. We have to invite him into our lives.**

RESPONSE & REFLECTION

Ask if any of the students want to invite Jesus to be their Savior, and then pray with them to receive him as their Savior.

Ask the students for any additional prayer requests and pray with them. If time permits, review the Bible verse with the students.

Bible Verse Cards

BIBLE VERSE:

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1-2, NLT

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The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

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Psalm 19:1-2, NLT

Printout 1

SIN = **S**uffering + **I**solation + **N**astiness



Printout 2A

Hitting
someone else

Someone
hitting you back

Stealing

Going
to jail

Name
calling

Someone calling
you a name

Bullying

Going to
the principal

Littering

Destroying
nature

Leaving trash
(never taking it out)

Everything
stinks

Printout 2B

Taking toys out but
never putting them away

Not able to
find anything

Lying

No one
believes you

Not obeying
teachers

A leader calls home
about your actions

Never brushing
your teeth

Losing
teeth

Cheating when
playing games

No one
trusts you

Disrespecting
others

Others not
respecting you

Large Group



I Wonder...

LESSON 3: LARGE-GROUP

How do I know the Bible is true and why is it such a big deal?

MAIN IDEA

God has given us the Bible. Because God is the author of the Bible, it is the most reliable and trustworthy book. The Bible shows us the best way to live our lives—by faith and in obedience to God’s commands.

BIBLE PASSAGES

- Psalm 119:5
- Psalm 33:4
- 2 Peter 1:20-21

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1–2, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- (Optional) judge's robe
- (Optional) gavel

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse.

- God is all around us. He also fills us and changes us when we invite him into our lives.
- God allows bad things to happen because he gives us the ability to freely make choices—even bad choices. Bad choices lead to bad results: suffering, isolation and nastiness.

HOW DO I KNOW THE BIBLE IS TRUE?

Say, **Today we are going to be talking about the Bible—how can we know that it is true? And if it is true, why is it important for us?**

Ask, **Has anyone ever told you a lie?** (Listen for the answers the children give.)

- How did you know they were lying?
- How do you know when something is true?
- Can you believe everything you see on TV? In the movies? In the news?

Explain, **Today you are going to be talking about the Bible, which is the main tool we have for getting to know God and what he is like. Say, I believe the Bible is 100 percent true, but how can we know that the Bible is true?**

One of the best ways to know something is true is to verify whether what it says is true. Say, Today we will be considering how we know the Bible is true. One type of person whose job it is to decide if something is true is a judge. Judges have to listen to evidence and decide what's true based on the information presented to them.

OBJECT LESSON: EYE WITNESS ACCOUNT

In this activity, you will ask one person to go outside of the room while you act out a story or event for the kids in the room to witness. After this, you will have the group serve as eyewitnesses to what they saw and heard.

Send one person out of the room (a leader or an older, articulate student). Now that they are gone, ask the other students to pay careful attention to what they will see or hear because they will need to be witnesses for the next part of the activity.

(Optional) Use a judge's robe for the person in the hallway to wear and/or give them a gavel as a prop. You might even ask a lawyer to come in and share about evidence/legal ideas of truth. The "judge" will have to weigh the eyewitness accounts and decide what is true.

Act out a scene or some activity including significant details (e.g., Leader A woke up early today and came downstairs to get a cup of coffee and read the paper. After she had breakfast of (her favorite cereal . . . Honeycombs!), the doorbell rang. It was the police, who said that her dog had run away. She thought this was odd since she doesn't have a dog. She told the police that she doesn't have a dog and they left. After she finished getting ready, she went to work. It took her twenty-two minutes to get there because there was a lot of traffic. She arrived at work on time.) Alternatives for this part, besides using the scenario above, include the following three options:

- Show a video clip of an activity.
- Show a detailed poster with lots of activity on it.
- Read a story from the newspaper with a detailed situation that is out of the ordinary.

Use the same methods afterwards for the debriefing.

Have the person come back into the room. Say, **Can anyone tell me what they witnessed while [person's name] was out of the room?** Continue along this line of questioning as a lawyer in court would, trying to get details out of the witnesses.

Have the person who was in the hallway try to determine the truth of what happened as a judge would. He or she might also get to choose a witness and ask them questions about what happened while they were out of the room. The one who was outside the room can then share what they think was true about what happened while they were outside of the room and why they believe that to be the truth.

WRAP IT UP

Say, **Witnesses may say things in different words, but when they share similar concepts we know they are true accounts. Witnesses saw many of the things take place that are written in the Bible. Sometimes these same witnesses were the ones who wrote them down for us to learn of later. Multiple people witnessing something helps us to know that it is true.**

Read 2 Peter 1:20–21. **The Bible is 100 percent accurate because God is the author and eyewitnesses were the writers. God is completely reliable, and we can trust him.**

Pray with the students and dismiss them to small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

None

LARGE-GROUP GAME: FREEZE TAG

Materials: None

Object of game: To be the last person to be frozen.

How to play: Choose one student to be “it.” This student has the power to freeze anyone in their tracks with a simple touch! As the “it” tags people, they must freeze where they are. Other students that are not frozen can touch the frozen students to unfreeze them. Play ends when all students are frozen or when time runs out.

LARGE-GROUP GAME: ANIMAL RELAY RACE

Materials: None

Object of game: To be the first team to have each person complete the relay.

How to play: All the players on each team form a line behind the designated starting line. On the “go” signal, each team will compete in the relay that you have told them. Players are to go to the turnaround point (which you designate) and back to the starting point. The animal relays are as follows: Chimp Relay (Each player grabs their ankles with their hands and makes chimp noises.) Kangaroo Relay (Each person must hop to the turning point with their hands out in front of them.) Armadillo Relay (Each person rolls in a ball to the turning point and then runs back.) Penguin Relay (Each person has to put their heels together and waddle to the turnaround point and back.) Snack Relay (Each person must lie on their stomach and slither to the turning point and then get up and run back.), Leapfrog Relay (The last person in the line hops over everyone else in line to become the new first person in line.)

LARGE-GROUP GAME: RED LIGHT, GREEN LIGHT

Materials: None

Object of game: To be the first person to get from one end of the room to the other.

How to play: One leader stands at one end of the space, and all the students will stand at the other end. The leader will yell out either “Green light,” “Yellow light,” or “Red light.” When yelling out “Green light,” the leader closes their eyes, and the students can run as fast as they want. The leader can then yell out “Yellow light” or “Red light” and open their eyes. On “yellow light,” students can only be walking, and any student that the leader sees running has to go back to the wall and start over. On “Red light,” students must stop, and if the leader sees anyone moving, they must go to the wall and start over. The student that gets to the leader’s side first is the winner.



I Wonder...

LESSON 3: PRIMARY SMALL GROUP

How do I know the Bible is true and why is it such a big deal?

MAIN IDEA

God has given us the Bible. Because God is the author of the Bible it is the most reliable and trustworthy book. The Bible shows us the best way to live our lives—by faith and in obedience to God’s commands.

BIBLE PASSAGES

- Psalm 119:5
- Psalm 33:4
- 2 Peter 1:20-21

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1–2, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- 1 plastic garbage bag
- 1 plate (paper or real)
- 1 butter knife (plastic or real)
- 1 jar of jelly
- 2 slices of bread
- 1 jar of peanut butter
(Note: Consider substituting this if any of your kids or leaders has allergies.)
- Printout 1, 1 per student
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

(Optional) Review the Bible verses: Psalm 19:1–2.

Ask, **What do you think the Bible is all about?** Accept the students' answers. Explain, **The Bible gives us instructions about how to live life, promises from God that give us hope, and stories and principles that help us understand God and the purpose of life.**

ACTIVITY: SPOT THE DIFFERENCE

Instruct students to complete the Spot the Difference (Printout 1). Whoever finishes first gets a prize. Or, consider giving everyone who participates a prize (tickets or another prize).

Ask the students: **Do you think it is important to follow instructions? If you didn't follow the instructions the activity, do you think you would have received the prize?**

Say, **It is because we know that the Bible is true, we know the instructions in it are important.**

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: FOLLOWING INSTRUCTIONS TO MAKE A SANDWICH

Tell the students that you are going to make a peanut butter and jelly sandwich.

Ask if any of them has ever made a PB & J sandwich.

Ask for a volunteer to give you the exact directions for how to make a sandwich.

As they give you instructions, do the opposite of what they tell you. (For example, you could put the peanut butter on the crust or put the two covered sides facing out. The point is that you will make a complete mess of the sandwich.

Explain that God has given us the Bible to show us how to be forgiven of our sins and to live life in the way he has designed it to be lived. Many people make a huge mess of their lives when they don't listen to God's instructions in the Bible.

THE BIBLE IS A BIG DEAL

Read Psalm 119:105. Discuss with the students how the Bible can act like a guide for our lives.

Ask the students to look at Exodus 20:1–17. Explain that the rules God gives here are called the Ten Commandments. Discuss the commandments with the students and explain why they are important.

Ask, **Why do you think God gives us rules and commands in the Bible? Why would it be a good idea to obey them?**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Conclude by reminding the students that they have seen that the Bible is 100 percent reliable and that living our lives according to its story, principles and commands helps us to honor God and keeps us from making a mess of our lives.

Ask the students for their prayer requests and pray with them.

If time permits, review the Bible verses with the students.

RESPONSE & REFLECTION

Print out the Bible verse.

On the back side of the card, encourage children to draw or write something they discover about God in the next week, as they put their trust in the fact that God created all things. Give an incentive if they bring it back next week (i.e., a ticket).



I Wonder...

LESSON 3: INTERMEDIATE SMALL GROUP

How do I know the Bible is true and why is it such a big deal?

MAIN IDEA

God has given us the Bible. Because God is the author of the Bible it is the most reliable and trustworthy book. The Bible shows us the best way to live our lives—by faith and in obedience to God’s commands.

BIBLE PASSAGES

- Psalm 119:5
- Psalm 33:4
- 2 Peter 1:20-21

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1–2, NLT



Prepare your heart to teach. Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- 1 plastic garbage bag
- 1 plate (paper or real)
- 1 butter knife (plastic or real)
- 1 jar of jelly
- 2 slices of bread
- 1 jar of peanut butter
(Note: Consider substituting this if any of your kids or leaders has allergies.)
- Printout 2, 1 per student
- Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

(Optional) Review the Bible verses: Psalm 19:1–2.

Ask, **What do you think the Bible is all about?** Accept the students' answers. Explain, **The Bible gives us instructions about how to live life, promises from God that give us hope, and stories and principles that help us understand God and the purpose of life.**

ACTIVITY: SPOT THE DIFFERENCE

Provide students with Printout 2, but place them face down until you tell student to "Go." Instruct the students that whoever completes the tenth instruction first gets a prize (tickets or another prize). Then say go!

If students listened to your instructions carefully they would have heard you tell them to complete the tenth task on the paper, which instructs them to skip the first nine tasks and give the leader a high five.

Ask the students: **Do you think it is important to follow instructions?**

Say, **It is because we know that the Bible is true, we know the instructions in it are important.**

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: FOLLOWING INSTRUCTIONS TO MAKE A SANDWICH

Tell the students that you are going to make a peanut butter and jelly sandwich.

Ask if any of them has ever made a PB & J sandwich.

Ask for a volunteer to give you the exact directions for how to make a sandwich.

As they give you instructions, do the opposite of what they tell you. (For example, you could put the peanut butter on the crust or put the two covered sides facing out. The point is that you will make a complete mess of the sandwich.

Explain that God has given us the Bible to show us how to be forgiven of our sins and to live life in the way he has designed it to be lived. Many people make a huge mess of their lives when they don't listen to God's instructions in the Bible.

THE BIBLE IS A BIG DEAL

Read Psalm 119:105. Discuss with the students how the Bible can act like a guide for our lives.

Ask the students to look at Exodus 20:1–17. Explain that the rules God gives here are called the Ten Commandments. Discuss the commandments with the students and explain why they are important.

Ask, **Why do you think God gives us rules and commands in the Bible? Why would it be a good idea to obey them?**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Conclude by reminding the students that they have seen that the Bible is 100 percent reliable and that living our lives according to its story, principles and commands helps us to honor God and keeps us from making a mess of our lives.

Ask the students for their prayer requests and pray with them.

If time permits, review the Bible verses with the students.

RESPONSE & REFLECTION

Print out the Bible verse.

On the back side of the card, encourage children to draw or write something they discover about God in the next week, as they put their trust in the fact that God created all things. Give an incentive if they bring it back next week (i.e., a ticket).

Bible Verse Cards

BIBLE VERSE

The heavens proclaim the glory of God. The skies display his craftsmanship. Day after day they continue to speak; night after night they make him known.

Psalm 19:1–2, NLT

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Psalm 19:1–2, NLT

Printout 1



Printout 2

1. Write down the title of your favorite book: _____
2. Blink your eyes ten times.
3. Write a three-letter word: _____
4. On the back of this paper draw a smiley face.
5. Write down the current time: _____
6. Stand up and sit down three times.
7. Write down your favorite color: _____
8. Write down your favorite number: _____
9. Write down your favorite sport or band: _____
10. Skip the first nine steps and give your leader a high five.

Large Group



I Wonder...

LESSON 4: LARGE-GROUP

What is sin and what does it do?

MAIN IDEA

Sin—even a little bit of sin—ties us in knots and makes us unclean with God. God invites us to have our sins washed away through faith in Jesus.

BIBLE PASSAGES

- Proverbs 5:22, Hebrews 12:1b
- The Book of Jonah
- Romans 6:23, James 2:10
- 1 John 1:9, suggested Bible verse (Optional)

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Bible
- Roll of duct tape
- Printouts 1-2

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verses:

- The Bible is extremely reliable because God is the author.
- God has given us instructions about how to live our lives in the Bible.
- Review 2 Peter 1:20-21.

WHAT IS SIN?

Ask the students to raise their hands if they have ever done anything that was wrong. Have they ever lied? Or cheated? Or been unkind? Or taken something that was not theirs?

Explain, **These things (and many others) go against what God has written in the Bible. The Bible calls these things sin. Sin is doing what God says not to do or not doing what God says to do.**

Give an example of each type of sin (both doing something wrong and not doing something right). Remind the students that they looked at some of the consequences of sin (suffering, isolation and nastiness) two weeks ago.

Read Proverbs 5:22 and Hebrews 12:1b. Explain, **The Bible teaches that even things that seem like small sins to us can get us all tangled up and make a mess of our lives.**

OBJECT LESSON: DUCT TAPE

The point of this object lesson is that we cannot undo the effects of sin in our lives. Even a "small sin" affects us permanently.

Take a piece of duct tape, and wad it up into a ball. Give each student a ball of duct tape, and ask each one to undo the ball to make the tape flat and straight again. Tell them it must look exactly the same as when it started out.

Some students will have more success at this than others, but even if a student manages to undo the duct tape and make it completely flat again, it will be a sticky mess.

Explain that this is how sin is. Take another piece of tape, and each time you mention a sin, fold the tape in on itself. Say, **Sin traps us and gets us all tangled up. Perhaps you tell a lie, and you think, "It's just a little lie." But it has a consequence in your life.** (Fold the tape.) **Or maybe you shoved your little sister. You think that she deserved it, but God says it is wrong.** (Fold the tape.) **Maybe your parents ask you to help out with the dishes, and you make an excuse and don't help.** (Fold the tape.)

Explain that no matter how small the sin seems, it is another fold in the tape. Even if we are able to apologize and set things right with the other person, we are still covered in stickiness—we are still unclean before God who is totally perfect.

STORY OF JONAH

Tell students the story of Jonah. Allow one student to be Jonah and act out the story as a leader narrates it. Allow one or more students to be the sailors on the boat (give them paper marked "Boat to Tarshish"). Also consider having one to two students play the fish. Have the rest of the students pretend to be the people of Nineveh. Pause briefly after each paragraph to allow students to act out the story.

God instructs Jonah, a prophet of Israel, to go to the city of Nineveh and deliver a message of repentance (turn away from your wrong ways). **Nineveh was a powerful and wicked city, and God sought to warn its inhabitants of coming judgment.**

Instead of obeying God's command, Jonah attempts to flee in the opposite direction, boarding a ship bound for Tarshish. He hopes to escape the responsibility given to him by God.

God sends a great storm upon the sea in response to Jonah's disobedience. The sailors on the ship, realizing that the storm is a divine punishment, cast lots (similar to flipping a coin) **to identify the source of the trouble, and Jonah is revealed as the guilty party.**

In an effort to appease (calm) **the angry God, Jonah instructs the sailors to throw him overboard. Reluctantly, they comply, and the sea immediately calms.**

Instead of drowning, Jonah is swallowed by a large fish sent by God. Inside the belly of the fish, Jonah spends three days and three nights in prayer and reflection.

Recognizing the error of his ways, Jonah prays for forgiveness and expresses his commitment to fulfill God's original command. In response, God commands the fish to vomit Jonah onto dry land.

Now obedient, Jonah goes to Nineveh and delivers God's message of coming judgment. Surprisingly, the people of Nineveh respond with genuine repentance, fasting, and seeking God's mercy.

Seeing the sincerity of Nineveh's repentance, God stops his plan to destroy Nineveh.

God demonstrated his compassion and mercy.

God teaches us a lesson about compassion and forgiveness. Through this story, God emphasizes his concern for all people and the importance of mercy.

Have students take a seat.

WRAP IT UP

Tell the students: **Our sin is a very big deal to God.**

The story of Jonah serves as a powerful illustration of God’s full control, mercy, and the call to obedience, as well as a reminder that God’s compassion extends to all, regardless of nationality or wrongdoing.

Explain, **Jonah had good reasons to be afraid and to run away from God. God pursued Jonah and gave him a second chance. That is one of the most amazing things about God—he gives us a chance to be forgiven and to start over. God can untangle our knots and make us clean even though we cannot.**

Note: If you spend more time in depth on Jonah in a large-group, then the small group will be shorter and vice versa.

Share 1 John 1:9 (today’s optional Bible verse). Explain what it means to confess our sins.

When we realize we have made a mess of our lives, we need to go to God and confess our sins with sorrow and ask for his forgiveness through Jesus.

