

# Spiritual DOMAIN LESSON PLANS



Year  
1





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Published by Compassion International Kenya  
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Website: [www.compassion.org](http://www.compassion.org)

ISBN: 9966-799-11-7

Cover illustrations: Ascent Limited  
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## WORD FROM COUNTRY DIRECTOR

*We reach backward to our parents and forward to our children and through their children to a future we will never see, but about which we need to care. Carl Jung (Stanrock, 2004).*

Compassion is the story of one. It began in the heart of one man: Compassion's founder Everett Swanson. It reaches one world—the world God has entrusted us-filled with his children in need. It compels us to resolve to establish ministry to children that will touch and provide opportunities for a healthy development in four areas — spiritual, physical, social-emotional and cognitive domains.

As Compassion International has continued to work with the local church to provide holistic child development, we have become increasingly aware that children grow up in distinct contexts. The development of children involves a fascinating combination of processes and events which are truly multi-faceted. One facet involves spiritual development which is motivated to influencing children to experience the love of Christ and grow in their walk with the Lord. Another facet is physical development which involves complex human body changes between conception and maturity. Yet another facet involves emotional expressions and social behavior. Last is the facet that involves increase in cognitive or intellectual abilities. All of these facets are interconnected; this has largely contributed to our balanced approach to child development.

The development process of this Age-graded Curriculum is indeed a great milestone for Compassion, it is the sum total of all the outcomes that Compassion intends to achieve in child development. We hope that it will result in a widened access to basic education, a more exciting experiential learning which is progressive and integrated. Having the Age-graded Curriculum being informed by current educational trends shows our untiring commitment to continually improve child ministry but more importantly to be a tool that the local church can use to achieve holistic child development in the children the Lord has allowed them to serve.

We hope to achieve efficiency and effectiveness in programming for all registered children. We expect that hundreds of lives will be impacted and changed for Gods Glory.

*We urge all users of these teaching manuals not to tire but to continue with zeal and enthusiasm to help change the world for children.*

**SIDNEY MUISYO  
COMPASSION INTERNATIONAL  
COUNTRY DIRECTOR**

# Year 1



# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts.

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: I Know That God Is True**

**LESSON: My God is Real**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

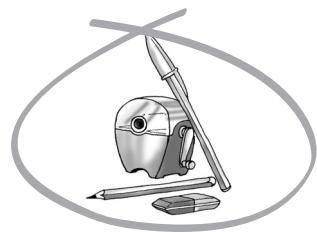
By the end of the lesson, the child should be able to:

1. Appreciate that God is real by studying His creation
2. Communicate to others why God is real.



## Materials Needed

- Bible
- 2-3 objects: pencil, a cup, stone
- Paper—one sheet per child
- Pencils or coloured pencils



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read and study the creation story Genesis Chapter 1:1-31 and Chapter 1-3
4. Pray for the children to whole-heartedly believe that God is real.



# CLASS TIME

## Introduction



- Hold up the objects you brought. **Is this cup real or not? Is this pencil real or not? How do you know they are real?** (They can be seen.)
- **Do you think the mountains, hills, or rivers are real or not?** Allow time for answers. Name real items that the children can't see such as a desert if you live near the ocean. **How do you know these items are real if you can't see them?** (Possible answers: can read about them, people who have seen them can tell me about them, etc.)
- Teacher; think of local myths and stories that may include imaginary people or figures. You could also include in your discussion movie characters if a movie theatre is nearby or television personalities, if television is accessible in your area/to your children. Include some mythical or imaginary objects/personalities. If you do have television in your area, perhaps ask about some cartoon or program characters. Keep discussion light and fun.
- **We can see a tree with our eyes and we know it is real. We cannot see God with our eyes, but we know He is real. Let's find out how we can know God is real.**

## Presentation/Learning Activities



- **Let's find out what happened when the world was created. Are you ready to go with me on a journey of discovery? Good.** Ask for child volunteers to help you read the story of creation found in Genesis 1:1-2:3. Depending on the number of children reading, divide up the passage. After each day of creation is mentioned, write the day and what was created (example: day one - day and night).



- **Wow! Isn't God incredible? Just imagine how awesome and powerful God is and how amazingly creative He is.**
- **Get into groups of six and using your most creative thinking, put on a drama, dance or a song about the creation story.** Have children get in groups and practice for ten minutes. Let each group present their dramas or presentations to the rest of the class, or even to another younger class.



- **We can see how God created certain things on certain days. He put great care and love into creating incredible things for us to enjoy. Creation brings us happiness, but it also shows God's glory.**
- **We can talk about creation from inside a classroom, but to really appreciate creation, we need to go outside. Let's go!**
- If possible take your class on a nature walk outside. Lead children to a spot outside. If you are unable to take a walk, have the children close their eyes and imagine a walk as you vividly describe a walk outdoor.
- **You are detectives that are being sent out to discover the beauty of creation. Choose one or two pieces of nature that you find very beautiful or something very special about the item. If your finding is too large to bring back to the group, then you can point it out to the class when we present our findings.**

- Let the children gather their items and then return to the group. If possible, sit in the shade outdoors as children share their findings. Comment on the beauty of God's physical creation. Encourage children to notice the details God included on the items. Examples: the texture of a stone, the fragile petals of a flower, the smell of certain plants and the veins on a leaf. Have the children pass their items around so that everyone can examine them.
- Point out local landforms, plants, animals, etc. Discuss how God specially created them just for this region. **Each item reminds us that God put thought and care into each item He created. His creation is real and God is real.**



- Give children a sheet of paper. Have the children fold it in half lengthwise and then fold the folded piece in half and fold in half again (when unfolded you should see eight squares).
- Children will number the squares 1-6 and draw something that represented what God created on each day. In square seven the children can write, "God rested." In the last square they should draw their favourite thing God created (mountains, sun, grassy hills, etc) and present their pictures to class.

## Closing the Lesson



- Let's look at the Christian Worldview house model. What part of this house reminds us that God is real and He is Creator of all? Allow time for answers.**
- Yes. The purple foundation reminds us that God is Creator. It also reminds us that He is real. His creation is real and He is real. We can look to His handiwork in creation to remind us that He is real. What can you look to that can remind you God is real? Allow time for answers.**
- Let the children sing the chorus**

*Ninani anajilinganisha na Mungu  
 Muumba wa mbingu na dunia  
 Ni ajabu vile aliziumba?  
 Eh Mungu .....Eh Mungu wa kweli x2*

(or any other applicable chorus)

- Close with the children participating in pop-up prayers. Begin with the children sitting on the floor. As children think of something they would like to thank God for creating, they "pop-up" and name the item God created. After naming an item, the child sits back down until he/she thinks of another item. Because God is able to hear all of us at the same time, it is all right for more than one child to speak at the same time. The object is to consider the incredible amount of things that were created and prove that God is real.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands simple theological concepts.

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: I Know That God Is True**

**LESSON: His Word Is True**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Explain how the Word of God is true and how we need His Word to guide us.



## Materials Needed

- A map that shows where an object (pencil, cup, ball, etc) is hidden in the room
- A blindfold (piece of cloth or long sock)



### Materials Needed for Alternate Activity:

- Pencil or coloured pencils
- Paper—one sheet per child

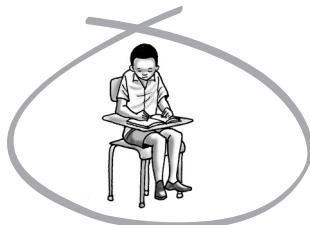


## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Hide an object in the classroom and draw a map to show where it is.  
Try not to make it too easy to find, but not too hard either. Keep it fun.
4. Set up an easy obstacle course. You can use the chairs and desks spread out so a child can walk through it.
5. Read and study Psalms 119:89-96.
6. Pray that the children would understand that the Word of God is true and guides us in our lives.

## CLASS TIME

### Introduction



- **What is true and what is false? It is true to say, “The sky is blue.” It is false to say, “The earth is purple.”** Let the children assist in developing a list of things that are true and false. It could even simply be lists of the colours of clothing the children are wearing. Make some of the statements true, and some false and let the children tell you what is right and wrong.
- **Let’s play a game to see if you can turn a true statement into a false statement.** Divide the class into two groups and have them line up in single file lines (standing behind another person all facing forward) facing you. Assign one line as “true” and the other line as “false.” The first child in the true line will tell you something that is true and the first child in the false line will say something about the true statement that is false. Example: Grass is green. (True) Grass is growing on trees. (False)
- After saying a statement, the child goes to the end of the line. Continue until each child has made a true or false statement. If you have enough time, let the groups switch roles (false line now says a true statement/ true now makes false statements) and play again.
- **We need to know what is true and what is false. Is the Bible true or false?** Allow time for answers. **Why do you think so?** Allow time for answers. **Let’s find out.**

## Presentation/Learning Activities



- **Our last time together we learned that God is real. Why should we say He is real?** Allow time for answers focusing on creation reveals He is real.
- **The Bible is God’s law letter to us, showing us how to live. It has 66 books, written by 40 authors who were inspired by God. Some were poor, some rich, some kings and some fishermen.**
- **The Bible was written over a 1500-year time span. In the Bible there is history, prophecy, poetry and theology. It contains all sorts of wonderful stories, great ideas and personal direction. No human being could have planned such a combination of books over 1,500 years. The Bible is inspired by God, and written by God through His servants. His Word is true!**
- Write these four questions on the chalkboard. Have the children get into groups of three and discuss each question. Allow ten minutes for this activity. Walk around to the groups and make sure each group is discussing the questions.
  - **How well do you know God’s Word?**
  - **Do you like the Old Testament, or the New Testament?**
  - **Who is your favourite Bible hero?**
  - **How can you get to know God’s Word better?**
- Gather the group back together and talk about each question. Let the children share some of the answers presented in their groups.



