

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.

- **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 things that 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.

- **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.

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.**

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### THE BIBLE TELLS US ABOUT GOD

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**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 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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- 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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# Printout 1

| GOD IS<br>BIG | GOD IS<br>ORDERLY | GOD IS<br>CREATIVE | GOD IS<br>POWERFUL | GOD IS<br>BEAUTIFUL |
|---------------|-------------------|--------------------|--------------------|---------------------|
|               |                   |                    |                    |                     |

# Printout 2