(Optional) You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students, and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- 1 dodgeball
- 4 cones
- 1 ball or frisbee (flying disc)

LARGE-GROUP GAME: CRAB SOCCER

Materials: One dodgeball, four cones

Object of game: To score the most points

How to play: Two teams will play each other while two teams rest. (You may want to consider having the resting teams play one of the games from the “Classroom and Quiet Games” section.) There will be three, three-minute running-clock games. To set up, place two cones about 15 feet apart against the back wall behind the baseline on each side of the room. To score a goal, a team must hit the wall between the cones at a height of not more than five feet off the floor. The two teams will play using the dodgeball. Normal soccer rules (e.g., no hands) apply, but all players must “crab walk” for the entire three minutes. Assign points for each goal, and take away points for penalties such as “hand balls”. After the first two teams have played, let the other two teams play. Then the two winning teams will play each other for a championship round.

LARGE-GROUP GAME: GUARD YOUR LINE

Materials: A dodgeball

Object of game: To score points by kicking the ball across the opposing team’s line

How to play: Divide the students into two teams. Have each of the two teams stand on opposite sides of the room. Have the players on each team number off from one to however many students there are. Place a dodgeball in the middle of the room. The game’s leader will call a number (or two or three numbers), and the players with this (these) number(s) will run out to the middle of the room.

LARGE-GROUP GAME: LEAP, SAY, AND CATCH

Materials: A ball or frisbee

Object of game: To be the last player left in the circle

How to play: Have all the students stand in a circle. Decide on a topic to be used during the game (for example, the topic could be “animals”). Then, toss the ball to any student in the circle. The student must say a word within the chosen topic before catching the ball (in the animal example, students could say, “Elephant!”). If the student does not say something before catching the ball or does not catch it, they are out.



I Wonder...

LESSON 4: PRIMARY SMALL GROUP

What is sin and what does it do?

MAIN IDEA

Sin—even a little bit of sin—ties us in knots and makes us unclean with God. God invites us to have our sins washed away through faith in Jesus.

BIBLE PASSAGES

- Proverbs 5:22, Hebrews 12:1b
- The Book of Jonah
- Romans 6:23, James 2:10
- 1 John 1:9, suggested Bible verse (Optional)

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Bible
- 1 piece of facial tissue
- 1 sheet of notebook paper
- 1 pen or marker
- Painters tape
- Round pony beads for each child: 1 black, 1 red, 1 white, 1 yellow, 1 green, 2 clear or blue
- 15" black or brown suede leather lace, 1 per child
- Printout 3, 1 per English-speaking child
- Printout 4, 1 per Spanish-speaking child
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

OBJECT LESSON: SIN SEPARATES US

Say, **Today we have been talking about sin. Why is sin such a big deal?** (It makes a mess of our lives, traps us so we can't escape, and separates us from God.)

Ask for a volunteer or have all the students participate. Take the painter's tape and make a small square. Instruct students to stay in the small square as you continue your discussion on sin.

Ask the students to come up with a list of as many different sins that children their age might struggle with. Write down their ideas on a piece of notebook paper.

Read Romans 6:23 and discuss the fact that sin is very serious. It separates us from God and leads to death.

Say, **Right now this square of tape represents how sin traps us. When you are trapped, you can't get what you want, go where you want or do what you want.**

Sin traps us and keeps us from being in a relationship with God. We can't do anything that fixes our relationship with God. We can't do anything to please God and we can't get to God on our own.

But Jesus is the gift of God. When we believe in Jesus, that he died on the cross and rose from the dead, we will be saved from the punishment of sin and given eternal life.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

LIFE APPLICATION

Remind students that sin is something that every person struggles with.

Ask, **What if you don't sin very much or if you try to start being better?**

OBJECT LESSON: DIRTY TISSUE

Show the students a clean piece of facial tissue. Pass it around and let each one touch it. Explain that right now you could use this tissue for a number of things. You might clean up a spill from a kitchen counter, for example.

Now blow your nose into it just slightly. Ask the students if any of them would like to touch the tissue now (after you have blown your nose in it). Most likely they will all think that is gross. You can say, **It's just a little snot. Look at how many parts of this tissue are totally clean.**

WHAT DOES SIN DO:

Ask the students to open their Bibles to James 2:10 and read the verse together.

Ask, **How is sin like the tissue?** (Just one sin makes us sinful, and just a little snot ruins the whole tissue.)

Recap with the students covering these points:

- All people have sinned.
- Sin is very serious to God and separates us from him. He is holy and is "grossed out" even by a little sin.
- Sin always traps us and ties us up in knots. We cannot get free from those knots by ourselves. We need God to set us free.
- Death is the consequence of our sin. Jesus died so that we don't have to.
- According to 1 John 1:9, we need to confess our sins to God and he will forgive us and give us a new start.

ACTIVITY: WORDLESS BRACELET

Consider making wordless bracelets while going through the Gospel with students.

How to assemble the wordless bracelet

1. Tie knot #1 on lace.
2. Thread beads onto the lace in specific color order (black, red, white, yellow and green).
3. Tie knot #2 on lace.
4. Thread the two clear or blue beads on one end of the lace. Thread the other end of the lace through the two beads.
5. Tie knot #3 and #4 on lace.



Each color of the wordless book / bracelet represents an important Bible truth about Salvation!

Black Romans 3:23 = All have sinned.

Red 1 John 1:7 = Jesus' blood covers sin.

White Psalm 51:7 = Jesus washes away sin.

Yellow John 14:2 = Believe in Jesus and receive eternal life.

Green 2 Peter 3:18 = Grow in the knowledge of God.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

(Optional) Review the Jonah story with kids.

Allow kids to take home Printout 3 or Printout 4 so that they can make more wordless book bracelets and share with their families what each color bead represents.

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

(Optional) Review the Bible verse (1 John 1:9) with the students.



I Wonder...

LESSON 4: INTERMEDIATE SMALL GROUP

What is sin and what does it do?

MAIN IDEA

Sin—even a little bit of sin—ties us in knots and makes us unclean with God. God invites us to have our sins washed away through faith in Jesus.

BIBLE PASSAGES

- Proverbs 5:22, Hebrews 12:1b
- The Book of Jonah
- Romans 6:23, James 2:10
- 1 John 1:9, suggested Bible verse (Optional)

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

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Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
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MATERIALS NEEDED:

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Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

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- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

ACTIVITY

Say, **Today we have been talking about sin. Why is sin such a big deal?** (It makes a mess of our lives, traps us so we can't escape, and separates us from God.)

Ask the students to get into a circle with their backs to each other and link arms. Have them try to stand up without using their hands or arms to push off the ground. This could also be done with pairs of students.

Once students have completed the activity or you have given them a few minutes ask,

- **Was this an easy or difficult task?**
- **Did the others help you or keep you from standing?**
- **Did you feel trapped?**

Ask the students to come up with a list of as many different sins that children their age might struggle with. Write down their ideas on a piece of notebook paper.

Read Romans 6:23 and discuss the fact that sin is very serious. It separates us from God and leads to death.

Say, **Right now this square of tape represents how sin traps us. When you are trapped, you can't get what you want, go where you want or do what you want.**

Sin traps us and keeps us from being in a relationship with God. We can't do anything that fixes our relationship with God. We can't do anything to please God and we can't get to God on our own.

But Jesus is the gift of God. When we believe in Jesus, that he died on the cross and rose from the dead, we will be saved from the punishment of sin and given eternal life.

DISCUSSION

Read Romans 6:23 and discuss the fact that sin is very serious (it separated us from God and leads to death).

Say, **When you were connected and couldn't use your arms, you probably felt hindered or trapped. This is how sin traps us. When you are trapped, you can't get what you want, go where you want, or do what you want.**

Sin traps us and keeps us from being in a relationship with God. We can't do anything that fixes our relationships with God. We can't do anything to please God, and we can't get to God on our own.

But Jesus is the gift of God. When we believe in Jesus, that he died on the cross and rose from the dead, we will be saved from the punishment of sin and given eternal life.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

LIFE APPLICATION

Remind students that sin is something that every person struggles with.

Ask, **What if you don't sin very much or if you try to start being better?**

OBJECT LESSON: DIRTY TISSUE

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Now blow your nose into it just slightly. Ask the students if any of them would like to touch the tissue now (after you have blown your nose in it). Most likely they will all think that is gross. You can say: **It's just a little snot. Look at how many parts of this tissue are totally clean.**

WHAT DOES SIN DO

Ask the students to open their Bibles to James 2:10 and read the verse together.

Ask, **How is sin like the tissue?** (Just one sin makes us sinful, and just a little snot ruins the whole tissue.)

Recap with the students covering these points:

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Green 2 Peter 3:18 = Grow in the knowledge of God.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

(Optional) Review the Jonah story with kids.

Allow kids to take home Printout 3 or Printout 4 so that they can make more wordless book bracelets and share with their families what each color bead represents.

RESPONSE & REFLECTION

Ask the students for any additional prayer requests, and pray with them.

(Optional) Review the Bible verse (1 John 1:9) with the students.

Bible Verse Cards

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT

BIBLE VERSE

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Printout 1

**Boat to
Tarshish**

Printout 2

Large
Fish

Printout 3

HOW TO ASSEMBLE A WORDLESS BRACELET

1. Tie knot #1 on lace.
2. Thread beads onto the lace in specific color order (black, red, white, yellow and green).
3. Tie knot #2 on lace.
4. Thread the two clear or blue beads on one end of the lace. Thread the other end of the lace through the two beads.
5. Tie knot #3 and #4 on lace.



Each color of the wordless book / bracelet represents an important Bible truth about Salvation!

Black Romans 3:23 = All have sinned.

Red 1 John 1:7 = Jesus' blood covers sin.

White Psalm 51:7 = Jesus washes away sin.

Yellow John 14:2 = Believe in Jesus and receive eternal life.

Green 2 Peter 3:18 = Grow in the knowledge of God.

Printout 4

CÓMO MONTAR LA PULSERA SIN PALABRAS

1. Haga el nudo n.º 1 en el encaje.
2. Enhebre cuentas en el encaje en un orden de color específico (negro, rojo, blanco, amarillo y verde).
3. Haga el nudo n.º 2 en el encaje.
4. Enhebre las dos cuentas transparentes o azules en un extremo del cordón. Pasa el otro extremo del cordón a través de las dos cuentas.
5. Haga los nudos n.º 3 y n.º 4 en el encaje.



¡Cada color del libro/pulsera sin palabras representa una verdad bíblica importante sobre la salvación!

Negro

Romanos 3:23 = Todos pecaron.

Rojo

1 Juan 1:7 = La sangre de Jesús cubre el pecado.

Blanco

Salmo 51: 7 = Jesús lava el pecado.

Amarillo

Juan 14:2 = Cree en Jesús y recibe vida eterna.

Verde

2 Pedro 3:18 = Crecer en el conocimiento de Dios.



I Wonder...

LESSON 5: LARGE-GROUP

How can the Bible be good for us when it is so old?

MAIN IDEA

Even though the Bible is an ancient book, it is important to people at all times. Not only has it lasted a long time already, but God promises that his Word will last forever. Since it is sure and secure, we can build our lives on the foundation of God's Word, which gives us stability in difficult and changing circumstances.

BIBLE PASSAGES

- Psalm 19:7-11
- Matthew 24:35
- Hebrews 4:12
- Isaiah 40:8
- Matthew 7:24-27
- Psalm 119:9
- Hebrews 2:14-1

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Bible
- Bottle of vitamins
- Piece of poster board
- Printouts 1A, 1B, 1C
- Marker
- Tape OR an easel to display poster board

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- Sin is doing things against God's law or not doing things that God asks us to do.
- Sin makes a mess of our lives and separates us from God.
- When we confess our sins to God and ask for forgiveness through Jesus, he forgives us and cleanses us.
- Review 1 John 1:9, which was last week's Bible verse.

HOW CAN THE BIBLE BE GOOD FOR US?

Tell the students that the Bible is a very old book. **The Bible was written over a period of 1,600 years and was completed about 2,000 years ago. The oldest parts of it are over 3,500 years old!**

Ask, **How can a book that is so old be helpful to us today?**

OBJECT LESSON: VITAMINS

Show the students the bottle of vitamins. (Note: Do NOT give the children any vitamins!) Ask the children to explain what vitamins do and how they help us. For your reference, here is some helpful information about vitamins:

- Vitamin C (like in oranges) helps you heal if you get a cut.
- Vitamin A (like in carrots) helps your eyes to be healthy and to see at night.
- Vitamin D (like in milk) helps your bones to be strong.
- A group of vitamins called the “B vitamins” (found in leafy vegetables) helps your body to have energy.

(Optional) Bring in the healthy food options (i.e., an orange, a carrot, milk, a leafy vegetable) to show students as you explain the vitamins. This could be in place of the bottle of vitamins or in addition to it.

Say, **Vitamins are very important for having a healthy body.**

- **Do you think that people who lived a long time ago needed the same vitamins that we need today? (Yes.)**
- **Do you think that people in the future will still need the same vitamins? (Yes.)**
- **So, vitamins give our body some essential things for it to be healthy and to grow, right?**

God’s Word, the Bible, is a lot like vitamins for the invisible parts of us—our minds and hearts. People long ago benefitted from hearing and reading the Bible, and people today benefit just as much. In fact, the Bible says that it is alive and active!

Read Hebrews 4:12 aloud together.

Ask, **How often do people usually take vitamins?** (Usually every day.)

- **How often should we spend time reading God’s Word?** (Every day.)
- **Why?** (It helps us to grow strong and healthy on the inside.)
- **What can the Bible do for us?**

Tell the students that as a group, you are going to make a list of ways that the Bible benefits us.

ACTIVITY

Have students split into three groups with at least one leader in each group. Give each group a printout, and have them read their assigned portion of Psalm 19:7–12. Read the passage aloud as a group and then ask the students to name some of the benefits described there. List these benefits on paper so that all the children can see the list. After a few minutes have the groups come back and share their list with the whole group. You may want to have a separate poster board to write the list for all students to see. Consider labeling the benefits of “Vitamin W” (as in “Word”). Here are some of the benefits:

- It refreshes our souls (Verse 7).
- It makes us wise (Verse 7).
- It gives us joy (Verse 8).
- It shows us the way to go (gives light) (Verse 8).
- It shows us what is right and wrong (Verse 9).
- There is a great reward for those who obey God’s Word (Verse 11).
- It helps us see our own hearts as they are (Verse 12).

WRAP IT UP

Read Psalm 119:9.

Say, **This Scripture was written by King David, who was one of the most famous kings in the Bible. He understood that if he was going to rule God’s people well, he would need the wisdom and purity that come from knowing God’s Word well.**

You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Dodgeball
- Large garbage can (or something else that won't be damaged by being knocked over)

LARGE-GROUP GAME: SPUD

Materials: A dodgeball

Object of game: To be the last player to spell "spud"

How to play: First, give all the players a number. Then have them gather in a circle with one student in the middle. Give the middle student the ball, and instruct them to throw the ball straight up and yell any number that goes with the students in play. The student whose number was called must run to the ball, and all the other students run away from the ball in any direction. When the player whose number was called has the ball, they yell "SPUD!", signaling all the other players to freeze. The player with the ball can then take three steps in any direction and throw the ball at one of the other players. All the other players must keep their feet still, but can move any of their bodies to try to avoid the ball. If the throwing player misses, he/she receives a letter to spell the word "spud"; if the throwing player hits another player, that hit player receives a letter. Play then repeats with the player that received a letter standing in the middle of the circle and throwing the ball up.

LARGE-GROUP GAME: CLUMP TAG

Materials: None

Object of game: To avoid being tagged for as long as possible

How to play: Designate two students to be "it". All the other students will run around the room trying to avoid being tagged. They can avoid being tagged in one of two ways: outrunning "it" or linking arms to form a group of the indicated number of students. For example, say, "The number is three," and all the students who are in "clumps" (groups of students with arms linked) of three will be safe from being tagged. Keep changing the designated number as the game progresses. The game ends when all students have been tagged.

LARGE-GROUP GAME: CAN-CAN

Materials: A large garbage can (or something else that won't be damaged by being knocked over)

Object of game: To be the last player to touch the can

How to play: Have all the students form a circle and hold hands around the trash can, which is placed in the center. Then, all the students can move around, but everyone must make sure that they do not touch the trash can in any way with any part of their body. If a student touches the can, they are out, and the people in the circle that were on either side of them will join hands. Students can also get out if they lose their grip on the player next to them and break the circle. In this case, both students are out. Play until only one student is left.



I Wonder...

LESSON 5: PRIMARY SMALL GROUP

How can the Bible be good for us when it is so old?

MAIN IDEA

Even though the Bible is an ancient book, it is important to people at all times. Not only has it lasted a long time already, but God promises that his Word will last forever. Since it is sure and secure, we can build our lives on the foundation of God's Word, which gives us stability in difficult and changing circumstances.

BIBLE PASSAGES

- Psalm 19:7-11
- Matthew 24:35
- Hebrews 4:12,
- Isaiah 40:8
- Matthew 7:24-27
- Psalm 119:9
- Hebrews 2:14-1

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Bible
- Handful of pennies (any coin will work)
- Trick candle
- Matches or a lighter
- Flashlight or battery-operated candle (alternative to candle)
- Set of dominos
- Container of sand
- Cookie pan
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

ACTIVITY

Say, **Today we have been talking about the Bible. Is it a very old book, isn't it?** Ask, **How old is the Bible?** (Almost 2,000 years old)

Put the pennies in the middle of the small group. Allow students to search through the pennies to find the oldest one.

Once students find the oldest one say, **This is the oldest penny that we could find.** Ask, **Is this penny worth any less than the others?**

Just because this penny is older than the others it doesn't make it any less valuable than the others.

The Bible is old but it is still valuable. It is much more valuable than a penny and has been around much longer.

Why is it still helpful for people today? (It provides spiritual nourishment [vitamins] to people.)

Will it continue to last into the future? (Yes)

Look up and read Matthew 24:35 and Isaiah 40:8 with the students.

What difference do you think it makes in a child's life that the Word of God remains and never changes? (It is constant. So many things change, but we can depend upon God and his Word because they never change and will always remain.)

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: THIS CANDLE WON'T GO OUT

Show the children the trick candle, but do not let them know that it is a trick candle. Light the candle, and explain that God's Word is like a light.

The Word of God, the Bible, shows us what is right and what is wrong. It is a guidebook for life, and it provides nourishment to our souls. Throughout the years, many people have tried to put out the light of God's Word (blow on the candle, which will go out and then re-light). It has been outlawed and burned. In the United States, we cannot teach the Bible in public schools. But no matter what laws are made to try and get rid of the Bible, it keeps on shining—because God says that his Word endures forever.