- **God’s Word, the Bible guides us. Let’s play a game to prove this.** Set up the obstacle course. Have the children turn their backs while you push the desks aside and create an

obstacle course with the chairs and desks. (This could also be done while the children are doing the previous discussion activity.)

- One at a time, blindfold one child and have them walk through the course. The other children can offer advice and the child can feel his/her way.
- **It is difficult to walk when you are in the dark. You need to see where you are going!**



- Read Psalms 119:89-96 to the class. **His Word is like a guidebook that shows us how to live. We need the wisdom and guidance of the Bible to know what is right and what is wrong, what is true and what is false.**
- Let's look at the Christian Worldview house model (teaching aid available on order). What part on this model tells us that His Word, the Bible is real and it can guide us? Allow time for answers. Good. The brown rock/stone on which the whole house is built represents God's Word. **God's Word is true which is why it can support the foundation and the entire house.**
- Divide the class into 4 groups and give each group an assignment as you read them. **Each one of your groups will be assigned to build a house. One group must build a house on sand. One group must build a house in a tree. One group must build a house in the ocean or middle of a lake. One group must build a house on a rock/stone.** Give time for each group to discuss how they will stabilize their house. After five minutes, ask each group to present their finding.
- **Which group has the best foundation for a house?** (Rock/stone) **The group that built on a rock/stone had it easy. Why is that?** (Strong foundation) **We want to build our lives on a strong foundation and the strongest foundation is God's Word.**
- **Why is it easy to believe in God, who we can't see, when we know that we can believe His Word the Bible to be true and real?** Give each child an opportunity to respond.

## Closing the Lesson



- Finish the lesson with a treasure hunt. Have children get into groups of four. Take the map you have already made with the object (cup, ball, etc) you have already hidden and allow the groups to read the map and find the object.
- **God's Word, the Bible, is a map that shows us how to live. It is true and will guide us if we read it.** Challenge the children to read their Bibles this week and use it as a guide.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands simple theological concepts

## AGE GROUP: 9-11

YEAR: 1

UNIT: I Know That God Is True

LESSON: He is the Only God

TIME NEEDED TO TEACH LESSON: 45 minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Tell in his/her own words why “our God is the only true God.”



## Materials Needed

- Bible
- Illustration of Elijah and Prophets of Baal story (may be hand drawn) or a poster.



### Materials Needed for Alternate Activity:

- Paper—one sheet per child
- Pencil or coloured pencils

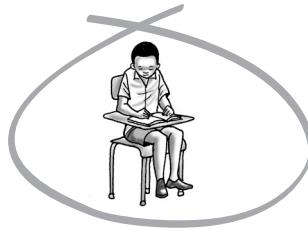


## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Read and study 1 Samuel 5:1-5, and 1 Kings 18: 20-29 and prepare to read them to the class.
4. Pray that the children would understand that God is the only true God.

# CLASS TIME

## Introduction



- **There are many different religions that worship many different gods.** Let the children say the different religions in the area and list them on the board or write them down on a large piece of paper at the front of the class. (e.g. Muslim, Hindu, etc.)
- **How do we know that the God we serve is the only true God? You are going to pretend to be a lawyer who must prove that God is the only true God. Discuss in your groups what you would say in court. Then you will present your findings to the rest of the class.** Have the children gather in groups of 3 or 4 and come up with a strategy to prove that God is the one true God. Allow 5 minutes or longer if the groups are having good discussions.
- **Let each group present their defence of the statement. You brought up some very good points. Let's look at some scriptures and see if they offer some proof.**

## Presentation/Learning Activities



- **We have seen in the last few lessons that God is real – creation proves to us that He is real. We learned in the last lesson that His Word is true; so let's look in His Word to see what He says.**
- Have the children turn to Isaiah 45:18 in their Bibles. **Isaiah 45:18 He tells us in His Word that “He is the Lord and there is no other.” Is the Bible true? (Yes) Can we believe what it says? (Yes) Yes! Why can we be so certain?** Allow time for answers.
- **Let's look at the Christian Worldview House model . We can see the brown rock/stone that the foundation is built on. What does the rock/stone represent? (God's Word) Good. It is the Word of God. God is truth and everything He tells us in His Word is truth.**
- **Let's read the Isaiah 45:18 together.** Have the children read the verse aloud together. **What does His Word tell us? (He is the Lord; there is no other.) Yes. He is God and there is no other. Which part of the house model does this statement represent? (Purple foundation). Good. The purple foundation tells us about God's character.**
- **Let's say you have just met a special friend and you have a good idea that you are going to become great friends. How do you get to know them better?** Allow time for answers. **Yes. You spend time with them and get to know more about them.**
- **It is the same way with God. During our time together we are learning more about who God is and what He is like. He is the only true and mighty God!** Let's read some stories in the Bible that prove in amazing ways that He is the only true God! **Ready?**



- Read story in 1 Samuel 5:1-5. **The Philistine people had just stolen the ark, which represented God, from the Israelites. They placed the ark at the feet of an idol of their god, Dagon.** Ask these questions and encourage each child to contribute to the discussion.

- What do you think the people thought the next morning when they saw Dagon fallen and fallen down at the feet of the ark?
  - How do you think they felt after the second morning when they found the idol fallen and broken?
  - Do you think some of them thought that they wanted to follow God instead of an idol that had no power?
  - Imagine that you were there, what do you think the people might have said outside of Dagon's temple?
  - Do you think the Ark of the Covenant had power, or was it God who has all the power?
- I love how God's Word proves that God is the only true God. Let's read another example from scripture.
  - Read the story of Elijah and prophets of Baal in 1 Kings 18:20-39. Have an illustration of this Bible story available (from CD Rom or hand drawn by teacher). Have children look at the picture and recount the story in their own words.
  - What an incredible scene it must have been as Elijah called for God to come and demonstrate with fire that He was the only true God! As you ask these questions, name different children to answer.
    - Do you think the 450 Baal worshipers were worried that Baal couldn't produce fire?
    - When do you think the people began to worry?
    - How do you think the people felt when Baal failed to produce fire?
    - Do you think Elijah worried that God couldn't produce fire?
    - How did Elijah prove his faith in God to produce fire? Answer. (He had them pour water on the sacrifice.)
    - What did Elijah do to make sure the people knew that it was God and not any of his own power? Answer. (Prayed and said that he was following God's command.)
    - How do you think Elijah felt when he saw God's amazing fire that even burned up the water?
  - We don't need to be nervous wondering if God will show up in our lives. He promises us that He will! He is the only true God!



- Divide the class in two groups and have one group act out the 1 Samuel 5:1-5 (Dagon) story and the other group the 1 Kings 18:20-39 (Elijah and prophets of Baal) story.
- Have a representative from each group say in his/her own words why God is the only true God.

## Closing the Lesson



- Conclude with a summary of the two stories and have a few volunteers stand up in front of the class and tell why the statement "my God is the only true God" Is true They may use either one of the Bible stories or the Isaiah 45 verse.
- Finish the class with a shout from all the children: "**My God is real, His word guides me, He is the only One for me!**"

- Close in prayer thanking God for His incredible character and ask that we would continually learn more about who He is.
- 

## **ALTERNATE ACTIVITY**



- **Draw a shaggy looking man arguing with another one who is trying to preach to him about the true God. Your premise will be that your God is the only true God.**
- Split the class into two groups. Assign one group the Dagon story and the other group the prophets of Baal story. Have children draw a picture and choose a representative to present to the rest of the class explaining why their God is the only true God.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands simple theological concepts

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: What Is God Like?**

**LESSON: He is Holy**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

1. Describe how God is holy.



## Materials Needed

- A glass of clean water or clear liquid and handful of soil or sand.
- Bible



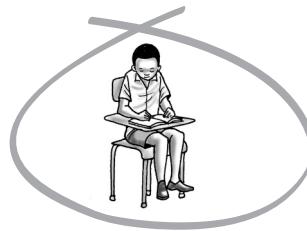
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Prepare the glass of water of clear liquid and dirt.
4. Read over the Exodus 3:1-12 story.
5. Pray that the children would understand that God is holy.



## CLASS TIME

### Introduction



- Let's pretend that you need to describe someone in your class to a relative who lives far away. You can describe your friend by their physical features. They may have black hair, fair complexion and long fingers. You can also describe someone by their personality. They may be funny, happy, brave or athletic.
- Ask for a volunteer to describe someone in the class, but not to tell who they are describing. Let the class guess. Repeat this several times letting a different child give a description of someone else in the class.
- We can describe what a friend looks like. What do you think God looks like? Let the children respond. In the next few lessons we are going to examine some of the characteristics of God. A characteristic is something that describes the person and is a distinct aspect of that person.
- What do you imagine God looks like? Let the children answer. How would you describe His personality? Let the children answer. The Bible is like a photo collection of God that shows us what He is like. One of the things that the Bible tells us about God is that He is also holy. What do you think holy means? Allow time for children to answer.
- The Bible tells us that God is holy and even the ground near where His presence is —that is holy too. Holy means that there is no evil in Him. He is set apart in all His attributes far above anything or anyone else. He is pure and special and there is nothing else like Him. There is no sin in God.
- One of God's personality characteristics is that He is holy. You could describe Him as being holy if you were describing Him to someone else. Our God is Holy! Let's find out more about God's holiness.

### Presentation/Learning Activities



- Have a child volunteer read the story of Moses and the burning bush in Exodus 3:1-12. How do you think Moses felt when the bush started to burn? Let the children respond. How might you have responded? Give several children an opportunity to answer.
- Have children get into groups of 4 and practice acting out and retelling the story. Each group should decide who will be Moses, the voice of God, the bush and the fire. You may want children to put on their reenactments for the whole class.