THE BIBLE IS AN ENDURING FOUNDATION

Read the story of the wise and foolish builders in Matthew 7:24-27. Ask these questions:

- **Why did one house stand firm in the storm?** (It was built on rock.)
- **What is the rock?** (The Word of Jesus)
- **What is the sand that the other house was built on?** (Any other philosophies or religions)
- **Is it enough to know what the Bible says in order to survive the storms of life?** (No, Jesus said we had to put what it says into practice in our lives.)

We have seen that the Bible is reliable because God is the author. It tells us what God expects of us. It is also good for us and lasts for all time. We can count on it and build our lives on it.

ACTIVITY: BUILDING A STRONG TOWER

Divide the small group into two groups. Provide one group with some dominos, and allow them to build on a flat surface such as the floor or table. Provide the second group sand placed on a cookie pan (to contain the mess) and some dominos. Instruct each group to build a tower as high as they can.

After each group has finished, gather them together and ask,

- **Which tower is taller?**
- **Which tower is sturdier?**
- **Do any of you live in a house with sand as the foundation?**
- **Why is it important to build your house on a solid foundation?**

It's important to have a solid foundation or a house won't last long. Many people think they get to choose for themselves what is right and wrong but then there is not a solid foundation.

It is important that we use the Bible as our foundation for right as wrong because it doesn't change. Through the Bible, God tells us what is right and wrong. If we aren't using the Bible as a solid foundation for truth then we aren't building our beliefs on something that will last long.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Jesus said that the Scriptures pointed to him. If we want to build our lives in God’s way, we need to come to Jesus and ask him to forgive us for our sins and to be the leader of our life. Explain the Gospel story:

God created us to be with him. But our sins separate us from God.

Sin cannot be removed by good deeds or works. Paying the price for sin, Jesus died on the cross and rose again from the dead.

Everyone who believes in Jesus alone has eternal life!

Life with Jesus starts now and lasts forever!!!

Ask if any of the students want to invite Jesus to be their Savior. Pray with those who do that they might receive him as their Savior.

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.



I Wonder...

LESSON 5: INTERMEDIATE SMALL GROUP

How can the Bible be good for us when it is so old?

MAIN IDEA

Even though the Bible is an ancient book, it is important to people at all times. Not only has it lasted a long time already, but God promises that his Word will last forever. Since it is sure and secure, we can build our lives on the foundation of God's Word, which gives us stability in difficult and changing circumstances.

BIBLE PASSAGES

- Psalm 19:7-11
- Matthew 24:35
- Hebrews 4:12
- Isaiah 40:8
- Matthew 7:24-27
- Psalm 119:9
- Hebrews 2:14-1

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Bible
- Handful of pennies (any coin will work)
- Trick candle
- Matches or a lighter
- Flashlight or battery-operated candle (alternative to candle)
- Set of dominos
- Container of sand
- Cookie pan
- Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

ACTIVITY:

Say, **Today we have been talking about the Bible. Is it a very old book, isn't it?** Ask, **How old is the Bible?** (Almost 2,000 years old)

Put the pennies in the middle of the small group. Allow students to search through the pennies to find the oldest one.

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Why is it still helpful for people today? (It provides spiritual nourishment [vitamins] to people.)

Will it continue to last into the future? (Yes)

Look up and read Matthew 24:35 and Isaiah 40:8 with the students.

What difference do you think it makes in a child's life that the Word of God remains and never changes? (It is constant. So many things change, but we can depend upon God and his Word because they never change and will always remain.)

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: THIS CANDLE WON'T GO OUT

Show the children the trick candle, but do not let them know that it is a trick candle. Light the candle and explain that God's Word is like a light.

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Read the story of the wise and foolish builders in Matthew 7:24–27. Ask these questions:

- **Why did one house stand firm in the storm?** (It was built on rock.)
- **What is the rock?** (The Word of Jesus.)
- **What is the sand that the other house was built on?** (Any other philosophies or religions.)
- **Is it enough to know what the Bible says in order to survive the storms of life?** (No, Jesus said we had to put what it says into practice in our lives.)

We have seen that the Bible is reliable because God is the author. It tells us what God expects of us. It also is good for us and lasts for all time. We can count on it, and build our lives on it.

ACTIVITY: BUILDING A STRONG TOWER

Divide the small group into two groups. Provide one group with some dominos, and allow them to build on a flat surface such as the floor or table. Provide the second group sand placed on a cookie pan(to contain the mess) and some dominos. Instruct each group to build a tower as high as they can.

After each group has finished, gather them together and ask,

- **Which tower is taller?**
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- **Why is it important to build your house on a solid foundation?**

It's important to have a solid foundation or a house won't last long. Many people think they get to choose for themselves what is right and wrong but then there is not a solid foundation.

It is important that we use the Bible as our foundation for right as wrong because it doesn't change. Through the Bible, God tells us what is right and wrong. If we aren't using the Bible as a solid foundation for truth then we aren't building our beliefs on something that will last long.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Jesus said that the Scriptures pointed to him. If we want to build our lives in God’s way, we need to come to Jesus and ask him to forgive us for our sins and to be the leader of our life. Explain the Gospel story:

God created us to be with him. But our sins separate us from God.

Sin cannot be removed by good deeds or works. Paying the price for sin Jesus died on the cross and rose again from the dead.

Everyone who believes in Jesus alone has eternal life!

Life with Jesus starts now and lasts forever!!!

Ask if any of the students want to invite Jesus to be their Savior. Pray with those who do that they might receive him as their Savior.

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.

Bible Verse Cards

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT

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1 John 1:9, NLT

Printout 1A

GROUP 1 **PSALM 119:7-8**

The instructions of the LORD are perfect,
reviving the soul.

The decrees of the LORD are trustworthy,
making wise the simple.

The commandments of the LORD are right,
bringing joy to the heart.

The commands of the LORD are clear,
giving insight for living.

BENEFITS OF "VITAMIN W"

Printout 1B

GROUP 2 **PSALM 119:9-10**

Reverence for the LORD is pure,
lasting forever.

The laws of the LORD are true;
each one is fair.

They are more desirable than gold,
even the finest gold.

They are sweeter than honey,
even honey dripping from the comb.

BENEFITS OF "VITAMIN W"

Printout 1C

GROUP 3 **PSALM 119:11-12**

They are a warning to your servant,
a great reward for those who obey them.
How can I know all the sins lurking in my heart?
Cleanse me from these hidden faults.

BENEFITS OF "VITAMIN W"

Large Group



I Wonder...

LESSON 6: LARGE-GROUP

What's so special about Jesus and why did He come to Earth?

MAIN IDEA

Jesus looked very ordinary/regular, but he came from heaven and is the son of the King and is totally God and totally human at the same time. He came because he valued us and wanted to save us from our sins.

BIBLE PASSAGES

- Philippians 2:5-8
- Mark 10:35-41
- John 3:16
- Luke 15:1-10
- 1 John 1:9, suggested Bible verse (Optional)

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Bible
- Gem or jewel (fake or real)

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- The Bible is very old but still very helpful for us. It provides spiritual nutrients (like vitamins provide nutrients for our bodies).
- Review 1 John 1:9, which was last week's Bible verse.

WHAT'S SO SPECIAL ABOUT JESUS?

Ask the students:

- **Who are some people that are very famous?**
- **Which of these people would you really want to meet?**
- **What kind of houses do you think these people live in?**
- **What kind of cars do they drive?**
- **What kind of clothes do they wear?**

Remind the students that we have already talked a little bit about Jesus. **Today's question is about Jesus—who is he and why did he come to earth?**

Jesus is God and has lived in glory (magnificence, beauty, and shining light) **from forever and ever in the past. He laid aside all that glory to come to earth as a human being. He was 100% God and 100% human at the same time.**

OBJECT LESSON: SEEKING WHAT IS LOST

Show the students the gem or jewel you brought with you. If it is fake, ask them to pretend it is real. Talk about how valuable this jewel is to you.

Ask the students these questions:

- **If this were your gem, how would you care for it?**
- **Where would you keep it?**
- **Would you sell it?**
- **How would you feel if it were lost or stolen?**
- **What if you got it back after it was lost or stolen?**

Read and explain the parables of the lost sheep and the lost coin in Luke 15:1-10.

Say, **Jesus told these two parables, which are stories meant to explain a spiritual lesson. In both stories there was something lost.**

- **What did the shepherd do when the one sheep was lost?**
- **What did the shepherd do after he found the sheep?**
- **What did the woman who lost a coin do when she found it?**
- **What does Jesus say happens when one lost sinner repents** (turns away from their sin and turns to God)?
- **What do you think these two stories have to do with the gem?**
- **What do you think these stories and the gem might have to do with understanding why Jesus came to earth?**

Jesus made us and therefore owns us and loves us. We wandered away from him and we are lost and apart from Jesus. He came to look for us and make a way for us to come back to him. When we do that, he rejoices and celebrates!

Say, **Jesus loves and values us. We are like the lost sheep or the lost coin. When we turn away from our sins and back to God, he rejoices with all the angels in heaven!**

WRAP IT UP

Say, **In small groups the students will be talking a lot more about why Jesus came to earth, but remember that Jesus is totally God and was sent to the earth by his Father.**

You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students and dismiss them to small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Pool noodles cut in half, 1 half-section per child
- Beach ball
- 2 goals

LARGE-GROUP GAME: BLOB TAG

Materials: None

How to play: A designated area is decided upon to play. Have each child get into pairs and spread out over the playing area. Choose one pair to be “it”. The pair that is “it” tries to run and tag other players. The two must remain holding hands while chasing others.

If someone gets tagged, they must join the blob of people. The game ends when everyone is tagged.

LARGE-GROUP GAME: FIELD NOODLE HOCKEY

Materials: Pool noodles (enough for each student to have half a noodle), beach ball, two goals

How to play: Divide the students into two teams, and give everyone a pool noodle cut in half. Put the beach ball in the middle of the field, and have the students use the noodles as “hockey sticks” and the beach ball as the “puck”. There are no goalies, so students should work together to hit the ball toward the other goal using the noodles. Kicking the ball is not allowed. Instruct students that if they use the pool noodle to hit each other, they will be given a penalty and that player or players will need to sit out for two minutes. The object of the game is to score more goals than the opposing team.

LARGE-GROUP GAME: FIND THE LEADER

Materials: None

How to play: One person stands in the center of a circle with their eyes covered. The leader designates someone in the circle to be the leader without the person in the center seeing who it is. The person in the center uncovers their eyes while the whole circle begins to clap their hands. The leader can change what the group is doing at any time (hopping on one foot, swinging arms, running in place, waving one hand, pulling on one ear, etc.) Everyone follows the leader’s action. The objection is for the person in the center to discover who the leader is. If the leader is guessed, that person gets in the center, and the game is played again with another designated leader. Depending on the size of the group, consider giving the person in the center two or three guesses.



I Wonder...

LESSON 6: PRIMARY SMALL GROUP

What's so special about Jesus and why did He come to Earth?

MAIN IDEA

Jesus looked very ordinary/regular, but he came from heaven and is the son of the King and is totally God and totally human at the same time. He came because he valued us and wanted to save us from our sins.

BIBLE PASSAGES

- Philippians 2:5-8
- Mark 10:35-41
- John 3:16
- Luke 15:1-10
- 1 John 1:9, suggested Bible verse (Optional)

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Bible
- Poster board—In advance, draw a line down the middle and label one column “ROYAL” and the other column “REGULAR”
- Marker
- Tape (to hang up the poster board)
- Printouts 2A, 2B, 2C, 2D printed and cut out individually
- (Optional) Scissors
- (Optional) Glue to attach pictures to poster board
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

ACTIVITY

Ask students to find the most valuable thing that they have on them or in their backpack. Give them 1-2 minutes to look before bringing them back to the small group.

Ask:

- **What is your valuable item?**
- **Why is this important to you?**
- **What is the most valuable thing you own?** (this could be anything at home, not just at school)
- **How do you take care of your most valuable items?**
- **What would you do if you lost that item?**

Say, **The Bible talks about God valuing us. He created us and we are incredibly valuable to him. We will get to hear more about how God values us in large-group.**

Close in prayer before heading to the large-group.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

INTRODUCTION

Ask, **Why did Jesus come to Earth?**

We are talking about Jesus—who he is and why he came to earth. Jesus left the beauty of heaven where he was worshiped because he is God’s Son. This means that Jesus is God and the Bible says that he is the King of kings.

Think for a moment about how royalty would be treated.

ACTIVITY: ROYAL VS. REGULAR

Using the pictures included in the lesson and the poster board you prepared with two columns (Royal & Regular), work with the kids to sort the items into the columns. You may also consider allowing students to cut the pictures up and tape or glue them to the poster board, separating them into the Royal & Regular columns.

Ask:

- **Would a king live in a castle or a house?**
- **Would a king wear a crown or a baseball cap?**
- **Would a king eat a banquet or a sandwich?**

Go through all of the pictures and compare the pairs (castle/house, crown/baseball cap, banquet/sandwich, limo/small economy car, king’s robe/jeans, fancy jewelry/regular gold ring, butler/regular person cleaning, chalice/to go cup).

Say, Jesus was fully God (a royal son of the King) and lived in heaven with all God’s blessings. In obedience to God, his Father, he came down to live on earth with us as a human being.

UNDERSTANDING JESUS’ HUMILITY

Read Philippians 2:5–8 with the students and explain:

Jesus remained God even when he came to earth, but he took on the nature of a servant (human nature). He chose to give up the comfort of living in heaven and came to earth because he wanted to obey God the Father, and he valued us enough to sacrifice everything for us.

This is a great opportunity to share the whole Gospel with students. Sharing with them the love Jesus has for us that he would give up the comfort of heaven but more than that, he gave his very life to save ours from the punishment of death and eternity separated from God.

HELPFUL HINT

ILLUSTRATION

Explain to the students what it would be like if we could maintain our human nature but turn into an ant.

Say, **Jesus coming to earth is like you turning into an ant. Imagine if you could turn yourself into an ant. You would still be you. You could feel and think like a human, but you would look and experience things just like an ant. You would still retain your human thoughts and ideas and nature, but you would look like just another ant.**

Ask, **Why do you think that Jesus came appearing just like an ordinary person?** (He did not want to scare us away. He wanted us to be attracted to his love, not his appearance. He came to serve, to die for us. He set an example for us to follow.)

Read 1 John 4:10 together with the students.

Explain what it means that Jesus was a sacrifice for us, and discuss how this demonstrates his tremendous love for us.

Say, **Jesus came to the earth because he loves us and didn't want to leave us all tangled up in the mess of sin that we talked about last week.**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Say, **When we understand who Jesus is and what he did for us, our response should be to give him thanks.**

Spend some time teaching the children how to express thanks to God.

You might have each child think of something for which they are thankful and then pray one sentence: "I thank you God for/that . . ."

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.



I Wonder...

LESSON 6: INTERMEDIATE SMALL GROUP

What's so special about Jesus and why did He come to Earth?

MAIN IDEA

Jesus looked very ordinary/regular, but he came from heaven and is the son of the King and is totally God and totally human at the same time. He came because he valued us and wanted to save us from our sins.

BIBLE PASSAGES

- Philippians 2:5-8
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BIBLE VERSE

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Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
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Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

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Close in prayer before heading to large-group.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

INTRODUCTION

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Say, **Jesus came to the earth because he loves us and didn't want to leave us all tangled up in the mess of sin that we talked about last week.**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Say, **When we understand who Jesus is and what he did for us, our response should be to give him thanks.**

Spend some time teaching the children how to express thanks to God.

You might have each child think of something for which they are thankful and then pray one sentence: "I thank you God for/that . . ."

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.

Bible Verse Cards

BIBLE VERSE

But if we confess our sins to him, he is faithful and just to forgive us our sins and to cleanse us from all wickedness.

1 John 1:9, NLT

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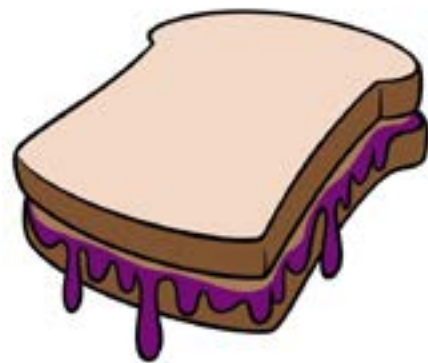
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Printout 1C



Printout 1D





I Wonder...

LESSON 7: LARGE-GROUP

How can Jesus be God and human at the same time?

MAIN IDEA

Jesus is totally God and totally human at the same time. He is unique from other religious leaders because he claimed to be God and rose from the dead to back up his claim.

BIBLE PASSAGES

- John 8:58b
- Mark 9:28
- Matthew 8:23-27
- Hebrews 1:3
- Hebrews 2:14-18
- John 1:14, suggested Bible verse (Optional)

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- ❑ 2 identical balloons, 1 filled with helium and one with regular air

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- Jesus is God. He came from heaven and became human.
- Jesus came to rescue us from our sins.
- Consider going through Who is Jesus motions.
- Review 1 John 1:9.

JESUS IS UNIQUE BECAUSE HE CLAIMED TO BE GOD

Say, **Throughout, history the world has known many different religious leaders. What are some of their names?** (Moses, Elijah, Jesus, Mohammed, Confucius, Buddha, etc.)

We have been talking about Jesus. What makes Jesus different from all these other leaders?

Only Jesus claimed to be God (John 8:58b). Is Jesus really God?

In today's lesson, we are going to look at a very important reason to believe that Jesus is who he claimed to be—God.

OBJECT LESSON: TWO BALLOONS CAN BE THE SAME YET DIFFERENT

Hold the two balloons at the base so that the students can see them but cannot tell that one has helium in it. Ask the students to observe the two balloons, noticing the size, shape, texture, and color of them.

Ask, **Do you see any differences in these two balloons?** (No, they appear identical so far.)

Now let the balloons go so that one flies up to the ceiling while the other drops to the floor.

Ask, **How about now? Do you notice any differences now?** (Yes, one floats and one sinks. What is inside is completely different, and the results are completely different.)

Ask, **What do you think these balloons have to do with comparing Jesus to other religious leaders?** (They may look similar on the outside, but Jesus claimed to be God. He is completely different on the inside.)