- God told Moses to remove his shoes because the ground where God's presence was, the Lord called holy. If someone really important (a king, the president, a leader) came to visit your house, you would want everything in your house to be clean. You might want to prepare special food for them, to have a special chair for them to sit on. What if God visited your house? What would you do to get ready for Him? Have children role-play in groups of 4 what they might do to prepare for God's presence at their homes.
- Gather the groups back together and let them share what preparations they might make for God's visit.

- **Why would we prepare? We'd prepare because God is Someone who is very important to us and His presence is very special. Moses removed his shoes in God's presence.** Have children stand and remove their shoes or pretend to remove shoes.
- **Where God's presence is, it is holy. It is holy because one of His personality characteristics is that He is holy. There is no One like Him. Let's say it together: He is holy.**



- Let's look at the Christian Worldview House model. What does the brown rock/stone remind us? (The rock/stone – the Word of God is true.) **Good. In groups of three brainstorm and report every characteristic you know about God. Can you give an example from the Bible or your own life for each characteristic? Then you will present your characteristics to the rest of the class.**
- Give the children five minutes to discuss characteristics of God. Let children use their Bibles to look up verses. After five minutes, call the groups back together. As each group shares the characteristics of God, write them on the board.
- Look at all of these characteristics. **Are these characteristics that would describe you or me? (No) What an incredible God we serve!**

## Closing the Lesson



- Have a child hold up a clean glass of water, or a clear liquid that you have already prepared. **God is holy and there is no sin or impurities in Him. He is pure just like this glass of water is pure.**
- Have the child place a handful of soil/sand into the water or liquid and stir it up. **This glass of water is no longer pure, but it is filled with dirt and impurities. This could never happen to God. He is pure. He is holy. Where He is, holiness is. Our lives have sin and impurities in them, but God is not like us. He alone is holy.**
- Ask for volunteers to pray and thank God for His holiness and other characteristics that set Him apart from everyone else. Have all the children finish with a shout "**Our God is a holy God.**"

# Spiritual LESSON

WEEK

5

Year 1

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands simple theological concepts

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: What Is God Like?**

**LESSON: He is Faithful and Loving**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objective

By the end of the lesson, the child should be able to:

- I. State ways in which God demonstrates His love and faithfulness to us.



## Materials Needed

- Paper—one sheet per child
- Pencils
- Chalkboard and chalk or large sheet of paper and dark marker



### Materials Needed for Alternate Activity:

- Pictures of various Bible stories that illustrate love or faithfulness

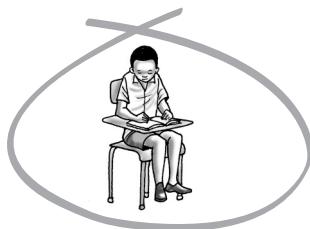
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Have the Bible verses ready to be written on the board: Deuteronomy 32:4, Psalms 25:10.
4. Pray that the children would understand that God is faithful and loving toward them.



## CLASS TIME

### Introduction



- **I have a picture in my mind of a friend. Let me explain him/her to you: he/she has black hair, he/she tall and thin, they love to laugh, they are very kind and generous, etc.** Keep all the traits, physical or personality, positive. Add characteristics of another tutor or teacher that the children would know. Have the children guess who it is.
- **If you were describing God to someone, how would you describe Him?** Let the children answer. **We don't know a lot about His physical characteristics, but we know Him by His personality traits. Two of the words that we can use to describe Him are: faithful and loving.**
- **Do you know of anyone who has these two characters?** Allow time for children to explain what the person does to show these characteristics. **These are wonderful qualities to have in a friend. Let's find out how God shows these characteristics to us.**

## Presentation/Learning Activities



- Write the word “faithful” on the chalkboard or a sheet of paper at the front of the class. **What do you think faithful means?** Let the children respond. **To be faithful means to be loyal or true. It also means to be found trustworthy or able to have confidence in the person.**
- Ask children for examples of how people that they know (mother, father, friend, teacher, etc.) show the quality of faithfulness. Write down the children responses around the word “faithful” on the board.
- Write the statement “God is faithful” on the board. Ask children for ways that God has been faithful in their lives. Write these responses on the board.
- **Let's read a verse that reminds us that God is faithful.** Ask a child volunteer to read Deut. 32:4. **God is a faithful God.**



- Write the word “loving” on the chalkboard. In groups of two give each child a piece of paper and a pencil. Have them fold the paper in half and write the word “loving” and then write down examples that they have had in their lives where they have felt loved. Examples: my mother washes my clothes for me, my brother helps me with my chores, my pastor prays for me.
- On the other half of the paper, have the children write down ways they are loving towards others. Examples: I don't shout at my sister even if she annoys me, I pray for my parents, I do chores without being asked.
- Gather the groups back together. Let each person share one item from his/her list. **This is a great list to bring home to remind you of ways you can be loving.**
- **Let's play a game to remind us of God's characteristics of love and faithfulness.** Whisper in each child's ear one of the two characteristics of God. Have the children bring their chairs and place them in a circle. Remove one chair and have that person stand in the middle.

- I will name several characteristics that a person might have. Listen carefully for me to say the word that I've whispered in your ear. When you hear your characteristic, jump up and switch seats with someone who has also jumped up. The person in the centre will try to sit in an empty seat. Whoever doesn't have a chair waits for another opportunity to try to get a seat.
- Begin to call out characteristics such as fair, funny, tall, loud, athletic, artistic, etc. After saying two or three characteristics, say loving or faithful. Play several times.



- On the back of their papers, have children copy Psalms 25:10 "All the ways of the Lord are loving and faithful for those who keep the demands of His covenant."
- Have children repeat out loud this verse. Give them a few minutes to memorize the verse. Then have children illustrate this verse if there is time. **Take this paper home to remind you of this verse.**
- **If someone asked you "Can you describe God for me?" What would you say?** Allow time for answers. **Let's look at the Christian Worldview house model. Tell me what the rock/stone represents.** (God is truth and everything He says is true. God's Word is our guide)
- **Tell me what the purple foundation reminds us about God.** (God is the only true God, He is holy, loving and faithful, etc.) **Good. God is so incredible and we are learning more and more about who He is. He loves you so much. When we learn more about Him, doesn't it just make you love Him more?**

## Closing the Lesson



- **We know that we can describe God by two more qualities: faithful and loving. In groups of 3 come up with ways that you can be faithful and loving this week.**  
Examples: by doing chores without being asked, by hugging someone and telling them you love them, by coming to class on time, etc. Have each group pick one scenario and act it out for the rest of the class. The class should guess what faithful or loving action was presented.
- **Finish with: God is faithful and loving and we too can be faithful and loving. Think of ways you can show these characteristics to others this week and next time you come to class, tell us what happened.**
- Close in prayer thanking God that He loves us and is faithful to us.

## ALTERNATE ACTIVITY



- Divide children into groups and assign one group the topic "loving" and the other group "faithful." Have children think of Bible stories that illustrate each word and act out one scenario in front of the class.
- Discuss what story was portrayed and how it illustrates loving or faithful. If children need help thinking of a Bible story, teacher could have picture illustrations of some stories ready.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands simple theological concepts

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: What Is God Like?**

**LESSON: He Is Merciful and Just**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Identify and appreciate that God is merciful and just towards him/her.



## Materials Needed

- Blackboard and chalk or large paper and marker.
- Trial scenarios written out for children.
- Genesis 12:1-20



## Materials Needed for Alternate Activity:

- Paper—one sheet per child
- Coloured pencils

## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Write the words “mercy” and “justice” on the blackboard or on a sheet of paper the children can see.
4. Prepare the mock trial scenarios beforehand.
5. Be familiar with Genesis 12:1-20, and be ready to read it to the class
6. Pray that the children will understand God’s mercy and justice towards them.



# CLASS TIME

## Introduction



- Let's get into a circle.

Kamau had been consistently late for dinner. One day his parents had warned him to be on time, but he arrived later than ever.

He found his parents already seated at the table, about to start eating. Quickly he sat at his place, then noticed what was set before him--an empty plate.

There was silence as he sat staring at his plate that was empty. Suddenly he saw his father's hand reach over, pick up his plate and set it before himself.

Then his father put his own full plate in front of his son, smiling warmly as he made the exchange.

When the boy became a man, he said, "All my life I've known what God was like by what my father did that night."

- What characteristics did Kamau's father show? Let the children respond. Our God is a God of mercy and justice. Let's talk about what that means.

## Presentation/Learning Activities



- Write the word "justice" on the board. **Justice means to be fair towards someone or something. How did Kamau's father show justice to him?** (When Kamau was late, he didn't have any food on his plate.) When someone breaks a rule, justice means a consequence is given. When someone does something good, justice means a reward is given.
- What are some ways that you have seen justice shown to you or to someone else?** Give several children an opportunity to answer. **What are some ways that justice is not shown?** List the child's answers on the board.



- Write the word "mercy" on the board. **What does it mean to have "mercy" towards someone?** Have children volunteer answers. **Mercy means "a compassionate action rather than a severe or harsh behaviour towards someone."**
- How did Kamau's father show him mercy?** (His father gave his only plate of food to Gabriel.) **Has there ever been a time when someone has shown you mercy?** Let several children share their experiences.



- Let's play a game to make sure we understand the difference between mercy and justice. I'll name a situation and then I'll toss the ball to someone. If you catch the ball, you will name a justice or punishment that would be just and fair. Then you toss the ball to someone else who will name a mercy that could be shown. Toss the ball back to me and we'll play again with another situation.**
  - Someone stole a piece of sweet from the store
  - Someone was running and knocked down a little child and the child is hurt
  - Your brother broke your father's picture

- Your sister lied to your parents
- Someone stole his mother's coins
- Make up several more situations that are culturally relevant.