JESUS PROVED THAT HE WAS GOD

Say, **Jesus proved he is unique by predicting that he would die and rise again from the dead—and then he did it!**

Ask, **Does anyone know anything else that Jesus did that showed that he is God?** (He raised the dead. He calmed a storm. He shone brightly at the transfiguration. He healed the sick.)

We are going to talk about two stories from Jesus' life on earth that show his tremendous power and authority as God.

Read and discuss the story of the transfiguration in Mark 9:2-8.

Read and discuss the story of Jesus calming the storm in Matthew 8:23-27.

WRAP IT UP

Introduce the (optional) Bible verse for the day: Hebrews 1:3.

Say, **This verse tells us that Jesus sustains the entire world through the power of his word. This makes him unique among all other prophets and holy people that have lived. He is both God and human at the same time.**

You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Ball (preferably large and soft)

LARGE-GROUP GAME: CIRCLE DODGEBALL

Materials: Ball (preferably large and soft)

Object of game: Players stand in a circle and throw one ball to eliminate other players

How to play: Players stand in a circle. One player starts with the ball and throws it at another player. Player must catch it and throw it at another. If the ball touches a player and they do not catch it, that player is eliminated. If a player throws it and it does not hit a player, the thrower is eliminated. Players must throw the ball with two hands and may not raise it above their head to throw. Players may not move their feet (other than to make the circle smaller when a player is eliminated). Players may not throw the ball at the person directly beside them (unless there are 4 players or fewer remaining).

LARGE-GROUP GAME: INFECTION TAG

Materials: None

How to play: Players become infected by being tagged by an infector. Once tagged, they join the infectors' team and help tag remaining survivors.

Safe Zones: Sometimes, there may be designated safe zones where survivors can temporarily avoid being tagged. However, these zones may have limitations, such as allowing only a certain number of survivors at a time or having a time limit on how long they can stay safe.

Time Limits or Rounds: Infection games typically have time limits or rounds to ensure the game remains engaging and doesn't go on indefinitely. At the end of each round, the teams may reset, with surviving players becoming survivors again, and the game continues.

Variations: There can be various variations of infection, such as different rules for how players become infected, special abilities for infectors, or different win conditions.

LARGE-GROUP GAME: SHIP TO SHORE

Materials: None

Object of game: To remain in the game after everyone else is called “out”

How to play: Designate one side of the gym as “ship” and the other side as “shore”. When you call “ship”, all the students need to get to that side as fast as possible. The last one there is called out. The same applies when you call “shore”. You may also call the following things, and the last person or group to do the action indicated will be out:

“Captain’s coming”—Students must stand at attention and salute. They must stay this way until you say “at ease”. If they move before you say “at ease”, they are “out”.

“Hit the deck”—Students must lie down on their stomachs.

“Captain’s table”—Students must get in a group of four, sit down in a circle, and pretend to eat.

“Crow’s nest”—Students must get in a group of three students and stand back-to-back with arms linked.

“Man overboard”—Students must find a partner. One partner goes down on his or her hands and knees. The other partner puts one foot on the first person’s back.

Play continues until there is only one person left in the game.



I Wonder...

LESSON 7: PRIMARY SMALL GROUP

How can Jesus be God and human at the same time?

MAIN IDEA

Jesus is totally God and totally human at the same time. He is unique from other religious leaders because he claimed to be God and rose from the dead to back up his claim.

BIBLE PASSAGES

- John 8:58b
- Mark 9:28
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- Hebrews 1:3
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- John 1:14, suggested Bible verse (Optional)

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Paper, 1 sheet per child
- (Optional) A roll of paper
- Markers or colored pencils
- Crayons
- Ring or other piece of jewelry
- Paper plate
- Damp paper towel
- Packets of gooey things (ketchup, mayo, mustard, etc.)
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
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(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

ACTIVITY: DUAL ARTISTRY

Hand out the sheets of paper on a flat surface. Provide each child with both markers and crayons, and any other decorative materials they may use.

Explain the activity: Tell the children that they will be creating artwork using two different items simultaneously. They'll use markers with one hand and draw with crayons with the other hand.

Encourage the children to choose a theme or subject for their artwork or choose one for them. It could be anything they like, such as nature scenes, animals, or fantasy creatures (dragons or unicorns).

Have the children use both hands at the same time. They should use markers and crayons with their hands to draw details or elements onto the artwork.

INTRODUCTION

Ask, **Have you ever tried to draw something with both hands at the same time before? Was this easy or hard? What are some easier things to do at the same time?** (Take responses) **It is possible to do two things at the same time, but some things are very difficult to do together.**

Transition to talking about people being two things at the same time (e.g., son/daughter and brother/sister). **Doing two things can be difficult, but can people be two things at the same time?**

How can someone be two things at once? (Take responses)

What two things are you at the same time? (e.g., a son/daughter, brother/sister, cousin, niece/nephew)

Today we will be talking about Jesus. He is special because he is the only person who is both God and human at the same time. Have you ever wondered ... How can Jesus be God and human at the same time? We will try to find the answer together today!

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: HIDDEN VALUE

Show the students the ring that you brought with you. Ask them to describe it. Ask if they think it is valuable. Describe to them its value both monetarily and emotionally. Place the ring on the plate. Allow the students to squeeze the packets of messy items (e.g., ketchup) onto the ring.

Ask, **Does the ring look pretty now? (No!) Is it still valuable? (Yes!)**

Clean the ring with a damp paper towel, and throw away all the mess.

Ask the students, **In what ways is my ring like Jesus?**

Say, **In the same way that the ring was still a ring even though it was coated with nastiness, Jesus was still God even though he took on human flesh.**

JESUS WAS ALSO TOTALLY HUMAN

Read John 1:14 together with the students.

Ask, **Do you think it was easy for Jesus to have ordinary parents that he had to obey?**

To live in an ordinary house?

To have an ordinary body?

Remind the students that last week they learned why Jesus came to earth.

Say, **Jesus came to be the sacrifice for our sins. He is our substitute. The Bible says that the consequence of sin is death. Since we have all sinned, either we must die for our sins, or someone else must die in our place. The problem is that all people have sinned. Jesus, because he was totally God and totally human, is the only human who has never sinned. So, when he died, he was able to be a substitute for us by taking our place. (A substitute is a person or thing acting or serving in place of another.) Jesus died to take the punishment that we deserve so that we don't have to.**

The Bible says, whoever believes in Jesus will be saved! Does this make sense to you?

Is there anything keeping you from believing in Jesus right now?

Ask if any students want to believe in Jesus right now. Then pray with them.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Read and discuss Hebrews 2:14-18.

Say, **Jesus understands our struggles and temptations. When we have struggles and temptations, we can go to Jesus and ask for his help. He will help us and give us strength by his Holy Spirit.**

Ask the students to talk about a struggle or temptation that they face with which Jesus can help them.

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

If time permits, review the Bible verse with the students. Share with students that in this verse, “Word” is talking about Jesus.



I Wonder...

LESSON 7: INTERMEDIATE SMALL GROUP

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MAIN IDEA

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- Hebrews 2:14-18
- John 1:14, suggested Bible verse (Optional)

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Paper, 1 sheet per child
- (Optional) roll of paper
- Markers or colored pencils
- Crayons
- Ring or other piece of jewelry
- Paper plate
- Damp paper towel
- Packets of gooey things (ketchup, mayo, mustard, etc.)
- Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

ACTIVITY: DUAL ARTISTRY

Hand out the sheets of paper on a flat surface. Provide each child with both markers and crayons, and any other decorative materials they may use.

Explain the activity: Tell the children that they will be creating artwork using two different items simultaneously. They'll use markers with one hand and draw with crayons with the other hand.

Encourage the children to choose a theme or subject for their artwork or choose one for them. It could be anything they like, such as nature scenes, animals, or fantasy creatures (dragons or unicorns).

Have the children use both hands at the same time. They should use markers and crayons with their hands to draw details or elements onto the artwork.

INTRODUCTION

Ask, **Have you ever tried to draw something with both hands at the same time before? Was this easy or hard? What are some easier things to do at the same time?** (Take responses) **It is possible to do two things at the same time, but some things are very difficult to do together.**

Transition to talking about people being two things at the same time (e.g., son/daughter and brother/sister). **Doing two things can be difficult, but can people be two things at the same time?**

How can someone be two things at once? (Take responses)

What two things are you at the same time? (e.g., a son/daughter, brother/sister, cousin, niece/nephew)

Today we will be talking about Jesus. He is special because he is the only person who is both God and human at the same time. Have you ever wondered ... How can Jesus be God and human at the same time? We will try to find the answer together today!

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: HIDDEN VALUE

Show the students the ring that you brought with you. Ask them to describe it. Ask if they think it is valuable. Describe to them its value both monetarily and emotionally. Place the ring on the plate. Allow the students to squeeze the packets of messy items (e.g., ketchup) onto the ring.

Ask, **Does the ring look pretty now? (No!) Is it still valuable? (Yes!)**

Clean the ring with a damp paper towel, and throw away all the mess.

Ask the students, **In what ways is my ring like Jesus?**

Say, **In the same way that the ring was still a ring even though it was coated with nastiness, Jesus was still God even though he took on human flesh.**

JESUS WAS ALSO TOTALLY HUMAN

Read John 1:14 together with the students.

Ask, **Do you think it was easy for Jesus to have ordinary parents that he had to obey?**

To live in an ordinary house?

To have an ordinary body?

Remind the students that last week they learned why Jesus came to earth.

Say, **Jesus came to be the sacrifice for our sins. He is our substitute. The Bible says that the consequence of sin is death. Since we have all sinned, either we must die for our sins, or someone else must die in our place. The problem is that all people have sinned. Jesus, because he was totally God and totally human, is the only human who has never sinned. So, when he died, he was able to be a substitute for us by taking our place. (A substitute is a person or thing acting or serving in place of another.) Jesus died to take the punishment that we deserve so that we don't have to.**

How important is it that Jesus was a man? (Very! To be a substitute, he needed to be like us.) **How important is it that Jesus was God?** (Very! To be perfect, he needed to be different from us.)

The Bible says, whoever believes in Jesus will be saved! Does this make sense to you?

Is there anything keeping you from believing in Jesus right now?

Ask if any students want to believe in Jesus right now. Then pray with them.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Read and discuss Hebrews 2:14-18.

Say, **Jesus understands our struggles and temptations. When we have struggles and temptations, we can go to Jesus and ask for his help. He will help us and give us strength by his Holy Spirit.**

Ask the students to talk about a struggle or temptation that they face with which Jesus can help them.

RESPONSE & REFLECTION

Ask the students for any additional prayer requests and pray with them.

If time permits, review the Bible verse with the students. Share with students that in this verse, “Word” is talking about Jesus.

Bible Verse Cards

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

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John 1:14, NLT

Large Group



I Wonder...

LESSON 8: LARGE-GROUP

Why did God make me and why am I unique?

MAIN IDEA

God made us for relationship. He wants us to know and love him, others and his creation. Each person (no matter how different) is capable of relationship. God made each person different because he delights in diversity.

BIBLE PASSAGES

- Genesis 2:7
- Genesis 19-20
- Romans 12:4-8
- Ephesians 2:8-9

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- A pan with some dirt
- Pitcher of water
- Old newspaper or plastic trash bag

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- Jesus is totally God and totally human.
- Because of who Jesus is, he is able to be our substitute and pay the price for our sins.
- Jesus is able to identify with us in our temptations and weaknesses and help us face these difficulties when they come.
- Review last week's Bible verse.

WHY DID GOD MAKE US?

Ask the students:

Have you ever wondered why God made people?

Why did God make you?

OBJECT LESSON: "A DIRTY ACTIVITY"

Place the plastic or newspaper underneath the tub of dirt. Invite two or three student volunteers (who do not mind getting a little dirty) to come forward, moisten the soil, and try to shape a person or animal. After they have formed something, ask, **Can you breathe on it and make it alive, please?** Allow the volunteers to go to the washroom and get cleaned up.

Explain that all living things are made from the same compounds in ordinary dirt, water, and air.

Ask, **Do you think you could create life with this formula—dirt, water, and air?** (No, no one can create life from these materials—no one except for God)

GOD MADE PEOPLE TO BE IN HIS IMAGE

Read Genesis 2:7, 19-20.

Ask the students:

- **What are the similarities between Adam and the animals?** (Both were made by God. Both were taken from the ground.)
- **Can anyone share the difference between the animals and Adam?** (In Adam's case, God breathed into his nostrils, and he became a living being.)

Say, **People are made in God's image. God made us to be the rulers over his creation and to be in a relationship with him.**

Ask,

- **How many of you know of an animal that can read a book?**
- **Do you know of an animal that can write a letter?**
- **Anyone have a pet that can send a text message?**
- **What if I told you that my dog has a Facebook account?**

Animals are not able to relate to one another in the same way as people. God made us special. He made us to be in relationship. The most important relationship is with him.

God also gave us the ability to make the choice whether we want to love him and serve him or not. Animals do not have that choice. God made us to be in a relationship with him, to love him, and to serve him.

WRAP IT UP

Read 1 John 1:14 together.

Review the fact that God made us to be in a relationship with him and with others—to love and obey him.

(Optional) Practice saying this verse together with the students. It is the Bible verse for today's lesson. You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Ball or frisbee (flying disk)
- 4-5 Hula Hoops
- Chairs, 1 per child

LARGE-GROUP GAME: SAY CATCH

Materials: A ball or a Frisbee

Object of game: To be the last player left in the circle

How to play: Have all the students stand in a circle. Decide on a topic to be used during the game (for example, the topic could be animals). Then, toss the ball to any student in the circle. The student must say something in the chosen topic before catching the ball (in the animal example, students could say "Elephant!"). If the student does not say something before catching the ball or does not catch it, they are out.

LARGE-GROUP GAME: THE BLOB

Materials: None

Object of game: To avoid being tagged by "The Blob"

How to play: Choose one student to be "The Blob." All the other students will run away from "The Blob." When "The Blob" tags someone, that person must join hands with "The Blob," and together they continue trying to tag the rest of the students. Eventually, all the students will become part of "The Blob." The last one to be tagged is the winner.

*As "The Blob" grows, it will be harder and harder for students at the end to hold on. Smaller students can be knocked over or get hurt. Leaders should pay close attention to keep the students safe.

LARGE-GROUP GAME: FRUIT SALAD

Materials: Chairs

Object of game: To avoid being in the middle

How to play: Arrange the group in a circle seated on chairs and facing inward. Then select someone to be "it" in the middle. Remove their chair. The person in the middle will say things that apply to more than one person, such as: "Anyone who has a sister," or, "Anyone wearing blue," or, "Anyone who has visited the ocean." Anyone seated in the circle to whom the statement applies must get up and find an open chair. The person in the middle will be trying to find an open seat while people are moving. Whoever is left without a seat will become "it". The person in the middle may also call, "Fruit salad!" at which point everyone needs to get up and find a new chair.



I Wonder...

LESSON 8: PRIMARY SMALL GROUP

Why did God make me and why am I unique?

MAIN IDEA

God made us for relationship. He wants us to know and love him, others and his creation. Each person (no matter how different) is capable of relationship. God made each person different because he delights in diversity.

BIBLE PASSAGES

- Genesis 2:7
- Genesis 19-20
- Romans 12:4-8
- Ephesians 2:8-9

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- At least 4-5 different kinds of bowls (the more different they are, the better—some could be worn or chipped)
- Bottle or pitcher of water
- Printout 1, 1 per child
- Pen or pencil, 1 per child
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

WHAT ARE YOU GOOD AT?

Ask each student to tell you something that he or she is really good at. For example, "I am really good at solving math problems." Or, "I am a good goalkeeper in soccer."

After each one shares something at which they are good, ask,

- **Are you all good at the same things?** (No.)
- **Are you each the same?** (No.)
- **Why not?** (God made each person different.)

ACTIVITY:

Use Printout 1. Give one printout to each student. Have students mark the boxes that relate to them. See who has the most marks. After the activity, say, **Each person has different interests, and each of us is unique. We are all created by God, and he cares for each of us!**

Say, **God made us for relationship. He wants us to know and love him. God also wanted us to love others and his creation. Each person** (no matter how different) **is capable of a relationship with God. God made each person different because he delights in diversity.**

We will hear more about how God created us to be in a relationship with him in Large-Group.

HELPFUL HINT

Definition of UNIQUE: Being the only one of its kind; unlike anything else.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: GOD LOVES VARIETY

Show the students the different cups and bowls that you brought. Ask a volunteer to pour some water into each one. Point out to the students that each bowl holds water.

Ask, **In what ways are these containers different? In what ways are they similar?**

Say, **Each person God made was made for the purpose of being in a right relationship with him—to know, love, and serve him. Every person (through Jesus' forgiveness) is able to have a right relationship with God just like every container can hold water. But God made us each different because he loves variety.**

Ask, **Have any of you ever been jealous of someone else? Have you wanted to be like someone else?**

Say, **Often we are not happy with the way God has made us, and we want to be like someone else. Instead, we should celebrate the way God made each person with different gifts and abilities, and we should focus on using our gifts and abilities to serve the Lord.**

READ AND DISCUSS ROMANS 12:4–8

Gifts are special abilities, God has given believers in Jesus Christ.

Ask,

- **In this passage, what are some of the gifts?** (Prophecy, serving, teaching, encouraging, leadership, and kindness.) Definition of Prophecy: Be told something from God to share with others. Many times something that will happen in the future.
- **Why doesn't everyone have the same gifts?** (Just like people have different jobs, God wants to give people different gifts.)
- **Why is it good to use the gift you have been given?** (If it's not being used, you are wasting that gift.)

ILLUSTRATION

Imagine a toy box filled with colorful and exciting toys, each one offering a unique way to play and have fun. However, instead of playing with the toys, you leave them untouched in the box. Days turn into weeks, and the toys sit neglected, with no one playing with them or enjoying them. Eventually, when you finally decide to explore the toy box, you find that some toys have become dusty and worn, while others have lost their batteries or pieces.

Say, When we aren't using the gifts God has given us, they are going to waste. We aren't taking care of the gifts God has given us, just like how getting new toys but just throwing them in a box and never using them is a complete waste.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Discuss with the students a practical way in which each of them might use their unique personality and talents to serve Jesus better in the next week.

RESPONSE & REFLECTION

Take the students' prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.



I Wonder...

LESSON 8: INTERMEDIATE SMALL GROUP

Why did God make me and why am I unique?

MAIN IDEA

God made us for relationship. He wants us to know and love him, others and his creation. Each person (no matter how different) is capable of relationship. God made each person different because he delights in diversity.