- In a court of law, there is a judge, someone who has been accused of a crime, a lawyer who pleads on behalf of a defendant and sometimes a jury of people who decide if the defendant is guilty or not. The judge hears the jury's decision and then decides on a fair punishment.
- Divide the class into 2 or 3 groups and have the children perform a mock trial. Assign each group a defendant, judge, lawyer and jury among the children. Assign a crime from the following or make another one up:
  - a boy has called another boy a bad football (soccer) player and started a fight on the football (soccer) field
  - a girl has taken her sister's dress and worn it and it has gotten ripped when she was playing outside
  - a child was given some delicious sweet and refuses to share it with anyone
- Have the children keep the trial light and fun but emphasize that a fair punishment must be sentenced. At the end of the trial, you will declare mercy on the accused and free them from the pretend punishment.
- We can see that it is difficult to decide what is just and sometimes we think people don't deserve mercy. However, our God is both merciful and just. We can see this illustrated in the life of Abraham and Sarah.



- Read Genesis 12:10-20. If you were a judge and Abraham was called into your court of law, how would you sentence him? Have children discuss in groups of four. Then let the groups share their verdicts.
- Let's look at the Christian Worldview House Model. What have we been discussing? Allow time for answers. Yes, we've discussed God's justice and mercy. What part of the house model would remind us of His justice and mercy? Allow time for answers. Yes. The purple foundation reminds us of the wonderful qualities of God. Let's all say together "God is merciful and just!"

## Closing the Lesson



- God forgave Abraham and used his descendants to form the nation of Israel. God is just but He is also merciful and desires for us to extend that mercy towards others.
- This week think of how you can be merciful to someone else. Share your ideas with a partner. Let children find a partner and share their ideas.
- Memory verse John 1:9 - If we confess our sins, he is faithful and just and will forgive our sins and purify us from our unrighteousness (NIV).
- Close in prayer from a child volunteer thanking God for His mercy and justice.

## **ALTERNATE ACTIVITY**



- Construct a story graph that shows the different events of the Abraham and Sarah story. A story graph is a series of drawn pictures that depict the various scenes or events in a story. Present it to the rest of the class. Talk about how God was merciful but just to Abraham. The story could be acted out as well. You could assign different scenes to different children.

# Spiritual LESSON

**OUTCOME:** Demonstrates a commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands simple theological concepts.

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: What Is God Like?**

**LESSON: He is invisible and eternal**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

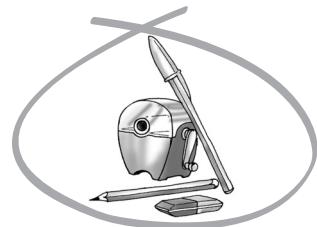
By the end of the lesson, the child should be able to:

- I. Give an example of God's invisible and eternal nature.



## Materials Needed

- Paper—one sheet per child
- Coloured pencils or markers
- Tape or glue (see User's Manual for glue recipe)
- Romans 1:20 and 2 Corinthians 4:18 written out.
- Write out following verses for children: 1 Timothy 1:17, 6:16, Deuteronomy 33:27
- Optional: drum or tambourine



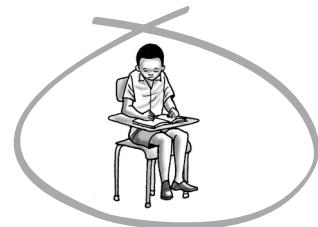
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Practice telling the introduction story of the effects of the wind.
4. Plan a path the children could take for a processional (through the classroom, school or outside the perimeter of the building).
5. Write out the verses from Romans 1:20 and 2 Corinthians 4:18 for the children.
6. Read and study 1Timothy 1:17 and 6:16.
7. Pray that the children will have a better understanding of God's invisible and eternal nature.



# CLASS TIME

## Introduction



- Note: You may have to modify this story about what the wind does, depending regionally where the lesson is being taught. Example: if there are no trees then say that the sand was being blown around, no plastic bag then use a potato sack to illustrate.
- **Have you ever been almost blown over by the wind? Maybe it messed up your umbrella and you got rained on; maybe it almost took your papers and blew them away. You could see the tree branches and leaves blowing around in the wind. You could see things being blown by the wind. Maybe you saw a plastic bag blown across the street. The wind is powerful and strong, but who can see the wind? How can we prove the wind is real?**
- Lead a class discussion based on these questions about the effects of the wind. **How can you tell the wind is at fault for blowing your umbrella or your face? What are some stories you may have about what the wind has done?**
- If it is windy outside, take children out and let them experience what happens when you let a paper blow in the wind, stand facing into the wind or let it blow your hair, etc.
- **The wind is invisible, but we can see the affects that it has on everything. We can feel it and know that it is there. We know that the wind has been there since we were born, and since our parents and grandparents were born. The wind will be there for our whole lives and even after we die it will be here for our children.**
- **It is the same way with God. We have been learning about what God is like. We know He is holy, faithful, loving, merciful and just but we are going to study today the fact that He is invisible (we can't see Him) and He is eternal (He has been around forever and will be around forever).**

## Presentation/Learning Activities



- Read 1 Timothy 1:17 "Now to the King eternal, immortal, invisible, the only God, be homer and glory for ever and ever. Amen."
- In groups of four have children attach 4 or 5 pieces of paper together length wise to make a long banner. Attach with glue or tape. Have the children write out the Bible verse in large letters on the banner. Have children colour and decorate the banners.
- **The Israelites would carry banners with them to meetings and events to identify whom they belonged to. Take your banners and make process walk around the classroom or the outside of the school. You could sing an appropriate song as you march. Finish the procession walk back inside the classroom.**



- **We know that God is invisible. 1Timothy 6:15b-16 says "God, the blessed and only Ruler, the King of kings, and Lord of lords, who alone is immortal and who lives in unapproachable light, whom no one has seen or can see. To Him be honour and might forever. Amen." We may not be able to physically see Him but we can feel His presence, we can see His work in our lives and in the lives of others.**
- **What are some ways that you feel God's presence in your life? (Possible answers: He**

helps me, He answers my prayers, He speaks to me, etc.) **What are some ways that you see His work in someone's life?** Let children share any ways they've seen God work.

- **God is also eternal. He existed before the world was created and He will exist forever.** Deuteronomy 33:27 says "The eternal God is your refuge, and underneath are the everlasting arms." Not only is He eternal but His ways are eternal (Habakkuk 3:6) and His word is eternal (Psalms 119:89). Everything about Him is eternal.
- **In groups of three discuss what you think eternal means. Share your findings with the rest of the class. Also make a list of some things that are eternal.** Give children about five minutes and then have a group discussion with the entire class. As children name things, remind children that only God is eternal. Our earth is decaying and nothing is eternal but God.



- Give the children the following verses, written out for them: 1Timothy 1:17 and Deuteronomy 33:27. Place the children in groups of 4 and assign each group a verse. Have them come up with a chant or a poem that explains their verse. If available, they may use a drum or tambourine to accompany their group. Each group will present to the rest of the class.



- **Let's look at the Christian Worldview model. What is the bottom portion on which the house stands?** Allow time for answers. **Yes, the rock/stone is God's Word. God is truth and everything He tells us is true. What have we heard about God today that is true?** Allow time for answers.
- **Great! What is the next part of the house model?** (Purple foundation) **What does the purple foundation tell us?** (It tells us about the character of God.) **What can you tell me about God's character?** Allow time for answers. **Good. God is holy, invisible, eternal, loving, merciful, etc. What an incredible God!**

## Closing the Lesson



- Write out the verses from Romans 1:20 and 2 Corinthians 4:18 on separate slips of paper for the children. Put them in groups of 3. Pass out one of the verses to each group and have them rewrite the verse in their own words. Present to the class their paraphrase of the verses. Conclude with summarizing God's eternal and invisible qualities.
- Close in prayer thanking God that even though we can't see Him, we know He exists and will always exist.

# Spiritual LESSON

WEEK

8

Year 1

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMATIC CONTENT:** Knows and understands basic narrative stories of the Bible.

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: What Is God Like?**

**LESSON: He Is All Knowing and Everywhere**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Explain that God knows everything and that God is everywhere.



## Materials Needed

- Bible
- Paper—one sheet per child
- Pencils



*Materials Needed for Alternate Activity:*

- Paper—one sheet per child
- Markers or coloured pencils
- Tape or glue (see Teachers' Guide for glue recipe)

## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read and study Psalm 139: 8-10.
4. Rearrange desks for dramatic presentations.
5. Pray that the child will understand that God knows everything and that He is everywhere.



## CLASS TIME

### Introduction



- I want to tell you a story about a little rabbit.

The rabbit in this story wanted to run away from home. One day he decided that this was the day he would run away. He would go very far away and his mother would never find him.

He ran to a stream, became a fish and jumped into a river and began to swim away. "My mother will never find me," he gurgled. He saw a large juicy worm and gulped it up. Oh no! It had a hook in it and he was reeled out of the water. He looked at the end of the fishing rod and saw his mother, rabbit dressed as a fisherman. "I love you too much to let you run away" said mother rabbit to the little rabbit "Let's go home."

The next day the little rabbit became a flower in the garden. "She'll never find me!" thought the little rabbit. Soon he could feel his roots being dug up and stared into the face of mother, rabbit, wearing a gardening hat. "I love you too much to let you become a flower. I became a gardener! Let's go home," said mother rabbit

The little rabbit was very determined and the next day he became a rock/stone on a mountain. "Finally" the little bunny thought, "she will never find me here!" Soon a mountain climber came by and stopped by the rock/stone. "There you are!" cried mother rabbit. "Let's go home!" So that is exactly where little rabbit went, and stayed.

- That is a great story. Ask these questions and encourage each child to contribute to the discussion.