BIBLE PASSAGES

- Genesis 2:7
- Genesis 19-20
- Romans 12:4-8
- Ephesians 2:8-9

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- At least 4-5 different kinds of bowls (the more different they are, the better—some could be worn or chipped)
- Bottle or pitcher of water
- Printout 1, 1 per child
- Printout 2
- Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

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Ask each student to tell you something that he or she is really good at. For example, "I am really good at solving math problems." Or, "I am a good goalkeeper in soccer."

After each one shares something at which they are good, ask,

- **Are you all good at the same things?** (No.)
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- **Why not?** (God made each person different.)

ACTIVITY

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Say, **God made us for relationship. He wants us to know and love him. God also wanted us to love others and his creation. Each person (no matter how different) is capable of a relationship with God. God made each person different because he delights in diversity.**

We will hear more about how God created us to be in a relationship with him in Large-Group.

HELPFUL HINT

Definition of UNIQUE: Being the only one of its kind; unlike anything else.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: GOD LOVES VARIETY

Show the students the different cups and bowls that you brought. Ask a volunteer to pour some water into each one. Point out to the students that each bowl holds water.

Ask, **In what ways are these containers different? In what ways are they similar?**

Say, **Each person God made was made for the purpose of being in a right relationship with him—to know, love, and serve him. Every person (through Jesus' forgiveness) is able to have a right relationship with God just like every container can hold water. But God made us each different because he loves variety.**

Ask, **Have any of you ever been jealous of someone else? Have you wanted to be like someone else?**

Say, **Often we are not happy with the way God has made us, and we want to be like someone else. Instead, we should celebrate the way God made each person with different gifts and abilities, and we should focus on using our gifts and abilities to serve the Lord.**

READ AND DISCUSS ROMANS 12:4–8

Ask,

- **In this passage, what does it mean when it talks about gifts?** (Gifts are special abilities God has given believers in Jesus Christ.)
- **Why is it important that people are different and have different gifts?** (Just like your physical body, you need different parts to make the whole body work well.)
- **Why is it good to use the gift you have been given?** (if it's not being used, you are wasting that gift)

ILLUSTRATION

Imagine a toy box filled with colorful and exciting toys, each one offering a unique way to play and have fun. However, instead of playing with the toys, you leave them untouched in the box. Days turn into weeks, and the toys sit neglected, with no one playing with them or enjoying them. Eventually, when you finally decide to explore the toy box, you find that some toys have become dusty and worn, while others have lost their batteries or pieces.

Say, When we aren't using the gifts God has given us, they are going to waste. We aren't taking care of the gifts God has given us, just like how getting new toys and just throwing them in a box but never using them is a complete waste.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Discuss with the students a practical way in which each of them might use their unique personality and talents to serve Jesus better in the next week.

Then discuss how students might use their gifts to serve God and others.

Ask,

- **What are some things you enjoy doing for others?**
- **What do you think the gifts are that God has given you?**
- **How can you use the gifts God has given you to help others around you?**

Leader Note: Printout 2 contains a List of Spiritual Gifts and their meanings. Please use this as a resource when talking with students about their gifts.

RESPONSE & REFLECTION

Take the students' prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.

Bible Verse Cards

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT

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John 1:14, NLT

Printout 1

Enjoys math	Has a pet	Watches more than 1 hour of TV each day	Bites fingernails
Was born in January	Does not like broccoli	Is afraid of spiders	Wakes up early
Wears socks to bed	Has had stitches	Loves to swim	Has more than 5 letters in last name
Has more than four siblings	Is an only child	Can use chopsticks	Has been to the ocean

Printout 2

ADMINISTRATION: The ability to help steer the church, or a ministry, toward the successful completion of God-given goals, with skills in planning, organization, and supervision.

APOSTLE: A person sent to new places with the Gospel. You may have heard of missionaries going to different countries to help spread the Word; they could be described as apostles. An apostle can also provide leadership to other churches or ministries and offer advice on spiritual matters.

DISCERNMENT: The wisdom to recognize truth from untruth by correctly evaluating whether a behavior or teaching is from God or another, ungodly source.

EVANGELISM: The ability to successfully communicate the message of the Gospel, especially to nonbelievers.

EXHORTATION: Competence in offering encouragement, comfort, and support to help someone be all that God wants them to be.

FAITH: People with this gift have such great confidence in the power and promises of God that they can stand strong in their belief, no matter what may try to shake them. They can also stand up for the church and for their faith in such a way as to defend it and move it forward.

GIVING: Those who have this gift are particularly willing and able to share what resources they have with pleasure, and without the need to see them returned.

HEALING: A capability used by God to restore others, be that physically, emotionally, mentally, or spiritually.

HELPS: Someone with this gift is able to support or assist members of the body of Christ so that they may be free to minister to others.

HOSPITALITY: A natural ability to make people—even strangers—feel welcome in one’s own home or church as a means to disciple or serve them.

KNOWLEDGE: This is the gift of someone who actively pursues knowledge of the Bible. This person may also enjoy analyzing biblical data.

LEADERSHIP: This aptitude marks a person who is able to stand before a church, to direct the body with care and attention, and to motivate them toward achieving the church’s goals.

MERCY: This is the defining trait of a person with great sensitivity for those who are suffering. It manifests itself in offering compassion and encouragement, and in a love for giving practical help to someone in need.

PROPHECY: The ability to speak the message of God to others. This sometimes involves foresight or visions of what is to come. This skill should be used only to offer encouragement or warning.

SERVING: A talent for identifying tasks needed for the body of Christ and using available resources to get the job done.

SPEAKING IN TONGUES: The supernatural ability to speak in another language (one that has not been learned).

TEACHING: The skill to teach from the Bible and communicate it effectively for the understanding and spiritual growth of others.

WISDOM: The gift of being able to sort through facts and data to discover what needs to be done for the church.

Large Group



I Wonder...

LESSON 9: LARGE-GROUP

What should I do if my friends encourage me to do bad things?

MAIN IDEA

When friends tempt us to do bad things, God has made a way of escape for us. We can choose to walk away and make new friends rather than be pulled in a direction we do not want to go. We should choose good friends who will help us be the best we can be.

BIBLE PASSAGES

- 1 Corinthians 10:13
- 1 Thessalonians 5:11
- 1 Corinthians 15:33
- Proverbs 13:20
- Hebrews 2:14-18

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Heavy rope to play tug of war
- Masking tape to mark a line on the floor

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- God made us to be in a relationship with him.
- Each person is different from every other person, but everyone can have a relationship with God.
- Review Ephesians 2:10, which was last week's Bible verse.

FRIENDS CAN INFLUENCE US

Tell the students that today's question is about friends.

Ask, **Do you think God cares who your friends are?**

Have you ever had a friend or a group of friends who encouraged you to do something you knew was wrong?

After several students indicate that they have had this experience, ask,

What did they want you to do?

Is it hard to choose the right thing when a friend wants you to do something wrong? Why?

How can we resist doing what we know is wrong?

OBJECT LESSON: TUG OF WAR

Divide the group into two teams, and play a game of tug of war. One team will try to drag the other team across a tape-line that separates the teams. Once one team wins, ask the losing team members these questions:

How did it feel to lose?

Was it fun to be dragged across the middle line?

What could you have done to avoid being dragged across the middle line? (They could have pulled harder, or they could have chosen not to play the game at all. They could have walked away.)

Did you choose to lose? (No, you were just dragged across the middle line.)

Ask the students how this game of tug of war is like the way our friends influence us to do wrong.

Say, **Sometimes we get tugged in a direction we do not want to go by our friends. Sometimes we cannot resist the pull of our friends, and so we need to walk away and choose new friends.** (Choosing friends is the topic of small group time today.)

WRAP IT UP

Read 1 Corinthians 10:13 together.

Explain, **Even though we want to please God, if we hang out with people who are bad influences, we will get dragged along in their sin. Thankfully, God has promised to provide a way of escape. Sometimes that way of escape is to walk away and choose new friends. We can fight being pulled** (and we may sometimes win) **and give in to sin a lot, or we can walk away.**

Read Proverbs 13:20 together.

Discuss that we tend to become like the people we hang out with. **If we choose to hang out with foolish people, we will end up doing foolish things. We will just get dragged along. If we hang out with wise people who want to honor God, we will become wise, too.**

(Optional) You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students, and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Colorful tape
- Chalk or tape
- 5 papers marked with X and 5 marked with O

LARGE-GROUP GAME: LINE TAG

Materials: Tape (if you have a gym with a lot of lines already drawn, then you need no supplies)

How to play: If you do not already have a large room that has lines on the floor, use some tape to draw lines around the floor in various designs and locations to make for a great “game area”. Have students spread out around the game area, standing on a line. Choose one student who will be “it”. On your signal, the student who is “it” attempts to tag everybody else. The last person standing is the winner. Here is the catch: Everyone can only move around by following the lines. They must run on the lines, not just anywhere. (Note: They don’t have to walk or run as if on a tightrope, but they can only follow the lines and must have at least one foot touching them.) Everyone is allowed to jump from one line to another. However, if a student steps off of the line (or misses it when jumping from one to another), they are “out”. If the person who is “it” steps off a line or misses one, then they have to have a 15-second “freeze” in place before they can continue chasing others. Whenever a person is tagged, they are “out” and must sit down right where they were tagged. This ends up causing some slight “roadblocks” for those who are still in the game and trying not to get caught.

Variation: There is another way of playing this game which makes it last a LOT longer. In this version, when a person is tagged, they sit down where they were tagged. However, another person who is still in the game can come over and tag them to restore them back into the game. This would mean that the person who is “it” would have to tag everyone before they can restore anyone to the game. If you use the variation, have more than one person who is “it” to make it more fair.

LARGE-GROUP GAME: 4 CORNERS

Materials: None

How to play: Assign a number or color to each corner. For example, you could label them Corner 1, Corner 2, Corner 3, and Corner 4, or give them distinct colors like red, blue, green, or yellow.

Choose someone who is “it” or a leader: One player is chosen such. This player will be responsible for calling out the corners. Consider having a leader countdown from 10 each round. The person who is “it” must keep their eyes closed while counting down and calling a corner.

Players Scatter: All other players scatter and move around the play area. They must stay on their feet and cannot leave the designated play area. While the person who is “it” counts down, players must choose a corner before the counter reaches zero.

Call a Corner: The person who is it or the leader calls out one of the corners by

its number or color. For example, they might say “Corner 2!”

Eliminate Players: All the players in the called corner are out of the game. Make a designated spot for players who are out to remain until the end of the game.

Continue calling corners until there are only a few players left. The last player remaining is declared the winner.

LARGE-GROUP GAME: TEAM TIC TAC TOE

Materials: Chalk or tape, 5 sheets of paper marked with “X” and 5 with “O”.

Setup: Draw a large Tic Tac Toe grid on the ground using chalk, tape, or cones. Make sure it’s big enough for players to move around comfortably within each square. Divide the participants into two or more teams, depending on the number of players. Each team should have an equal number of players. Designate start and finish Lines: Mark them clearly, as you would in a regular relay race. Each team will have chalk or paper to add their symbol (“X” or “O”) on the Tic Tac Toe grid.

How to play: Each team lines up behind the start line, with the first player ready to begin the relay race. The first runner from each team starts the race upon the signal to begin. Their objective is to reach the Tic Tac Toe grid and place their team’s symbol (“X” or “O”) in an empty square. As each runner completes their leg of the relay race, they must place their team’s symbol on the Tic Tac Toe grid before the next teammate can start their race. The race continues until one team successfully forms a winning line on the Tic Tac Toe grid (horizontally, vertically, or diagonally). That team then declares victory in both the relay race and the Tic Tac Toe game.

Alternative 1: Teams can strategize to place their symbols strategically on the Tic Tac Toe grid to create winning lines while also blocking their opponents from doing the same.

Alternative 2: To add complexity, you can introduce different paths or obstacles that runners must navigate before reaching the Tic Tac Toe grid.

Additional Rounds: You can play multiple rounds, with teams alternating starting positions in each round, to determine the overall winner.



I Wonder...

LESSON 9: PRIMARY SMALL GROUP

What should I do if my friends encourage me to do bad things?

MAIN IDEA

When friends tempt us to do bad things, God has made a way of escape for us. We can choose to walk away and make new friends rather than be pulled in a direction we do not want to go. We should choose good friends who will help us be the best we can be.

BIBLE PASSAGES

- 1 Corinthians 10:13
- 1 Thessalonians 5:11
- 1 Corinthians 15:33
- Proverbs 13:20
- Hebrews 2:14-18

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach. Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Deflated (flat) soccer ball, basketball, or beach ball
- Air pump and needle (to put air in the ball)
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Ask each student to share with you who their best friends are.

Ask, **Why are you close to your best friends?** (things they have in common or do together) **Do you think God cares who your friends are?**

Say, **God cares very much who our friends are because they will influence us—helping us to be better or worse.**

(CHOOSE ONE)

ACTIVITY OPTION 1: TWO TRUTHS AND A LIE

In this game, players sit together and form a circle. Then, going around the circle, each player takes turns to tell three facts about themselves with one of the "facts" being a lie. The point of this activity is for listeners to figure out the lie among the three facts mentioned by a player.

ACTIVITY OPTION 2: HUMAN KNOT

This game is just as it sounds. Teammates come to an open space, form a circle facing inwards, then join their left and right hands with someone else other than the person at their immediate right or left.

The goal of this activity is to unravel the knotted circle of joined hands while twisting, turning, and passing through each other's hands.

Say, **With this game we can see that the people around you can have an effect on you. Who you surround yourself with and keep close to you can either help you or hurt you.**

God cares who you let influence you, and you should care too. The people closest to you have the greatest influence on your life, either helping us get better or worse.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: DO YOUR FRIENDS PUMP YOU UP OR DRAG YOU DOWN?

Ask for two student volunteers to help with a demonstration.

Give the two students the deflated (flat) ball and ask them to demonstrate how they would pass and dribble the ball.

Obviously, they will have trouble doing these things since the ball is flat. Ask, **Why are you having so much trouble?** Say, **This ball is definitely not at its best. What could we do to make it better?** (Put air in it!)

Pump up the ball and allow the students to try passing and dribbling again. Point out how much better it works when the ball is at its best.

Ask, **How do you think that the ball and pump might be like you and your friends?** (You are the ball, and your friends will either pump you up so that you are at your best or they will drag you down and make you flat so that you are not at your best.)

Read 1 Corinthians 15:33 together.

Say, **There was nothing wrong with the ball at first or later. The ball was fine. It just needed air to make it be at its best. Bad friends will corrupt us. They will drag us in a direction we do not want to go and leave us deflated.**

CHARACTERISTICS OF GOOD FRIENDS

Read 1 Thessalonians 5:11.

Ask, **What is it that a good friend should be doing? How can you be a good friend?**

Discuss with the students specific ways that they can be a good friend to others—how can they build others up, encourage them, and help them to be their very best?

Say, **If we become the kind of friend who builds others up, then we will also attract the right kind of friends to us.**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Say, **Think in your mind** (but don't say aloud) **whether you have a friend that makes you deflated. Think about how they are influencing your life. It may be hard, but consider adding more distance in that friendship so that you can make room for friends who can inflate you by encouraging you.**

Lead the students in prayer asking God for courage to walk away from these friends.

Say, **Think of someone who needs a friend—someone who you can encourage and build up. Pray for the Lord to give you the courage and strength to take action and to become a friend to that person this week.**

RESPONSE & REFLECTION:

Take the students' other prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.



I Wonder...

LESSON 9: INTERMEDIATE SMALL GROUP

What should I do if my friends encourage me to do bad things?

MAIN IDEA

When friends tempt us to do bad things, God has made a way of escape for us. We can choose to walk away and make new friends rather than be pulled in a direction we do not want to go. We should choose good friends who will help us be the best we can be.

BIBLE PASSAGES

- 1 Corinthians 10:13
- 1 Thessalonians 5:11
- 1 Corinthians 15:33
- Proverbs 13:20
- Hebrews 2:14-18

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Deflated (flat) soccer ball, basketball, or beach ball
- Air pump and needle (to put air in the ball)
- Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Ask each student to share with you who their best friends are.

Ask, **Why are you close to your best friends?** (things they have in common or do together) **Do you think God cares who your friends are?**

Say, **God cares very much who our friends are because they will influence us—helping us to be better or worse.**

(CHOOSE ONE)

ACTIVITY OPTION 1: TWO TRUTHS AND A LIE

In this game, players sit together and form a circle. Then, going around the circle, each player takes turns to tell three facts about themselves with one of the "facts" being a lie. The point of this activity is for listeners to figure out the lie among the three facts mentioned by a player.

ACTIVITY OPTION 2: HUMAN KNOT

This game is just as it sounds. Teammates come to an open space, form a circle facing inward, then join their left and right hands with someone else other than the person at their immediate right or left.

The goal of this activity is to unravel the knotted circle of joined hands while twisting, turning, and passing through each other's hands.

Say, **With this game we can see that the people around you can have an effect on you. Who you surround yourself with and keep close to you can either help you or hurt you.**

God cares who you let influence you, and you should care too. The people closest to you have the greatest influence on your life, either helping us get better or worse.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: DO YOUR FRIENDS PUMP YOU UP OR DRAG YOU DOWN?

Ask for two student volunteers to help with a demonstration.

Give the two students the deflated (flat) ball and ask them to demonstrate how they would pass and dribble the ball.

Obviously, they will have trouble doing these things since the ball is flat. Ask, **Why are you having so much trouble?** Say, **This ball is definitely not at its best. What could we do to make it better?** (Put air in it!)

Pump up the ball, and allow the students to try passing and dribbling again. Point out how much better it works when the ball is at its best.

Ask, **How do you think that the ball and pump might be like you and your friends?** (You are the ball, and your friends will either pump you up so that you are at your best, or they will drag you down and make you flat so that you are not at your best.)

Read 1 Corinthians 15:33 together.

Say, **There was nothing wrong with the ball at first or later. The ball was fine. It just needed air to make it be at its best. Bad friends will corrupt us. They will drag us in a direction we do not want to go and leave us deflated.**

CHARACTERISTICS OF GOOD FRIENDS

Read 1 Thessalonians 5:11.

Ask, **What is it that a good friend should be doing? How can you be a good friend?**

Discuss with the students specific ways that they can be a good friend to others—how can they build others up, encourage them, and help them to be their very best?