- Why do you think little rabbit wanted to run away from home?
- Did his mother love him?
- What did his mother always do?
- What did he decide to do in the end?
- Does the mother rabbit sound at all like our Heavenly Father? In what ways?
- Does God know everything?
- Does He always know where we are?
- Can we ever hide from God?

- Yes, our God is all-knowing and everywhere, just like the little rabbit's parent.

## Presentation/Learning Activities



- Read Psalm 139:8-10 aloud to class. Discuss how the Lord knows everything about us and can see us, help us and be with us no matter where we are.
- He is all knowing, which means that He knows everything about us, and everything that goes on in our lives, and in the world.** Write "He knows everything" on the board.



- Take a ball or object that can be tossed. Have the child stand in a large circle. **Let's play a game to name some things that God knows about us. I will toss the ball to**

**someone. As soon as you catch it, name something about you that God already knows. You might say that God knows you lost a tooth last night or God knows you forgot to do your homework. You need to answer something different each time you catch the ball.**

- **Then quickly toss it to someone else in the circle. The object is to toss the ball quickly and answer quickly.**
- Toss the ball and begin the game.



- **God is also everywhere.** Write, “He is everywhere” on the blackboard. **There is no place where He is not. There is no place in the world that is too poor, too sad, too war torn or too guarded that He is not there. Even if we do not feel His presence, we know that He is near.**
- Ask children for scenarios where the Lord could be (e.g. He is in my home, my school, my nation, other nations of the world, etc.) Be specific so the children realize the scope of His presence.
- **Let's play our game again, but this time name places where God could be.** Example: in China, in a preschool room, in a hospital, in a bank, etc. Take the ball or object and play the same game.



- Place children in groups of 6. Have each group write a story based on Psalm 139:8-10 where they try to go to a far off place, real or imaginary and have the story conclude with the Lord finding where they are and coming to rescue them.
- Have each group then present their story to the class. The story can be dramatized and children act it out instead of just reading it.

## Closing the Lesson



- **We know that God is everywhere and all knowing. There is nowhere we can go that His presence is not there. He has no limit to where His presence can be. Even His understanding has no limit. Psalm 147:5 tells us this. We can't even hide our thoughts from Him!**
- **Wow! We are learning so much about our incredible God. What are some of your favourite things about God?** Allow time for answers. (Possible answers: He is holy, loving, merciful, just, eternal, invisible, all knowing, everywhere, etc.)
- **Which part of the Christian Worldview house model reminds us about all the wonderful characteristics of God?** Allow time for answers. **Good. The purple foundation reminds us of God's nature.**
- **Let's sing a song about some of God's awesome characteristics.** Possible song selection could be “He's Got the Whole World in His Hands” or another song that includes His characteristics.
- Conclude with prayer thanking the Lord that we are never out of His sight and He knows everything about us and loves us unconditionally.

## **ALTERNATE ACTIVITY**



- Have the children write out Psalm 139:8-10. In groups, tape or glue together pieces of paper to make a large sheet. Have children illustrate scenarios where God's presence is. Write the words "God is all knowing" and "God is everywhere" on the mural. Put the mural/wall painting on display around the class.

# Spiritual LESSON

WEEK

9

Year 1

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: God Is Father, Son and Holy Spirit**

**LESSON: God the Father**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Explain that God the Father loves and cares for him/her



## Materials Needed

- Paper, pencils, markers, coloured pencils
- Eight large sheets of paper
- Bible with verses located and ready to read



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Write down John 3:16 across eight large pieces of paper, with a few of the words on each sheet of paper. Find and read Romans 8:31-39 and Jeremiah 1:5.
4. Pray that the children will understand how much God the Father loves them.

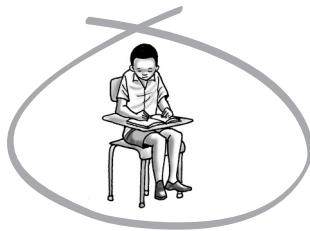


## CLASS TIME

### Introduction



- Adjust the story below depending on your childhood experience.  
Share a positive memory of your father or grandfather or a father figure in your life.
- **I want to tell you about my father.** Teacher; here tell about your father or another father figure in your life. **You may not live with your father or you may not even know him very well, but our God is a Father to us. He will never leave us, never hurt us and always loves us. God is our Father.**



## Presentation/Learning Activities



- Take eight sheets of paper. Write John 3:16 in large letters across the eight sheets, writing a few words at a time on each piece of paper so that the full verse is contained across the eight sheets. Have eight children stand at the front of the class and read it aloud, with each child reading the words on one sheet of paper. As the words are read, have the children holding that piece of paper place it high above their heads in the air so the other children in the class can see it clearly. Repeat this many times so the children can memorize this verse.



- Memorization challenge: Divide the class into two groups. Have each child in each group repeat the verse one at a time until every child has had a chance to say the verse out loud. Choose three children from each group to say the verse by heart while standing at the front of the class. The group with the most children who can say the verse by heart is the group that wins the memorization challenge.



- Explain to the children that **this verse is an important one to us, because it tells us that our Father God came up with the plan of salvation. It was His idea, because he loves us so much. God created Adam and Eve in the Garden of Eden so that He could have fellowship with His creation. But Adam and Eve sinned, and that sin separated us from God.**
- **A sacrifice was needed to atone for our sins and restore us to God, so God the Father decided He would send His only son Jesus to die for our sins so we could be restored to a right relationship with Father God. Father God loves you so much. He wants to have a relationship with you. There are two things we can know about Father God.**
  - 1) **Nothing can separate us from His love.** Read Romans 8:31-39. **Verse 39 says "Nothing will be able to separate us from God's love. During our last lesson we learned that God is all-knowing and everywhere. His love for us is limitless and free. Wherever we go, His love will find us.**
  - 2) **He loves us unconditionally.** **His love for you is not dependent on how or what you do. Father God will always love you. He loved you when you were born. He loves you as you grow up, and he will love you when you are old. His love has no time limit.** **Jeremiah 1:5 says, "Before I formed you in the**

womb, I knew you; before you were born I set you apart.” Your Father God loves you and cares for you, no matter what your circumstances.



- On a piece of paper, have the children write “Father God loves me unconditionally, and nothing will be able to separate me from His love.” Have children illustrate their paper.
- **God loves us so much.** Which part of the Christian world view house model tells us about the wonderful qualities of God? Allow time for answers. Yes! The purple foundation tells us about how incredible God is. What is the great quality we learned about Him today? Allow time for answers. Yes! He loves you, and you and you and you! (Point to each child in the class.)

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## Closing the Lesson



- There was a little boy named Mulongo who lived in a home where his father drank and yelled a lot. One day his father grabbed him by his shirt and told him that he was a mistake and that his father had never wanted him to be born. Mulongo felt rejected and cried for three days. He couldn't go to school for many weeks because he was so broken-hearted. Then he came to know Father God when someone at the church told him about the Lord and the gift of His son, Jesus. Mulongo asked God to guide his life, and accepted Jesus into his heart and began to read the Bible, full of God's promises. He realized that His heavenly Father loved him so much and always had. Father God would never reject him or tell him that he wasn't wanted.
- You, too, are loved by your heavenly Father. Papa God cares for you.

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## ALTERNATE ACTIVITY



- Have children act out the John 3:16 verse. They could initially do it in groups of four, then present to rest of class.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands main stories in the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: God Is Father, Son and Holy Spirit**

**LESSON: God the Son**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Recognize that God the Son came to earth to die for our sin, set us free from our bondage, and give us eternal life.



## Materials Needed

- Paper, coloured pencils
- Bible verses marked ahead of time

*Materials Needed for Alternate Activity:*

- Paper cut or torn into strips, coloured pencils



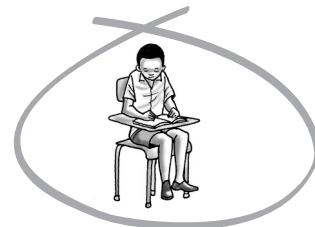
## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Become familiar with the different meanings of the names of Jesus.
4. Find and read Luke 4:18-19, Matthew 1:23, Luke 2:11, Isaiah 53:3, 1 Peter 5:7, Isaiah 9:6, 1 Timothy 6:15, Revelation 17:14, Philippians 2:10.
5. Pray that the children would understand that Jesus came to die for their sins, set them free from bondage to it, and give them eternal life.



# CLASS TIME

## Introduction



- You can find out a lot about a person just through his or her name. Our names have meaning. If we examine names of people in the Bible, we find insight into their stories. For example, the name “Adam” means “man,” Abraham means “father of many,” and Moses means “deliverer”, Wanjala means somebody born during famine. Your name is important. Were you named after a favourite person in your family? Were you named to honour an important person in your society? Does your name reflect a quality your parents hoped you would become? (for example, joy or charity?) Allow time for the children to respond. We can learn a lot from a name.
- Write “Jesus” on chalkboard and ask children what they know about this name. Write their comments on the board.

## Presentation/Learning Activities

- Jesus is the Son of God. He is God the Son. Luke 4:18-19 tells us what Jesus came to earth to do. God sent Jesus to earth to die for our sins so we could be restored into right relationship with God. Since God Himself became a man, in the person of Jesus, Jesus was able to stand in for us as the sacrifice for our wrongdoing. God Himself paid the price for our sins! When we are set free from our sin, we can enter into eternal life with God in Heaven. This verse tells us that Jesus also came to preach good news to the poor, proclaim freedom for the prisoners, restore sight to the blind, release the oppressed, and proclaim the year of the Lord’s favour. Through Jesus, God offers the chance to make us, and the world, whole again, although we may not see the full fruits of God’s gift until we get to Heaven.



- Divide the class into four groups and assign each group one of the following scenarios: Jesus preaching, healing, releasing the oppressed, and appearing to His followers after rising from the dead. Have each group discuss how to portray their scenario and act it out for the rest of the class.