Say, **If we become the kind of friend who builds others up, then we will also attract the right kind of friends to us.**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Say, **Think in your mind** (but don't say aloud) **whether you have a friend who makes you deflated. Think about how they are influencing your life. It may be hard, but consider adding more distance in that friendship so that you can make room for friends who can inflate you by encouraging you.**

Lead the students in prayer asking God for courage to walk away from these friends.

Say, **Think of someone who needs a friend—someone who you can encourage and build up. Pray for the Lord to give you the courage and strength to take action and to become a friend to that person this week.**

RESPONSE & REFLECTION

Take the students' other prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.

Bible Verse Cards

BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT

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BIBLE VERSE

So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

John 1:14, NLT

Large Group



I Wonder...

LESSON 10: LARGE-GROUP

How can I get along better with my brothers and sisters?

MAIN IDEA

It is tempting to constantly argue with siblings, but God challenges us to stop the arguments and to learn to get along. By giving them their way in matters that are not critical and by learning to build them up, we will honor God and get along with our siblings much better.

BIBLE PASSAGES

- 2 Timothy 2:23-24
- Ephesians 4:29
- Proverbs 15:18

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Potato
- Music (CD player and CD, or phone with speaker)
- Flashlight

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- God cares about who our friends are.
- Good friends will help us to be our very best and bad friends will drag us toward wrong things.
- When our friends drag us toward sin, we can walk away and choose new friends.
- We should become the kind of friends who encourage and help others to be the best that they can be.
- Review Proverbs 13:20.

DO YOU ALWAYS GET ALONG WITH YOUR BROTHERS AND SISTERS?

Say, **Raise your hand if you have a brother or sister.**

Ask, **Do you sometimes have a hard time getting along with your brothers and sisters?**

What kinds of things do you argue about?

Are they fun to be around when you are in an argument with them?

Have you ever wanted them to just stop arguing?

OBJECT LESSON: HOT POTATO

Play a game of "hot potato" to illustrate dealing with arguments quickly.

Ask the students to stand up and form a circle. Give one student a potato. When the music plays, s/he will pass the potato to the left.

Whoever is holding the potato when the music stops must go into the middle of the circle and act like a monkey until the next round ends and a new "monkey" replaces them (i.e., the person left holding the potato after the next round).

Start and stop the music, allowing everyone an opportunity to be "the monkey in the middle".

After playing several rounds, collect the potato and ask the children to sit back down.

Ask, **What was fun about this game?** (They may say that it was fun getting rid of the potato and acting like a monkey.)

Say, **Imagine that arguments with your siblings are like that hot potato. You want to get rid of the argument as quickly as possible.**

Read 2 Timothy 2:23–24. Say, **In the same way we talked about walking away from friends who influence us to do bad things, we can also walk away from arguments. If an argument is foolish, God says that we should have nothing to do with it.**

WALK AWAY FROM FOOLISH ARGUMENTS

Ask the students to list some examples of foolish arguments that they have had or seen others have.

Ask, **What can we do if our brother or sister tries to argue with us?**

We can ask ourselves: Is this really important or not? One way to know if it is really important is to ask if it will hurt God or others. If it will not hurt anyone, then we can walk away and let our siblings have their way. If it is really an important matter, we can be patient and respectfully try to explain the truth to them. We could wait for a calmer time to discuss the issue with them, or we could get an adult to help us work out our differences.

WRAP IT UP

Read Proverbs 15:18, which is today's (optional) Bible verse, together.

Ask, **What does it mean to be patient?**

How can patience help to calm an argument?

How do hot-tempered people stir up arguments?

What can you do when they stir up an argument?

You may wish to play some Bible verse games to help the students remember the verse, if time allows.

Pray with the students and dismiss them into small groups.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Dodgeballs
- Cones

LARGE-GROUP GAME: LINK TAG

Materials: None

How to play: Have the group pair up with partners. Partners should link arms at the elbows and have both hands on their hips. Ask for two volunteers, and assign one of them to be “it” and the other to be the “runner”. Have the players practice how to detach, who becomes the “runner” and who stays linked at the elbow. The player who is “it” must try to tag the “runner”.

The “runner” must find a pair of students and link arms at the elbow. The person on the other side of that pair detaches and is now being chased by the person who is “it”. The new “runner” must then find another pair to link up with, in turn detaching another person. If the “runner” gets tagged before they can find someone to link elbows with, the “runner” then becomes “it” and chases the other person. The “runner” must link to another pair within 5-10 seconds. The game lasts until the leader says it’s over.

It can be helpful for the leader to watch carefully and manage potentially confusing situations, specifically when the “runner” thinks they have linked up and the person who is “it” thinks they have tagged them just before linking (creating two people who think they are “it”).

LARGE-GROUP GAME: SCATTERBALL

Materials: Dodgeballs

How to play: Dodgeball with a twist. To start, everyone must have a hand on a dodgeball. Throw the ball up in the air while everyone scatters. Somebody needs to grab the ball in the air or off the ground. Whoever has the ball can only take three steps. After three steps, the player must throw the ball- dodgeball style- at another player. If the ball hits a player, that player sits down right where they are. BUT, they can still play; they just can’t move from their seated spot. If a player is hit by the ball and catches it, then the throwing player sits down. The player sitting can get back into the game when the player who hit them is hit and sits down. The game ends when only one player is standing.

LARGE-GROUP GAME: ROCK, PAPER, SCISSORS WAR

Materials: Cones

How to play: In this game, players in teams of 4 or 5 face each other at opposite ends of the playing area. In front of each teams' line is a cone to mark where a point is scored. On the "GO" signal or whistle, the first person in each line will run towards each other until they meet- they play Rock, Paper, Scissors. The loser of Rock, Paper, Scissors returns to the back of their line, while the winner continues running towards the opposition cone. By now the next person in the yellow team should be running towards the blue player, advancing towards their cone. Wherever they meet, they play Rock, Paper, Scissors... the winner continues, the loser goes to the back of their line, and hopefully the next in line has reacted and is running out to meet the advancing player. Try it out and have some fun! Play for a certain time, or up to a certain amount of points.



I Wonder...

LESSON 10: PRIMARY SMALL GROUP

How can I get along better with my brothers and sisters?

MAIN IDEA

It is tempting to constantly argue with siblings, but God challenges us to stop the arguments and to learn to get along. By giving them their way in matters that are not critical and by learning to build them up, we will honor God and get along with our siblings much better.

BIBLE PASSAGES

- 2 Timothy 2:23-24
- Ephesians 4:29
- Proverbs 15:18

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Set of dominos, 1 per small group
- Printouts 1, 2A, and 2B
- Scissors, 1 pair per child
- Glue or tape
- (Optional) Stickers or other decorative items
- (Optional) Markers, crayons, or colored pencils
- Construction paper, at least 1 sheet per child
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Leader Note: Consider sharing a story of when you got into an argument with a family member. How did that affect your relationship? Was it worth the fight?

Ask, **Is it easy to get along with brothers and sisters?**

Say, **Brothers and sisters can be the hardest people in our lives to get along with. We see them all the time and they get into our stuff and into our space. It can be hard to be patient with them because they know exactly what to do to annoy us.**

We are going to do an activity that will help us see the good qualities in others.

ACTIVITY: ENCOURAGE ONE ANOTHER

In this game, players sit together to form a circle. Then, following the circle clockwise, each player takes a turn saying something encouraging that they like about the person to their left. Consider allowing students to use Printouts 2A and 2B to help them think of ideas for how to encourage others.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

AVOID ARGUMENTS BY ENCOURAGING YOUR SIBLINGS

Say, **One of the best ways to avoid arguments is to build others up with our words instead of tearing them down. Often, arguments start when another person feels threatened or disrespected.**

Ask the students if anyone has ever called them a not-so-nice name. How did this make them feel?

OBJECT LESSON: DOMINOES ARE EASY TO KNOCK DOWN, HARD TO SET UP

Ask the students to set up the dominos on their end in a chain. Make the chain as long as possible.

After they have set up the dominos, push one over and watch how many fall.

Ask the students: **Which was easier—to set up the dominos or to make them fall?**

The dominos represent our words. Each of the dominos standing up represents a kind word that we said to another person. It can be challenging and take a lot of time to choose careful words for our brothers and sisters, but kind words build one another up and prevent arguments. With just one silly argument or by calling someone a name, we can tear down so much of the good that we have done. We can make lots of the dominos fall over. Bottom line: kind words build up, and mean words tear down.

OUR WORDS MATTER

Read Ephesians 4:29 out loud.

Ask, **Do you think that your choice of words matters to God? Why does God care so much about what we say to others?**

Discuss with the students these questions:

How can you respond when someone says something unkind to you? (Ignore them, forgive them, explain to them why that is wrong, etc.)

What can you do when you feel like saying something mean to your brother or sister? (Ask God for help, move away from them until you calm down, etc.)

ACTIVITY: KIND WORDS FLOWER

Discuss with the students what kind words are and why they are important. Examples of kind words can include “please”, “thank you”, “you’re welcome”, “I’m sorry”, and compliments. Example of compliments: “You’re really good at [specific activity]”, “You have such a positive attitude”, “You’re a good listener”, “I appreciate your honesty”, etc.

Have each student cut out flower petals from Printout 1 (consider pre-cutting these petals depending on your space or group). On blank petals, students can write a kind word or phrase they can use, or they can use Printout 2 and glue or tape the kind words to the petals. Give each student a piece of colored construction paper. You may also consider printing petals in Printout 1 on colored or construction paper to give more color to the flowers.

As students complete their petals, help them tape or glue them to the colored construction paper. Encourage the students to use the kind words from their flowers throughout the day (this includes their siblings).

Say, **When we learn to encourage others, see how they might have different ideas that we could learn from, we can create a place where everyone can succeed. It’s not always easy to be patient with siblings, but it’s important that we love and forgive them. We can ask God to help us be more patient and to forgive our brothers and sisters when they do or say something that hurts us.**

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Take the students' prayer requests and pray with them. Be sure to pray that they will know how to determine if an argument is important or foolish and to walk away from foolish ones. Also pray that they will learn to speak kind words and not to tear others down. Encourage them to take their flower home and place it in their room or the fridge, or give it to a brother or sister.

RESPONSE & REFLECTION

Take the students' other prayer requests, and pray with them.

(Optional) If time permits, review the Bible verse with the students.



I Wonder...

LESSON 10: INTERMEDIATE SMALL GROUP

How can I get along better with my brothers and sisters?

MAIN IDEA

It is tempting to constantly argue with siblings, but God challenges us to stop the arguments and to learn to get along. By giving them their way in matters that are not critical and by learning to build them up, we will honor God and get along with our siblings much better.

BIBLE PASSAGES

- 2 Timothy 2:23-24
- Ephesians 4:29
- Proverbs 15:18

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Set of dominos, 1 per small group
- Printouts 1, 2A, 2B
- Scissors, 1 pair per child
- Glue or tape
- (Optional) Stickers or other decorative items
- (Optional) Markers, crayons, or colored pencils
- Construction paper, at least 1 sheet per child
- Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

INTRODUCTION

Leader Note: Consider sharing a story of when you got into an argument with a family member. How did that affect your relationship? Was it worth the fight?

Ask, **Is it easy to get along with brothers and sisters?**

Say, **Brothers and sisters can be the hardest people in our lives to get along with. We see them all the time, and they get into our stuff and our space. It can be hard to be patient with them because they know exactly what to do to annoy us.**

We are going to do an activity that will help us see the good qualities in others.

ACTIVITY: ENCOURAGE ONE ANOTHER

In this game, players sit together to form a circle. Then, following the circle clockwise, each player takes a turn saying something encouraging that they like about the person to their left. Consider allowing students to use Printouts 2A and 2B to help them think of ideas for how to encourage others.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

AVOID ARGUMENTS BY ENCOURAGING YOUR SIBLINGS

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Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Take the students' prayer requests and pray with them. Be sure to pray that they will know how to determine if an argument is important or foolish and to walk away from foolish ones. Also pray that they will learn to speak kind words and not to tear others down. Encourage them to take their flower home and place it in their room or the fridge, or give it to a brother or sister.

RESPONSE & REFLECTION

Take the students' other prayer requests and pray with them.

(Optional) If time permits, review the Bible verse with the students.

Bible Verse Cards

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT

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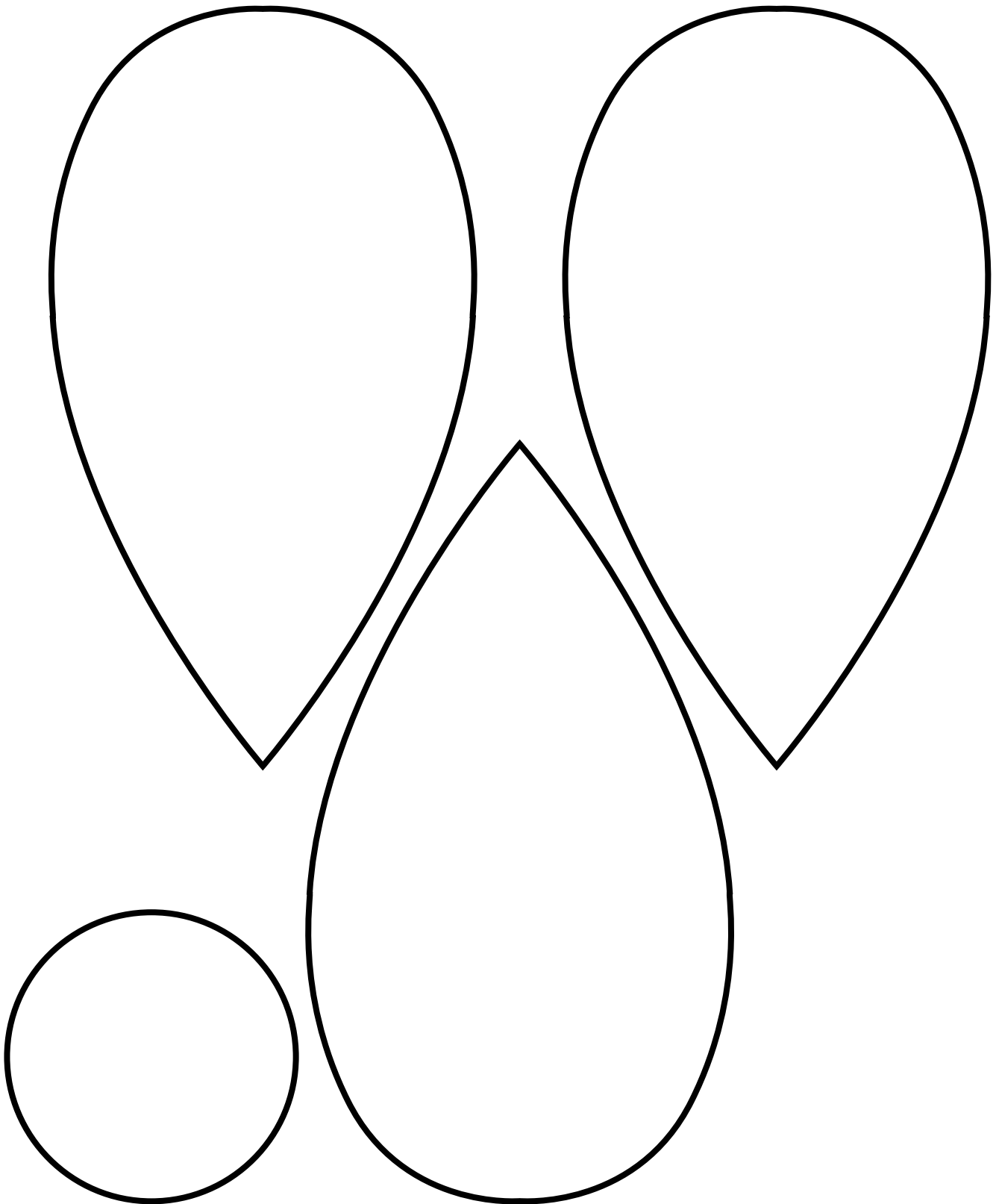
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2 Timothy 2:23-24, NLT

Printout 1



Printout 2A

Great job!

Well done!

Incredible!

Impressive!

You're a
great sister.

You're a
great brother.

I admire your
creativity.

You have a wonderful
imagination.

I love how kind
you are to everyone.

You're really good
at _____.

You have such a
positive attitude.

You're a good
listener.

Printout 2B

You're so helpful.

I appreciate your honesty.

You're a fantastic problem-solver.

You have a big heart.

You're a great team player.

You're so caring and thoughtful.

You're really brave.

You're an amazing storyteller.

I'm proud of you for trying your best.

You are loved.

You have a unique way of looking at things.

Your laugh is one of the best things about you.

Large Group



I Wonder...

LESSON 11: LARGE-GROUP

Why does God want me to respect my teacher and why do I need school?

MAIN IDEA

Students today do not automatically respect their teachers as an authority in their life. The truth is that God has established the teacher as an authority in the lives of the children, and the teacher is a gift who brings the light of learning to each one. Also, students may feel that they are learning useless information in school, but they do not know what their future holds. They may well need the things they are learning some day—for work, in an emergency, or just for fun and general well being.

BIBLE PASSAGES

- Romans 13:1
- James 4:14-15
- Proverbs 5:13-14
- Psalm 139:16b

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- Light bulb, wrapped up in nice wrapping paper
- Paper, 1 sheet per child
- Pens or pencils, 1 per child
- Blank note cards, 1 per child
- Assortment of markers

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

- We have the power to stop arguments by refusing to answer and walking away.
- We can also prevent arguments by working to build others up with what we say instead of tearing them down.
- Review Proverbs 15:18

OBJECT LESSON: A VALUABLE GIFT?

Before the activity begins, give the wrapped light bulb to one of the other leaders. As you are finishing up your review of the (optional) Bible verse, have the other leader ready to leave the room and then re-enter carrying the light bulb.

The other leader will say, **Someone in the hall wanted me to give you this gift.**

Act surprised and excited about the gift. Open it slowly and with great anticipation. You may even let a student or two help you open it. Try to raise the level of excitement and anticipation as high as you can.