- We just talked about how you might be able to learn a lot about someone from that person’s name. Jesus is referred by several different names in the Bible, all of which reflect aspects of His character and His purpose in our lives. When we examine some of the names given to Jesus in God’s word, we learn more about who God the Son really is.
- He is called “Immanuel,” which means “God is with us.” (Matthew 1:23) Jesus came to earth to He could walk among His people. He is always with us and never leaves us.
- He is called our Saviour (Luke 2:11). He came to save us and rescue us from the consequences of our sin. He died for us so we can have a right relationship with God.
- He is called the Man of Sorrows (Isaiah 53:3). He knows what it is like to be beaten, betrayed, hurt, humiliated, naked, hungry, homeless, and called a criminal. He took this upon Himself so that we would have liberty from sin. If you have been

beaten, humiliated or betrayed, Jesus can relate to your hurt. He tells us to cast all our cares on Him, for He cares for us (1 Peter 5:7).

- **He is called the Prince of Peace (Isaiah 9:6). His kingdom is one of peace, not of strife or war. He came to bring peace in our hearts and lives, our families, our communities and among our nations.**
- **He is called the King of Kings and Lord of Lords (1 Timothy 6:15, Revelations 17:14). He is supreme above all earthly kings and rulers.**



- Divide the class into five groups and assign each group one of the different names of Jesus. Have the group discuss this name and then come up with a drawing, a song or a skit to best illustrate this name for Jesus and what it represents. Each group will present their skit to the rest of the class. As each group presents, emphasize Jesus' different roles in our lives as companion, peacemaker, saviour and Lord.

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## Closing the Lesson



- **Philippians 2:10 says that every knee will bow at the name of Jesus. He is called Immanuel, Saviour, Man of Sorrows, Prince of Peace, King of Kings and Lord of Lords. The meanings of all these names tell us who Jesus is. The disciples of Jesus marvelled that demons left at the mere mention of the name of Jesus. His name is powerful. Jesus is God the Son.**
- **When we look at the Christian world view house model, which part reminds us of the characteristics of Jesus? Allow time for answers. Good. The purple foundation reminds us that Jesus is God's Son, and His names explain who He is. What is your favourite name for Jesus, and why? Allow time for answers.**
- **This week, if you have a Bible, look through it to find as many names for Jesus as you can. Think about what they mean. Report back to the rest of the class the next time we meet.**
- Close in prayer with child volunteers thanking Jesus that He is the Prince of Peace, Immanuel, Saviour, Man of Sorrows, King of Kings and Lord of Lords.
- Memory verse: Isaiah 9:6 – “For unto us a child is born, to us a son is given, and the government will be on his shoulders. And He will be called wonderful counselor, mighty God, Everlasting father, Prince of peace.” (NIV)

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## ALTERNATE ACTIVITY



- Write out the different names of Jesus on the board or on large piece of paper at the front of the class. (See learning activities above for the various names.) Cut or tear pieces of paper into strips and have children make bookmarks for their Bibles by writing out the different names of Jesus.

# Spiritual LESSON

WEEK



**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

## AGE GROUP: 9-11

YEAR: 1

UNIT: God Is Father, Son and Holy Spirit

LESSON: God the Holy Spirit

TIME NEEDED TO TEACH LESSON: 45 minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Explain the Holy Spirit's role in the Trinity.



## Materials Needed

- Paper, coloured pencils, tape or glue. Needle and thread, if glue or tape are not available.

*Materials Needed for Alternate Activity:*

- John 14:26 written on the chalkboard or a large piece of paper

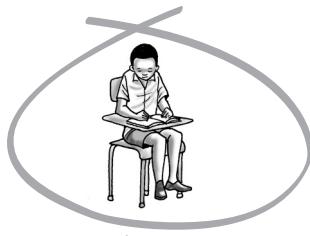


## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read and review John 14:16, 26.
4. Prepare a story about a favourite teacher or an influence in your life.
5. Pray that the children will understand the Holy Spirit and His role in the Trinity.



## CLASS TIME



### Introduction

- Write the verse John 14:26 on the board. A counsellor is one who advises and defends us, or who speaks to God the Father on our behalf.
- Divide the children into groups of 4 to 6. Ask them to pretend that you are an important counsellor who has just been asked to defend a friend. In their groups, have them create and act out a skit that portrays someone coming to the defence of another. Present the skits to the rest of the class.

## Presentation/Learning Activities



- Read John 14:16 and 26. **In these verses, the Holy Spirit is called “the Counsellor.”** A counsellor is someone who advises others, or coaches them. That is what Holy Spirit does for us. The Holy Spirit is the third dimension of God, who we have also learned about and know as Father, and as Son, in the person of Jesus. The scriptures tell us that after Jesus was resurrected He told his followers that God would send the Holy Spirit to be with them, once Jesus had risen into Heaven to remain eternally with God the Father. The Holy Spirit draws us close to God and surrounds us with Jesus’ love. We can always listen to the Holy Spirit to encourage us and guide us.
- **The Holy Spirit also convicts us of sin, which we may feel in our conscience.** Have you ever done something that is wrong, then felt a funny feeling inside, knowing what you just did was wrong? Raise your hand if you’ve ever felt that way. That’s the Holy Spirit gently reminding you to follow God’s way. When the Holy Spirit tells us inside that what we’re doing, saying or thinking is wrong, He never makes us feel ashamed or dirty. Satan can make us feel dirty and ashamed by accusing us, but the Holy Spirit’s conviction is gentle and loving and prompts us to confession, and God’s forgiveness. Discuss with the children the difference between how Satan makes us feel about our sinful behaviour, versus the redeeming conviction of the Holy Spirit.
- **Which part of the Christian Worldview house model reminds us that we are special?** Allow time for answers. **The yellow wall represents our relationship with ourselves.** **The Holy Spirit reminds us that we can always feel good about ourselves, no matter what we do, because God loves us so much and will always be willing to forgive us when we confess and repent from our sins.**



- **Another name for “counsellor” is helper. What does it mean to be a helper?** Pass out papers and coloured pencils. Instruct the children to fold their papers in half, then in half again lengthwise to make four squares. In each of the four squares, have them draw an example of how they can help others. Remind them that the Holy Spirit is a wonderful example of a helper.
- **Another name for the Holy Spirit is “comforter.” Sometimes when bad things happen we need to have someone to comfort us, to support us, to cry with us. Other times when we’re lonely we just need someone to sit with us, to just be there. The Holy Spirit is also called a comforter. On a cold night, it is nice to wrap**

up in a blanket. The Holy Spirit can be like a big blanket that wraps us up in God's love and keeps us warm and safe inside.



- Collect the children' drawings and have them help to assemble a large picture quilt made from the drawings. Tape the pictures to the wall or floor until all are connected in one large square. **This square is like a blanket or quilt. The Holy Spirit is our comforter, and like this big paper blanket, He comforts us with His presence.** (If no glue or tape is available, you can help the children stitch the papers together with a needle and thread.)
- **Which part of the Christian world view house model tells us about God and His wonderful characteristics?** Allow time for answers. **Good. The purple foundation reminds us of all the marvellous qualities of God. What are some of your favourite qualities of the Holy Spirit?** Allow time for answers, and while you are discussing, be sure to review the various qualities of the Holy Spirit.

## Closing the Lesson



- Write John 14:26 on the chalkboard. Ask the children to copy it down on a piece of paper. Have the children decorate their paper and take it home to put up on a wall to remind them of the Holy Spirit's constant presence.
- Memory verse; John 14:26 – “But the counsellor, the holy spirit whom the father will send in my name, will teach you all things and will remind you of everything I have said to you.”
- **The Holy Spirit is called our teacher, counsellor, helper and comforter.**
- Write the words above on the board. **When Jesus left the earth, the Holy Spirit came in His place to do all these things for us (John 16:7). Allow Him to be your teacher, counsellor, helper and comforter.**
- Close in prayer, inviting the Holy Spirit to be all these things in our lives.
- Pray something similar to this: **“Dear Lord, we thank you that you sent the Holy Spirit to be with us. Help us to understand better who the Holy Spirit is. We want Him to be our teacher when we don’t understand your ways, to be our counselor when we need guidance, to be our helper when we can’t do it on our own, and to be our comforter when our heart is breaking. We thank you, God, that you never leave us and that the Holy Spirit is always with us. We love you. Amen.”**
- **This week, search the Bible and see what else you can find out about Holy Spirit. Report back for our next class.**

## ALTERNATE ACTIVITY



- **Have any of you had a teacher who has made a difference in your life?** Allow the children to volunteer answers.
- **Teachers are very important in our lives because they help us learn things that we didn't know. They guide us and support us as we learn. That is what the Holy Spirit does. He is our teacher, and guides us and points us to Jesus.**
- Divide the children into groups of four. Ask them to enact a story about an important teacher. It could be a teacher at school, or another figure of respected authority in the

community. The story can be real, or the children can make one up. Have the children present their skits to the class, showing the importance of a valued teacher in our lives. Remind them when they are finished that the Holy Spirit is the best teacher we could have, to help us understand the ways of God.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

## AGE GROUP: 9-11

YEAR: 1

UNIT: God is Father, Son and Holy Spirit

LESSON: Father, Son and Holy Spirit: The Trinity

TIME NEEDED TO TEACH LESSON: 45 minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Explain the unity of the Holy Trinity



## Materials Needed

- Fruit and knife
- Paper, coloured pencils, wall charts, picture cards, word cards



### Materials Needed for Alternate Activity:

- Seeds from fruit used for demonstration, cups and some soil, or a large piece of paper and coloured pencils.

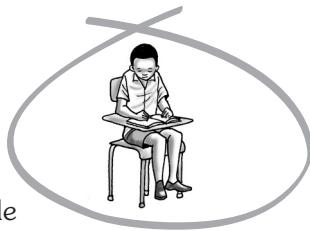


## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Choose a local fruit that consists of peel, flesh, and core or seeds. If possible, have enough for whole class so that each child can hold a piece of the fruit. If you do not have enough individual pieces of fruit for each child, have several so you can divide the children into groups, with a piece of fruit for each group.
4. Pray that the children would grasp the concept of the Trinity: God the Father, Son and Holy Spirit, three persons in one.



## CLASS TIME



### Introduction

- **I have a riddle for you.** Direct the children' attention to the riddle you have written on the board, and say it aloud:
- **What has three parts to it, but is one whole? It is delicious to eat, and each part of the whole can be used. One part is for nourishment, one part is for protection, and one part is for planting. What is it?**
- Divide the class into groups of four, and let them discuss what the answer to the riddle might be. If they do not know what it is after a while of discussion, then begin to give them clues. You could reveal that one of the parts is seeds, and then a few minutes later tell them that one part is skin, then a few minutes after that, that the third part is flesh. Finally, reveal to them that the answer is: a mango (or another local fruit that has skin, flesh and seeds and can be eaten, such as a papaya or an apple).

## Presentation/Learning Activities



- Lead a discussion with the class about the fruit you have chosen. **A mango is a whole, but consists of three different but equally important parts. First, there is the skin, or the peel of a mango. The skin is a mango skin, not the skin of an orange or the peel of a banana. The skin or peel protects and keeps the mango healthy.** Have a mango (or another fruit) that you can peel or cut the skin from in front of the class. Show the class the peel. **Here is the mango peel. It is part of the mango, but the peel itself is not called a “mango” on its own.** Pass the peel around and allow children to feel and smell the skin. **The peel is like the foundation of the Christian worldview house. The foundation is built on the nature of God. We learn who God is. Learning about Father, Son and Holy Spirit and the roles they play are foundational to how we respond to God. When we know God, we can love and obey Him. Understanding how this piece of fruit is put together will help us understand the nature of God in the same way!**
- **The second part of the mango is the flesh.** **The flesh is mango flesh; it is not pawpaw or watermelon** (use other familiar fruits as examples). **The flesh of the mango is good to eat. A lot of delicious things to eat can be made from the flesh of this fruit. For example, mango juice** (use local examples of what can be made from the flesh of this fruit). If there is enough to go around, allow children to sample the flesh of the fruit.
- **The third part of the fruit is the seeds.** **When just one mango seed is planted, the result could be many, many mangoes.** Allow children to pass around the seeds of the fruit.



- **When we study the mango, all three parts have a different purpose. The skin or peel, the flesh, and the seeds are three different parts of the same fruit. Each has a unique use, but they are all integral to the whole fruit.**
- **It is the same way with the God we serve. The “three persons” of the one true God have different purposes, too. Let’s look and see what they are:**

- God the Father is our creator and protector. He made us and loves us and protects us. Sometimes we do wrong things that God doesn't like, which are called sin, and God said there must be consequences for our sins. God loves us so much He sent God the Son to take the punishment for our sins.
- Jesus is God the Son. He was both God and a real man, and He suffered and died for us. He was buried like a seed is buried in the ground. But He was God, and just like a seed sprouts from the ground, Jesus rose from the dead to give us new life, too. We must have faith in Jesus, knowing that He died for us and lives again to give us joyful hearts and a place in Heaven. Just as when you plant a seed in the ground and have faith that it will grow, so, too, do we have faith that eternal life will spring forth for us through Jesus and His sacrifice.
- Our hearts are like a piece of earth, and someone must plant the seed in our hearts. That someone is God the Holy Spirit, who helps us to believe in and follow Jesus. When a seed is planted in the ground, the rain waters it, and it begins to grow. God the Holy Spirit puts faith in our hearts and feeds it with God's word and faith begins to grow in us. When the fruit tree is full-grown, it bears fruit. When faith grows in us, it bears good spiritual fruit, too, like patience, joy, kindness, humility, self-control, love, peace, goodness and faithfulness.
- When you pick a fruit from a tree, you know it is a fruit. It has a peel, flesh and seeds. Though it has three parts, you know you do not have three fruits, but just one fruit. It is the same way with God. He is the one true God but his nature has three parts: God the Father, God the Son and God the Holy Spirit. God is three-in-one.



- Is everyone ready to play the three-in-one game? Let's get into groups of three. This is how we play. (You may need to go outside so the groups can spread out.) When I count "1-2-3," I want you to line up shoulder to shoulder in your group and shout back "1-2-3!" When I say "three-in-one," I want you to quickly line up behind a selected leader in your group. You must line up in a perfectly straight row and hide behind the leader so I can only see one person per group. Ready? Play the game a few times, giving all children in your group a chance to be the leader.
- When you are finished, discuss with the children how this game represents the idea of the Trinity: **God is God the Father, God the Son and God the Holy Spirit – three in One!**



- In groups of three, have children draw the fruit you have been demonstrating with. Have one child draw the skin, one child the flesh, and one child the seeds. Label the skin as God the Father, the flesh as God the Son, and the seeds as God the Holy Spirit.
- Then, in their groups, have children describe the illustration using their pictures and the captions/headings/tittles.
- If enough fruit is available, give each group one piece of fruit that is cut in half, and have the children re-tell the illustration using the fruit.

## Closing the Lesson



- Write the following on the chalkboard: **There is One true God and He has three parts: God the Father, God the Son and God the Holy Spirit.** Have the children write this across the top of their picture. Instruct the children to bring their pictures home and share the fruit illustration with at least one person. Ask them to report the response during next class.

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## ALTERNATE ACTIVITY



1. Use the fruit demonstration but keep the seeds and plant them. Record the growth and continue to talk about the Trinity.
2. If no fruit is available, use the same illustration in the lesson above, but draw the parts of the fruit on a large piece of paper or on the chalkboard. Have the children participate by contributing to the drawing.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands main stories of the Bible

## AGE GROUP: 9-11

YEAR: 1

UNIT: God is Creator

LESSON: God created the earth and all its creatures

TIME NEEDED TO TEACH LESSON: 45 minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Tell the creation story in the proper order.



## Materials Needed

- Illustrations of the six days of creation.
- Paper, coloured pencils, glue or tape.
- Chalkboard, scissors, picture drawings

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils, glue or tape



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Become familiar with what God created on each day by reading Genesis Chapter 1 verse 1-31 and chapter 2:1-3
4. Use illustrations of each day of creation, if you have them available. If not, draw them on the chalkboard or have the children make the illustrations on the board or pieces of paper as they re-tell the story.
5. Pray that the children will understand and appreciate God as Creator.

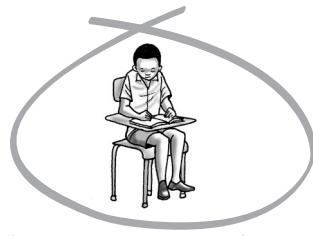


## CLASS TIME



### Introduction

- Pretend that you have been chosen to be the creator of the earth and all the animals! You must create one land form and one new type of animal. What will your landform be like? What type of animal will you create? Choose a partner, and take the next 10 minutes to create in your minds and draw on paper the type of landform and animal you would make. Select a few to present to whole class.



## Presentation/Learning Activities



- What an amazing job God had when He created the world and all the animals! He is such a creative God. What must He have been thinking when He made a dung beetle, or a hippo, or an ostrich?
- The amazing array of intriguing animals may even reveal that God has a sense of humour. What is your favourite insect? Which is your favourite funny-looking animal? Allow time for answers. God made some interesting things!
- Think of all the different climates and types of landscape He made. God must love variety and different kinds of beauty. There are places in the world where there is nothing but ice, or desert, or high mountains or deep forests. Some lands are hot and dry; others are very wet; still others are frozen and cold. If you could visit any land, where would you like to go? Tell the person next to you. God did a wonderful job of creating the world and everything in it.



- What can you remember about the creation story? Divide up into groups of four and list the sequence of God's creation from memory.
  - How many days did you get correct? Let's listen as we read the story.



- Read Genesis 1:1-2:3. Show any illustrations, if available, or draw (or have the children draw) what was created each day as you read the story. List the six days on the board and what God made each day:

Day 1: God created light  
Day 2: God created air and sky  
Day 3: God created dry land and plants  
Day 4: God created the sun, moon and stars  
Day 5: God created the sea animals and birds  
Day 6: God created land animals and human beings (Adam and Eve)  
Day 7: God rested

- Divide the children into groups of six. Say to them, **Let's create a time line and piece together exactly what God did each day.**



- Hand out six pieces of paper to each group. Have each child draw what took place on one of the six days. Write the name of the day on the top of each paper. When they are finished, have the groups paste or tape their papers together in order. Ask them to present their illustrated stories to another group, narrating what happened on each day.



- **God is the Creator!** Which part of the Christian world view house model reminds us that God created the universe? Allow time for answers. **Good.** The purple foundation tells us that God is Creator.
- Choose your favourite day of creation and tell a partner about it. Why is that your favourite day?