Once it is open, say, **A light bulb? A light bulb! Who would give us a light bulb? What kind of a silly gift is that?**

At this point, the leader who brought the gift into the room should again interrupt and suggest, **Well, a light bulb is very useful.**

Say, **You are right. It is pretty useful.**

Ask the students, **What do light bulbs do? How often do you use a light bulb in your house? What would life be like without light bulbs?**

Say, **Let's try a couple things with the lights on and with the lights off.**

Turn the lights off, and ask each student to find a partner. Ask them to study their partner's shoes and to describe them. Turn the lights on. Were they accurate in their description?

Give each student a piece of paper and a pen(cil). Ask them to write, "Light bulbs are a useful gift" on their papers. Now turn the lights on. How did their writing turn out?

Say, **Sometimes we receive gifts that we may not be very excited about, but they are very useful and helpful gifts.** Read Romans 13:1 aloud with the students, and explain that God has given us authorities in our lives as a gift to us.

WHO ARE THE AUTHORITIES IN YOUR LIFE?

Ask the students to think about whom God has put in their life as an authority besides their parents. Lead them to conclude that their teacher is one of the most important authorities in their lives besides their parents. Their teachers are a gift from God.

Ask these questions about their teachers:

- **Who are some of the teachers that God has put in your life?**
- **Is it always easy to respect them?**
- **What are some of the things they have taught you?**
- **What can you do to show more respect and gratitude?**



WRAP IT UP

Distribute a blank note card (or construction paper) and some markers to each child. Ask them to write a brief thank you note to their teacher and give it to them the next day.

Pray with the students and dismiss them into small groups. (Note: The (optional) Bible verse will be introduced in small group today.)

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Balloons
- Printout 1, 1 per child or group

LARGE-GROUP GAME: FREEZE TAG

Materials: None

How to play: The objective of freeze tag is for the player who is “it” to tag as many other players as possible and freeze them (make them stop moving) before they reach a safe zone or the game ends. Designate an open area for the game to be played. Determine who will be the first player who is “it” (consider more than one person depending on your group size and space).

The person who is “it” starts the game by chasing other players and attempting to tag them by touching them. When a player is tagged by this player, they must freeze in place and cannot move until they are unfrozen.

Players who are frozen can be unfrozen by other unfrozen players who touch them. This can be done either by a designated “unfreezer” or any unfrozen player.

(Optional) Designate specific areas as safe zones where players cannot be tagged or frozen. These safe zones can be marked by cones, lines drawn on the ground, or any other easily recognizable method.

The game ends when either all players are frozen (making the player who is “it” the winner) or after a predetermined time limit. After each round, the player who was tagged last becomes the new player who is “it” for the next round.

LARGE-GROUP GAME: BALLOON KEEP UP

Materials: Balloons

Object of game: To keep a balloon in the air for as long as possible using only your hands or other body parts (no catching or holding the balloon)

How to play: Gather all the players in the designated playing area. Choose one player to start as the “keeper”. This player stands in the center of the playing area. The remaining players spread out around the “keeper”. The “keeper” tosses a balloon into the air to start the game.

Players must use their hands or other body parts (except for catching or holding) to keep the balloon from touching the ground. The “keeper”’s role is to try to make it challenging for the other players by swatting or directing the balloon towards them.

If a player allows the balloon to touch the ground, they are out of the game for that round. The game continues until only one player remains, or you can play in rounds, rotating the role of the “keeper”.

For added fun, you can introduce variations such as:

- Using multiple balloons at once.
- Setting a time limit for each round and seeing how long players can keep the balloon(s) in the air.
- Playing with different rules for specific body parts allowed to touch the balloon (e.g., feet only).
- Introducing obstacles or challenges within the playing area.

LARGE-GROUP GAME: SCAVENGER HUNT

Materials: Printout 1 (item list), one per student or group

How to play: Prepare a list of items for the scavenger hunt. These items can be anything found within the playing area, such as specific objects, colors, or shapes.

Gather the players and explain the rules of the scavenger hunt. Let them know that they'll be searching for items on the list and that the first team or player to find all the items wins.

(Optional) Divide into Teams: Depending on the number of players, you can divide them into teams or allow them to play individually.

Distribute Lists: Give each team or player a copy of the scavenger hunt list. Make sure the items are clear and understandable.

Set a timer, and start the scavenger hunt. Players or teams must search the designated area to find the items on the list. They can work together or compete against each other, depending on how you've organized the game.

When a player or team finds an item on the list, they should mark it off. They can do this by crossing it out on their paper or taking a photo of the item with a smartphone.

The scavenger hunt ends when either a team or player finds all the items on the list or when the timer runs out.

Once the scavenger hunt is over, gather the players and review the lists to determine the winner. The team or player who found all the items first (or found the most items within the time limit) wins the game.

Celebrate the efforts of the players and reward the winners with prizes or recognition.



I Wonder...

LESSON 11: PRIMARY SMALL GROUP

Why does God want me to respect my teacher and why do I need school?

MAIN IDEA

Students today do not automatically respect their teachers as an authority in their life. The truth is that God has established the teacher as an authority in the lives of the children, and the teacher is a gift who brings the light of learning to each one. Also, students may feel that they are learning useless information in school, but they do not know what their future holds. They may well need the things they are learning some day—for work, in an emergency, or just for fun and general well being.

BIBLE PASSAGES

- Romans 13:1
- James 4:14-15
- Proverbs 5:13-14
- Psalm 139:16b

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Sheets of paper (newspaper, construction paper, or regular printer paper)
- Tape (masking tape or clear adhesive tape)
- (Optional, depending on the age of the participants), scissors
- Ruler or measuring tape
- Brown grocery bag with the following items inside of it:
 - Pencil
 - Paperclip
 - First aid kit OR an adhesive band aid
 - Various small toys
 - Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

WHY DO I NEED SCHOOL?

Say, **Sometimes we may not feel like our teachers are a gift to us because we may think that we are learning things that we are never going to use.**

Ask, **Do any of you ever feel that way?**

Well, God wants us to pay attention and to learn all that we can. You never know what plans he has for your life as you follow him and when you might need something you are learning now.

ACTIVITY: BUILDING A FOUNDATION

Materials: Sheets of paper (newspaper, construction paper, or regular printer paper), tape (masking or clear adhesive tape), scissors (optional, depending on the age of the participants), ruler or measuring tape

Divide the kids into pairs, depending on the number of participants. Explain the rules of the challenge: **Each team has to build the tallest tower possible using only the paper and tape provided. The tower must be free-standing and stable enough to stand for at least 10 seconds once completed.**

Set a time limit for the challenge, if desired, to add excitement and urgency to the activity. Let the kids start building! Encourage them to work together, communicate effectively, and think creatively to construct their towers. As the kids build, walk around and provide guidance, encouragement, and support as needed. Offer suggestions to help them improve stability or brainstorm ideas for making their towers taller.

Once the time limit is up or all teams have completed their towers, have each team present their creation to the rest of the group. They can explain their design choices, any challenges they encountered, and how they overcame them.

Measure each team's tower using a ruler or measuring tape to determine the tallest one. Celebrate the accomplishments of all the teams, regardless of tower height. Acknowledge their efforts, creativity, and teamwork.

Say, **As you were building, you may have figured out that having a strong foundation is important to building a tall tower. Right now in school you are building a foundation that will help you in the future. It is not always exciting, and you can't always see why the things you are learning are important or useful, but later you will.**

Ask, **Has anyone seen a house or building being built? What is the first thing builders need to do when making a building?**

They need to start with a foundation. Many times, it is just a boring slab of concrete. It is not exciting or pretty, but it is very important. This is what school is like right now.

You are building a foundation, and it's important to build a strong one so that you can keep building on top of it.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: SEEING THE FUTURE

Show the students the paper bag with the objects inside (which they cannot see). Say, **The inside of this bag represents your future. There are lots of different things inside—things which you cannot see.**

- Ask a student volunteer to stand several feet away from you and the bag and try to guess what is inside it.
- Next allow another child to stand right next to the bag (but not touch it) and guess what is inside.
- Proceed to allow another student to touch the outside of the bag and try to feel what is inside to guess what is there.
- Finally, allow a student to reach inside the bag and feel the items inside.

After this, reveal the items to the group. Ask, **Was it easier to guess the items from far away or close up? Was it possible to guess all the items without seeing them?**

Say, **This is a bit like our future. There are some things that we are planning and anticipating that may come to be reality, but there are other things that will come as a total surprise.**

Ask, **What kinds of items were in the bag?** (Some were for safety or emergencies. Some were for fun. And some were just everyday items.)

In your life there will be some emergencies, some fun times, and some everyday kinds of times. Some of the things you are learning now you might use in your everyday job. Some of the things you might use in an emergency, and some may be just for fun.

GOD KNOWS

Read James 4:14-15 together. Consider asking a student to read the passage out loud for the group.

Ask,

- **Do you know what will happen tomorrow?** (No.)
- **Who knows what will happen tomorrow?** (God.)
- **Why is it important to pay attention and to do your best in school?**

God wants you to show respect to your teacher because you never know the ways in which what you are learning now may help you in your future.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Read through Psalm 139:16.

Ask, **Who knows us before anyone else?** (God) **Does God care about us, or does he ignore us?** (He cares enough to record each day of our lives.)

God not only cares about us and knows what is going on in our lives everyday, but he even knows what will happen in the future. God knows everything, and he chooses to have a relationship with us. It's important that we build a foundation not just through our education at school but also in our relationship with God. Just like we study at school, we can study the Bible to learn about God and who he is. We can pray and spend time talking with him. This is how we build our relationship with God.

RESPONSE & REFLECTION

Take the students' prayer requests, and pray with them. Be sure to pray that they learn to respect their teachers and appreciate them. Also, pray that they will value the knowledge they can gain in school and will work hard to learn.

(Optional) If time still remains, continue practicing the Bible verse.



I Wonder...

LESSON 11: INTERMEDIATE SMALL GROUP

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MAIN IDEA

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Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



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MATERIALS NEEDED:

- Sheets of paper (newspaper, construction paper, or regular printer paper)
- Tape (masking tape or clear adhesive tape)
- (Optional, depending on the age of the participants), scissors
- Ruler or measuring tape
- Brown grocery bag with the following items inside of it:
 - Pencil
 - Paperclip
 - First aid kit OR an adhesive band aid
 - Various small toys
 - Bible Verse Cards, 1 per child

Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

WHY DO I NEED SCHOOL?

Say, **Sometimes we may not feel like our teachers are a gift to us because we may think that we are learning things that we are never going to use.**

Ask, **Do any of you ever feel that way?**

Well, God wants us to pay attention and to learn all that we can. You never know what plans he has for your life as you follow him and when you might need something you are learning now.

ACTIVITY: BUILDING A FOUNDATION

Materials: Sheets of paper (newspaper, construction paper, or regular printer paper), tape (masking or clear adhesive tape), scissors (optional, depending on the age of the participants), ruler or measuring tape

Divide the kids into pairs, depending on the number of participants. Explain the rules of the challenge: **Each team has to build the tallest tower possible using only the paper and tape provided. The tower must be free-standing and stable enough to stand for at least 10 seconds once completed.**

Set a time limit for the challenge, if desired, to add excitement and urgency to the activity. Let the kids start building! Encourage them to work together, communicate effectively, and think creatively to construct their towers. As the kids build, walk around and provide guidance, encouragement, and support as needed. Offer suggestions to help them improve stability or brainstorm ideas for making their towers taller.

Once the time limit is up or all teams have completed their towers, have each team present their creation to the rest of the group. They can explain their design choices, any challenges they encountered, and how they overcame them.

Measure each team's tower using a ruler or measuring tape to determine the tallest one. Celebrate the accomplishments of all the teams, regardless of tower height. Acknowledge their efforts, creativity, and teamwork.

Say, **As you were building, you may have figured out that having a strong foundation is important to building a tall tower. Right now in school you are building a foundation that will help you in the future. It is not always exciting, and you can't always see why the things you are learning are important or useful, but later you will.**

Ask, **Has anyone seen a house or building being built? What is the first thing builders need to do when making a building?**

They need to start with a foundation. Many times, it is just a boring slab of concrete. It is not exciting or pretty, but it is very important. This is what school is like right now.

You are building a foundation, and it's important to build a strong one so that you can keep building on top of it.

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

OBJECT LESSON: SEEING THE FUTURE

Show the students the paper bag with the objects inside (which they cannot see). Say, **The inside of this bag represents your future. There are lots of different things inside—things which you cannot see.**

- Ask a student volunteer to stand several feet away from you and the bag and try to guess what is inside it.
- Next, allow another child to stand right next to the bag (but not touch it) and guess what is inside.
- Proceed to allow another student to touch the outside of the bag and try to feel what is inside to guess what is there.
- Finally, allow a student to reach inside the bag and feel the items inside.

After this, reveal the items to the group. Ask, **Was it easier to guess the items from far away or close up? Was it possible to guess all the items without seeing them?**

Say, **This is a bit like our future. There are some things that we are planning and anticipating that may come to be reality, but there are other things that will come as a total surprise.**

Ask, **What kinds of items were in the bag?** (Some were for safety or emergencies. Some were for fun. And some were just everyday items.)

In your life there will be some emergencies, some fun times, and some everyday kinds of times. Some of the things you are learning now you might use in your everyday job. Some of the things you might use in an emergency, and some may be just for fun.

GOD KNOWS

Read James 4:14–15 together. Consider asking a student to read the passage out loud for the group.

Ask,

- **Do you know what will happen tomorrow?** (No.)
- **Who knows what will happen tomorrow?** (God.)
- **Why is it important to pay attention and to do your best in school?**

God wants you to show respect to your teacher because you never know the ways in which what you are learning now may help you in your future.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Read through Psalm 139:16.

Ask, **Who knows us before anyone else?** (God) **Does God care about us, or does he ignore us?** (He cares enough to record each day of our lives.)

God not only cares about us and knows what is going on in our lives everyday, but he even knows what will happen in the future. God knows everything, and he chooses to have a relationship with us. It's important that we build a foundation not just through our education at school, but also in our relationship with God. Just like we study at school, we can study the Bible to learn about God and who he is. We can pray and spend time talking with him. This is how we build our relationship with God.

RESPONSE & REFLECTION

Take the students' prayer requests and pray with them. Be sure to pray that they learn to respect their teachers and appreciate them. Also, pray that they will value the knowledge they can gain in school and will work hard to learn.

(Optional) If time still remains, continue practicing the Bible verse.

Bible Verse Cards

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT

BIBLE VERSE

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Printout 1

CLASSROOM SCAVENGER HUNT LIST

- | | | |
|----------------------|----------------------------|-----------------------------------|
| 1. Pencil | 10. Glue stick | 18. Classroom plant |
| 2. Pen | 11. Calculator | 19. Bookshelf |
| 3. Notebook | 12. Dictionary | 20. Trash can |
| 4. Ruler | 13. Globe | 21. Classroom pet (if applicable) |
| 5. Eraser | 14. Map | 22. Computer or laptop |
| 6. Chalk | 15. Clock | 23. Paper clip |
| 7. Whiteboard marker | 16. Calendar | 24. Hand sanitizer |
| 8. Stapler | 17. Classroom rules poster | |
| 9. Scissors | World flags poster | |



I Wonder...

LESSON 12: LARGE-GROUP

Why should I go to church and how do I choose one?

MAIN IDEA

The local church is the body of Jesus in the world. When one of his followers is missing, the church is lacking that person's gifts and talents. It is not complete. God is present in all churches, but he wants us to be connected with one that will help us grow in our faith, our knowledge of him, and our service to him.

BIBLE PASSAGES

- Hebrews 10:25
- 1 Peter 4:16
- Matthew 5:16
- John 10:35
- Ephesians 4:16

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Introduce the story of the Gospel.
(10 – 15 minutes)



Play large-group games.
(25 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week? Are there any specific students or requests you can pray for?
- Are any changes and additions needed for the Large-Group Lesson?
- Is there anything specific you need to communicate to the small-group leaders?

MATERIALS NEEDED:

- J-E-S-U-S cards (using five pieces of construction paper, write one letter from the name Jesus on each)
- Stopwatch or timer

Large Group



Introduce the story of the Gospel.
(10 – 15 minutes)

REVIEW

Quickly review last week's lesson and Bible verse:

Ask, **Why is it important to respect your teacher?** (Because s/he is an authority God has placed in your life, and s/he is a gift to you.) **How is your teacher like a light bulb?** (Often unappreciated, a light bulb is very helpful for seeing things clearly.)

Remind the students that they also learned that it is important to pay attention and learn everything they can in school because they do not know what their future holds or how they might use what they are learning now.

Review Psalm 139:16

Consider doing "Who is Jesus?" Call and Response.

WHY SHOULD YOU GO TO CHURCH?

Make sure children know it is ok if they don't attend church. You don't want to shame anyone who doesn't go to church.

Show by raising your hands.

Ask,

- **How many of you attend a church regularly with your families?**
- **How many of you attend a church alone?**
- **Why is it important to go to church at all?**
- **What do you think of when I mention church?** (take responses)

Say, **Church is a gathering of people who love and follow Jesus. Each week people meet to worship and serve him. Although many people think of a building when they imagine church, it is not a building.**

OBJECT LESSON: EVERY LETTER (PERSON) COUNTS

Ask for five children to come forward. Give each one a letter card, but ask them not to look at what it says until you say so. Tell them that the goal is for them to arrange themselves as quickly as possible to spell the name, JESUS. Give them the go signal and have them spell out JESUS with the cards they are holding. (You might even time them.)

Now choose five new volunteers and challenge them to do this task even faster. After playing two or three rounds, secretly tell two of the children to sit down and not participate in the game. Doing this, the remaining three children cannot spell J-E-S-U-S.

Explain, **This illustrates why it is important for Jesus' followers to gather together in a local church. Each person has a spiritual gift to contribute to the church. If you are not there, the church is not complete. You miss out, and the others there also miss out.**

WHY WE NEED EACH OTHER

Look up and read Matthew 5:16 and John 13:35.

Ask the children, **What job has Jesus given to us?** (To do good works, to love one another and to be a light in the world) **In order to do this job well, we need other Christians.**

Read Hebrews 10:25 and 1 Peter 4:16.

Ask, **What are the purposes described for meeting together?** (encourage one another and praising God)

WRAP IT UP

Introduce today's (optional) Bible verse, which is Ephesians 4:16.

Imagine a fun and colorful car. This car represents the church, which is like a big family of people who love and follow Jesus. Each part of the car represents a different aspect of the church, showing how all parts are important and work together.

- **Jesus is the most important part of the church. He is the engine and the steering wheel that controls and allows the car to have the power to move. Without Jesus, the car wouldn't run!**
- **The headlights are like the church's eyes. They help the church see where it's going and show love to others, just like Jesus did.**
- **The body of the car is made up of lots of different people, each with their own special talents. Some might be good at singing, others at helping, and others at teaching. Together, they make the church strong and have special gifts and talents to share.**
- **The wheels are like the people who go out to help others and tell them about Jesus.**
- **The doors are open wide, inviting everyone to come and join the church family.**
- **Inside the car, it's cozy and friendly, just like when we spend time together at church.**
- **Inside the car, there's a cozy and friendly atmosphere, just like when we spend time together at church. It's where we learn, laugh, and grow together.**

This car represents the church. It shows that when all parts of the church work together, amazing things can happen! But when there are parts missing, it can impact the ability of the car to work. Each part is important, and together, when each part is doing its job, the car runs smoothly and is a wonderful experience.

In the same way, when believers stay away from church, they are cutting off parts of the body and making it look strange while causing it not to function as well as it could.

Games



Play large-group games.
(25 minutes)

MATERIALS NEEDED:

- Chairs (one less than the number of players)
- Music player with a selection of songs
- Space to set up the chairs and for players to move around
- Large empty can or cone
- Soft ball (like a soccer ball, volleyball OR playground ball)
- Two goals

LARGE-GROUP GAME: MUSICAL CHAIRS

Materials: Chairs (one less than the number of players), music player with a selection of songs, space to set up the chairs and for players to move around.

How to play: Arrange the chairs in a circle, with the seats facing outward. There should be one less chair than the number of players.

Make sure there's enough space around the chairs for players to walk or run without encountering obstacles.

All players start by standing in a circle around the chairs while music plays. When the music starts, players walk or dance around the chairs in a clockwise direction. As the music plays, the designated person in charge of the music (could be the host or a designated DJ) stops the music at random intervals. When the music stops, players must quickly find a chair to sit on. Since there is always one less chair than the number of players, someone will be left without a chair. The player who doesn't find a chair is eliminated from the game. After each round, remove one chair from the circle and resume playing music. Repeat the process until there are only two players left and one chair remaining. The player who manages to sit on the last remaining chair when the music stops wins the game.

LARGE-GROUP GAME: KICK THE CAN

Materials: Large empty can or cone

How to play: Designate a large playing area. This could be a backyard, a park, or any open space. Place the empty can in the center of the playing area.

Choose one or more players to be "it". These players are trying to tag others while protecting the can. The other players scatter within the playing area. The goal for the hiders is to avoid being tagged by the "it".

After counting to an agreed-upon number (e.g., 30 or 60), the "it" players begin trying to tag the other players. When those who are "it" tag another player, they must sit in a designated spot called jail. If one of the players successfully kicks the can, all the players in jail are freed, and the player who is "it" must count again while the other players scatter and another round begins. The game continues until either all the players are captured, or a player successfully kicks the can without being tagged.

Variations:

- The captured player joins the player who is "it" to help tag the remaining players until all have been captured.

Large Group

- **Freeze Tag:** Instead of tagging players, the person who is “it” can freeze them by tagging them. Frozen players must stay frozen until another player touches them to unfreeze them.
- **Time Limit:** Set a time limit for each round. If the person who is “it” doesn’t find all the players within the time limit, the hiders win that round.

LARGE-GROUP GAME: HANDBALL

Materials: A soft ball (like a soccer ball, volleyball, or playground ball), two goals

How to play: Divide the students into two teams. This game works best in a large area. Students can run and throw the ball to each other, but while a student has the ball, he or she cannot move. To score, students must hit the ball into the goal using his or her head. It is similar to Ultimate Frisbee, but uses a ball instead.



I Wonder...

LESSON 12: PRIMARY SMALL GROUP

Why should I go to church and how do I choose one?

MAIN IDEA

The local church is the body of Jesus in the world. When one of his followers is missing, the church is lacking that person's gifts and talents. It is not complete. God is present in all churches, but he wants us to be connected with one that will help us grow in our faith, our knowledge of him, and our service to him.

BIBLE PASSAGES

- Hebrews 10:25
- 1 Peter 4:16
- Matthew 5:16
- John 10:35
- Ephesians 4:16

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT



Prepare your heart to teach.
Plan for the lesson.



Connect with the kids, and help them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20 – 25 minutes)



Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

Prepare



Prepare your heart to teach.
Plan for the lesson.

QUESTIONS

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?

MATERIALS NEEDED:

- Cupcakes, 1 per child
- 1 fake cupcake (put a small balloon or vegetable shortening in the shape of a cupcake in a cupcake liner. Frost and decorate it to look just like the real cupcakes)
- Printout 1, cut out
- Printouts 2A and 2B, cut out
- (Optional) Paper (for Compliment Chain activity)
- (Optional) Pens or markers (for Compliment Chain activity)
- (Optional) Small pieces of paper or sticky notes (for Positive Affirmation)
- (Optional) Pens or markers (for Positive Affirmation)
- (Optional) Jar or container (for Positive Affirmation)
- Bible Verse Cards, 1 per child

Connect



Connect with the kids,
and show them that
they are heard and cared for.
(15 minutes)

Small Group

ICEBREAKER

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

PRAY TOGETHER

Collect prayer requests from the students. The leader or a student can pray for the entire group, or a leader can pair up students and invite them to pray for one another.

BEING PART OF A GOOD GROUP!

Open up with some questions about being part of a good group.

Ask, **Have you been part of a good group?** (This could be a group of friends, a team sport, band, or other group that has a variety of people who help one another.)

Being part of a group where people have differences or different roles and responsibilities can be a great experience. When you see people who have different strengths but use them to help each other, it can be a place where everyone feels welcome and can use their strengths to build a great team.

- **Have you been to a church?**
- **What has been the best part of the church you went to?**

Explain, **Jesus created the church so that people who love him and follow him could come together to worship him and to help one another.**

Choose one of the following activities. Leader Note: If you are not able to start or complete one of the activities, you can try to fit them in for the second session for small groups.

ACTIVITY OPTION 1: COMPLIMENT CHAIN

Gather the kids into a circle or seated in a line. Give each child a piece of paper and a pen or marker. Start by having one child write their name at the top of the paper. Once each student is done writing their name, have everyone place their names in front of them. Place the cut-out compliments (from Printouts 2A and 2B) in the center of the circle. Go around the circle and allow the students to place a compliment by the names of the other students. For example, "Sarah, I love how kind you are to others."

Take time to read the compliments for each student. You may also consider allowing students to add any compliments to each person as you go around in the circle. Encourage the kids to be creative and thoughtful with their compliments. They can focus on personality traits, talents, or actions that they admire in each other.

Say, **Church can be a great opportunity for people to encourage each other and help one another grow in a relationship with God. This activity was a chance to encourage each other and it helps build each other up.**

Leader tip: Consider the age and maturity of your group. You may find it more helpful to write on the paper or sticky notes for your students. You may need to give suggestions using Printouts 2A and 2B. Also consider allow the students to go around and give verbal compliments. Make sure students understand they are to use encouraging words.

ACTIVITY OPTION 2: POSITIVE AFFIRMATION

Begin by explaining to the kids the importance of uplifting and encouraging each other with positive affirmations.

Have each child write their name on the top of a few pieces of paper or sticky notes (one for each child participating). Distribute the papers or sticky notes evenly among the children.

Instruct the kids to think of a positive affirmation or compliment about the person whose name is at the top of the paper. For example, "Sarah, you have a great sense of humor!" or "David, you are always so kind to everyone." Encourage the children to be genuine and specific with their affirmations, focusing on traits, actions, or behaviors they admire about each other.

Once everyone has written their affirmations, collect all the papers or sticky notes and place them in a jar or container. Shake the jar/container to mix up the names. Have each child take turns picking out a paper or sticky note from the jar/container, making sure they don't pick their own name. As they read aloud the name they picked, encourage the group to cheer, clap, or show their appreciation for the person receiving the affirmation.

Continue this process until all the students have been given affirmations or encouragement.

Say, **Church can be a great opportunity for people to encourage each other and help one another grow in a relationship with God. This activity was a chance to encourage each other and it helps build each other up.**

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

WHY SHOULD YOU GO TO CHURCH?

Ask, **Do you attend church regularly with your family? Do attend a church alone? Why is it important to go to church at all?**

Say, **Church is a gathering of people who love and follow Jesus. What are the reasons people go to church?** (take responses)

The purpose of going to church is first to worship God and learn more about him.

At church, you also have the opportunity to learn about what God has called you to do and spend time building relationships where you are encouraged by others and encourage others to grow in your faith and relationship with God.

Each week, people meet to worship and serve God. Although many people imagine a building when they think of church, it is not a building.

OBJECT LESSON: FINDING THE RIGHT ONE

Say, **It can be very hard to choose which church to go to. Many of them look the same...kind of like these cupcakes.**

Distribute the cupcakes. Pretty soon one student will realize that they have received a fake cupcake and will be very disappointed. (Give them a real one after that.)

Ask,

- **Do you think all churches are the same?**
- **Which church does God go to?** (He is everywhere!)
- **What kind of church would God want us to go to?**

Say, **In choosing a good church, it is important to know that there are many different kinds. We should stay away from any church that does not teach the truth about Jesus.**

Church is an important place to meet when you love God and want to continue to grow in your relationship with him. It is important to find a church that helps you grow.

Here are some things that they might want to look for in a church:

- **A church that will help them and their family become more like Jesus—to know him, love him, and serve him better and better.**
- **A church that is loving and helps all people.**
- **A church that believes Jesus is the only way to God.**
- **A church that loves kids and plans activities to help you grow.**

THE CHALLENGE TO MEET

Read Hebrews 10:24-25 out loud.

Ask:

- **Why is it important to go to church if you believe in Jesus?**
- **How can the church help you with your relationship with Jesus?**
- **What are some things you can do to help others?**
- **What are some ways you can encourage others and help motivate them to love and do good for others?**

Say, **It is important to go to church so that you can help others and they can help encourage you. Together each person can help motivate others to do what is right, to love other people, and do good things to serve others.**

Church is also a place for people who love God to spend time together worshipping him.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Say, **You will never find a perfect church because all churches are full of imperfect people.**

Looking at our cutouts, those children who already have a church can be challenged to pray for their church to be stronger.

Read 1 Thessalonians 5:11.

Say, **When you find a good church that teaches you the truths about Jesus, gives you a place to worship him, and allows you to support others and be supported by others, you do feel like you are a part of a close family. It's a place to grow in your relationship with Jesus and work to help others do the same!**

RESPONSE & REFLECTION

Tell them that if they don't know what church to be involved with, they can pray and ask for God to lead them. (You can also invite them to yours!)

If time permits, review the (optional) Bible verse with kids.



I Wonder...

LESSON 12: INTERMEDIATE SMALL GROUP

Why should I go to church and how do I choose one?

MAIN IDEA

The local church is the body of Jesus in the world. When one of his followers is missing, the church is lacking that person's gifts and talents. It is not complete. God is present in all churches, but he wants us to be connected with one that will help us grow in our faith, our knowledge of him, and our service to him.

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Connect with the kids, and help them feel heard and cared for. (15 minutes)



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Lead kids to live out the mission of the Gospel. (5 – 10 minutes)

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- How can you be praying for the students this week?
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- (Optional) Jar or container (for Positive Affirmation)
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Connect



Connect with the kids, and help them feel heard and cared for.
(15 minutes)

Small Group Session 1

ICEBREAKER

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- **Have you been to a church?**
- **What has been the best part of the church you went to?**

Explain, **Jesus created the church so that people who love him and follow him could come together to worship him and to help one another.**

Choose one of the following activities. Leader Note: If you are not able to start or complete one of the activities, you can try to fit them in for the second session for small groups.

ACTIVITY OPTION 1: COMPLIMENT CHAIN

Gather the kids into a circle or seated in a line. Give each child a piece of paper and a pen or marker. Start by having one child write their name at the top of the paper and then write a compliment about themselves below their name. For example, "I am kind to others."

Once they've written their compliment, they should fold the paper so only the compliment is visible, not their name, and pass it to the person on their right. The next child will read the compliment, then write another compliment below it, this time about the person whose name is at the top of the paper. For example, "Sarah is always helpful".

They fold the paper again, hiding the previous compliments, and pass it to the person on their right. Repeat this process, with each child reading the previous compliment, writing a new one for the person named at the top of the paper, and then passing it on.

Encourage the kids to be creative and thoughtful with their compliments. They can focus on personality traits, talents, or actions that they admire in each other. Continue passing the papers around until each child receives their original paper back. Once everyone has their paper back, have them unfold it and read all the compliments written about them.

Say, **Church can be a great opportunity for people to encourage each other and help one another grow in a relationship with God. This activity was a chance to encourage each other and it helps build each other up.**

ACTIVITY OPTION 2: POSITIVE AFFIRMATION

Begin by explaining to the kids the importance of uplifting and encouraging each other with positive affirmations. Have each child write their name on the top of a few pieces of paper or sticky notes (one for each child participating). Distribute the papers or sticky notes evenly among the children.

Instruct the kids to write a positive affirmation or compliment about the person whose name is at the top of the paper. For example, "Sarah, you have a great sense of humor!" or "David, you are always so kind to everyone." Encourage the children to be genuine and specific with their affirmations, focusing on traits, actions, or behaviors they admire about each other.

Once everyone has written their affirmations, collect all the papers or sticky notes, and place them in a jar or container. Shake the jar/container to mix up the affirmations. Have each child take turns picking out a paper or sticky note from the jar/container, making sure they don't pick their own name. As they read aloud the affirmation they picked, encourage the group to cheer, clap, or show their appreciation for the person receiving the affirmation.

Continue this process until all the affirmations have been read. Afterward, encourage the kids to keep their affirmations somewhere they can see them regularly, like on their bedroom wall or in their school binder, as a reminder of the positive qualities others see in them.

Say, **Church can be a great opportunity for people to encourage each other and help one another grow in a relationship with God. This activity was a chance to encourage each other and it helps build each other up.**

Heart



Facilitate activity and study to help kids know and love Jesus.
(20 – 25 minutes)

Small Group Session 2

WHY SHOULD YOU GO TO CHURCH?

Ask, **Do you attend church regularly with your family? Do attend a church alone? Why is it important to go to church at all?**

Say, **Church is a gathering of people who love and follow Jesus. What are the reasons people go to church?** (take responses)

The purpose of going to church is first to worship God and learn more about him.

At church, you also have the opportunity to learn about what God has called you to do and spend time building relationships where you are encouraged by others and encourage others to grow in your faith and relationship with God.

Each week, people meet to worship and serve God. Although many people imagine a building when they think of church, it is not a building.

OBJECT LESSON: FINDING THE RIGHT ONE

Say, **It can be very hard to choose which church to go to. Many of them look the same...kind of like these cupcakes.**

Distribute the cupcakes. Pretty soon, one student will realize that they have received a fake cupcake and will be very disappointed. (Give them a real one after that.)

Ask,

- **Do you think all churches are the same?**
- **Which church does God go to?** (He is everywhere!)
- **What kind of church would God want us to go to?**

Say, **In choosing a good church, it is important to know that there are many different kinds. We should stay away from any church that does not teach the truth about Jesus.**

Church is an important place to meet when you love God and want to continue to grow in your relationship with him. It is important to find a church that helps you grow.

Here are some things that they might want to look for in a church:

- A church that will help them and their family become more like Jesus—to know him, love him, and serve him better and better.
- A church that is loving and helps all people.
- A church that believes Jesus is the only way to God.
- A church that loves kids and plans activities to help them grow.

THE CHALLENGE TO MEET

Read Hebrews 10:24-25 out loud.

Ask,

- **Why is it important to go to church if you believe in Jesus?**
- **How can the church help you with your relationship with Jesus?**
- **What are some things you can do to help others?**
- **What are some ways you can encourage others and help motivate them to love and do good for others?**

Say, **It is important to go to church so that you can help others and they can help encourage you. Together each person can help motivate others to do what is right, to love other people, and do good things to serve others.**

Church is also a place for people who love God to spend time together worshipping him.

Hands



Lead kids to live out the mission of the Gospel.
(5 – 10 minutes)

Small Group Session 2

WRAP IT UP

Say, **You will never find a perfect church because all churches are full of imperfect people.**

Looking at our cutouts, those children who already have a church can be challenged to pray for their church to be stronger.

Read 1 Thessalonians 5:11.

Say, **When you find a good church that teaches you the truths about Jesus, gives you a place to worship him, and allows you to support others and be supported by others, you do feel like you are a part of a close family. It's a place to grow in your relationship with Jesus and work to help others do the same!**

RESPONSE & REFLECTION

Tell them that if they don't know what church to be involved with, they can pray and ask for God to lead them. (You can also invite them to yours!)

If time permits, review the (optional) Bible verse with kids.

Bible Verse Cards

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

2 Timothy 2:23-24, NLT

BIBLE VERSE

Again I say, don't get involved in foolish, ignorant arguments that only start fights. A servant of the Lord must not quarrel but must be kind to everyone, be able to teach, and be patient with difficult people.

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2 Timothy 2:23-24, NLT

Printout 1

A church that will help them and their family become more like Jesus—to know him, love him, and serve him better and better.

A church that is loving and helps all people.

A church that believes Jesus is the only way to God.

A church that loves kids and plans activities to help them grow.

A church that loves people and wants to help those in need.

A church that loves people and wants to tell others the good news about Jesus.

Printout 2A

You're incredibly
creative!

I love how kind
you are to others.

You have a fantastic
imagination!

You're such a good
friend to others.

Your enthusiasm
is infectious!

You're really good
at problem-solving.

You have a wonderful
sense of humor!

I'm so impressed by
how hard you work.

You're a great
listener.

You have a
beautiful smile.

I appreciate your patience
and understanding.

You're always willing
to try new things.

Your thoughtfulness shines
through in everything you do.

You're so helpful
and reliable.

Printout 2B

I admire your
perseverance.

You're an excellent
team player.

Your positivity
brightens everyone's day.

You have such
a caring heart.

You're so respectful
towards others.

Your determination
is truly impressive.

I'm so proud of the effort you
put into everything you do.

You have a knack for making
people feel included.

I'm impressed by your
willingness to learn and grow.

You're a fantastic role
model for others.

You have such a gentle
and caring nature.

Your positive attitude
is contagious!

I admire your
honesty and integrity.

You have a fantastic
sense of empathy.