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## Closing the Lesson



- **We serve a God who is an amazing creator. He was brilliant when He created the earth.** Say a prayer thanking God for the wonders of His creation. Invite the children to join in prayer, with praise for things in the Creation that they are grateful for.
- Divide the class into six groups and assign each group a day of creation to dramatize. Present the skits to class, in order, to summarize the days of creation.
- Close with prayer thanking God for the wonderful world He created, our county and our village

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## ALTERNATE ACTIVITY



- Instead of having each child depict each day of creation, place the children into groups of three and assign each a different day of creation. Have them illustrate or make a skit, story or song depicting just that day. The children could then assemble their presentations in the order of the days of creation, re-telling the creation story through these various artistic modes.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands main stories of the Bible

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: God is Creator**

**LESSON: The creation of Adam and Eve and the importance of family**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objectives

By the end of the lesson, the child should be able to:

1. Tell and illustrate the creation story of Adam and Eve.
2. State why God created family.



## Materials Needed

- Pencil
- Paper
- Bible

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



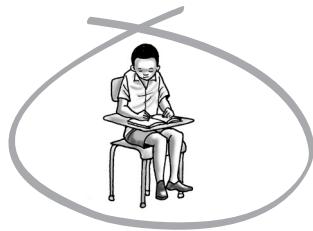
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Provide any illustrations you may have available that depict the creation of Adam and Eve.
4. Review the creation story in Genesis 2:4-24.

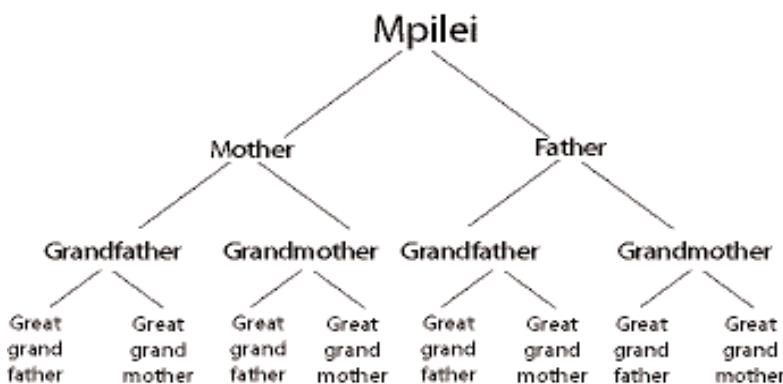


# CLASS TIME

## Introduction



- Did you know we all have the same Father? Did you realize we all are related? How is this possible? Allow for children to discuss. It is because we all have the same Heavenly Father!
- Ask for one child volunteer who knows who his or her grandparents and possibly great-grandparents are. Draw a family tree on the chalkboard by writing the child's name at the top. Write the names of their parents below on two branches, then the names of grandparents on both sides, and continue as far back as they know their relative's names.
- We can trace our family lineage back for many generations, but do you realize that we are all related to the first man and woman that God created? Who were they? Write answers (Adam and Eve) on board after children volunteer. Let's take a look at the story where it all began.
- E.g Mpilei's Family Tree



## Presentation/Learning Activities



- What do we know about the creation of Adam and Eve? Have children call out answers and write them down on the chalkboard or on a large piece of paper at front of class.
- Let's look at what the Word of God says happened that day. Read Genesis 2:4-24.



- Divide the children into groups of four, and ask each group to choose one scene from the above passage to dramatize for the rest of the class. Tell them to be imaginative and have fun!
- God created Adam and Eve - human beings -- in His own image so He could have fellowship with them. Initially, their relationship with God was a happy, loving one. But sometimes children are not obedient to their parents, and this can cause disunity in families. What happened when Adam and Eve decided to be disobedient and eat of the fruit of the tree in the garden that God had instructed them not to touch? Allow time for answers.



- Choose your favourite part of the story of the creation of Adam and Eve and illustrate it on a piece of paper. Collect all papers and display at the front of the class. Have children look at the display.



- Why do you think God felt that Adam needed a partner? Allow time for answers. Why are family members, or the people you live with in your household, important to each other and to society? Allow time for answers. What makes family, or the people you live with, especially important in your life? Allow time for answers.
- Family is important to us physically. Why is that? Allow time for answers. Family is important to us physically because most of us like to be hugged, or have someone pat us on the back when we've done a good job, comfort us when we cry, or protect us. And when we are small children, we rely on our parents or our older family members to help feed us and do their best to make sure we stay healthy.
- Family is important to us spiritually. Why do you think so? Allow time for answers. Family is important spiritually because we can pray for one another and support one another by encouraging each other in our walk with God. What if you are the only one in your family who knows and follows Jesus? Allow time for answers. Sometimes friends we have at church and school who know Jesus, too, are like our family because they can pray for us and support us spiritually if we have no one in our immediate family who shares our faith.
- Family is important to us emotionally. Why do you think so? Allow time for answers. Family is important to us emotionally because we all want to belong, and we all want to feel that others care about us and also need us to love them, help them and support them.
- God created family for us. Sometimes we lose members of our families – perhaps our fathers leave, or our parents die, or a sister or brother moves to live elsewhere. But the God who created us knows how important it is to have support and fellowship from a loving home-based community, and others – such as our grandparents, aunts and uncles, or family friends – can be ‘family’ for us, too.
- What part of the Christian world view house model reminds us of God’s plan for families? Allow time for answers. Good. The blue wall reminds us of God’s plan for families. He gave us families to help take care of us, and to teach us to love and serve others. We may not all have families that do all these things, but we know that we belong to God’s family, and there we can find many Christian brothers and sisters. God loves you so much!

## Closing the Lesson



- Do you treat your family with respect? Why is it important to treat others with respect? Allow time for discussion. It is what a family should do, respect one another and love one another so that the family is a place of caring and support.
- We all belong to the big family of God, and so we need to remember to treat one another as a family member. Think of a way you can treat someone with respect this week. Report on what happens at our next class.

## ALTERNATE ACTIVITY



- Divide the children into groups of four. Have one child draw or sculpt with dough one of each of the following: the creation of Adam, the Garden of Eden with Adam, the creation of Eve, and Adam and Eve together in the Garden. Join with another group and tell the story of the creation of Adam and Eve for one another.

# Spiritual LESSON



**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands main stories of the Bible

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: God is Creator**

**LESSON: The sin of Adam and Eve**

**TIME NEEDED TO TEACH LESSON: 45 minutes**

## Objective

By the end of the lesson, the child should be able to:

1. Narrate consequences of Adam and Eve's sin.



## Materials Needed

- Paper, pencils, Bible

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils, Bible.



## Teacher Preparation

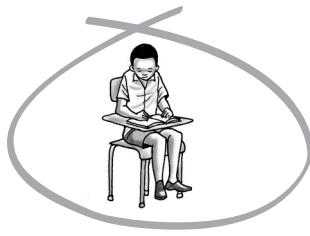
1. Read through entire lesson.
2. Gather all materials.
3. Read Genesis 3 and have illustrations ready, if available.
4. Pray that the children would understand the consequences of sin.



## CLASS TIME

### Introduction

- I want to tell you a story. Let's get comfortable. You may wish to have the children pull their chairs forward, sit down in front of you, or in a circle.



- There was a 10-year-old boy named David who liked to play football. His father told him he could play after he had done his household tasks. His father left for work, and David knew he was supposed to have his household tasks done by the time his father returned.
- David looked at his football and looked at the floor he was supposed to sweep and the dirty dishes he was supposed to wash. "I feel like playing football and not doing my household tasks," he thought. "I'll do the household tasks later and play football now before the sun gets too hot." David thought this sounded like a good plan, and off he went to play outside.
- He found a few friends outside and they kicked the ball around and started a game. David ran for the ball and saved it from a certain goal for the other team. He shot and scored. All day he ran and shot and scored and saved.
- He had a great time. "I'm getting to be a really good player," he thought to himself. Before he knew it, the sun didn't feel as hot as it had been and he realized the sun was going down and the air felt cooler.
- "Oh no! My father will be home soon and I haven't done my household tasks. I wonder what he will do," David worried. He ran home to find the floor swept and the dirty dishes washed. His father came into the room and said, "David, I asked you to do your household tasks and instead, you chose to be disobedient and do what you wished."
- What do you think happened next?
- Divide the children into groups of three and ask them to write an ending for this story. When they are finished, gather the children together and hear the story endings from all the groups.

## Presentation/Learning Activities



- Write the word "consequence" on the board. Who can define the word "consequence"? Give me some examples of a consequence. You may need to share an example to begin with, to help the children understand this concept. Write their examples on the chalkboard.
- Just as David did wrong by disobeying his father, so did Adam and Eve choose to disobey their Father God. Let's take a look at what happened to Adam and Eve when they were disobedient.
- Read Genesis 3. Choose a child volunteer, or if many Bibles are available, assign one verse per child so everyone has an opportunity to read aloud. Use illustrations for the story if you have them available.
- There were many consequences of Adam and Eve's sin, which we also call the "fall from grace." All human beings since Adam and Eve have sinned against God. What are some of the consequences of our sin?

- Write the children' answers on the chalkboard. Make sure you include all of the following consequences: spiritual separation from God, broken relationships with others, a broken relationship with the earth, physical death.
- **Adam and Eve were tempted by Satan. He tried to persuade them to eat the apple on the tree that God had forbidden them to touch. Temptation is a trick of Satan that promises you something good if you do something wrong. What are some examples of times you did not listen to your parents or your caregiver?** Allow time for answers. **What are some circumstances that would cause you to do what you know might not be right? When might you be tempted?** Allow time for answers.
- **On a piece of paper draw or list some of the temptations that Satan puts before you.** Discuss as a class. Then discuss what we should do when we are feeling tempted. (let the children give the sins and what they do when tempted)
- Divide the children into groups of four. Have them pray together, and encourage them to ask God to **give you strength to say no to temptation, to be obedient to God, and live in the good consequences of an obedient life.** Allow each child to pray out loud if they wish to. You as the teacher may finish with a prayer for the whole class.



- In their groups of four, have the children dramatize the story in Genesis 3 of the temptation of Adam and Eve. Sing a song

*Adamu na Eva*

*Adamu na Eva walitenda, dhambi ya asili x2  
Tunda lile walilokatazwa na Mungu walikula x2*

*Ewe ndungu utaenda wapi, siku ya mwisho x2  
Uje kwake Yesu akuokoe, umuone Mungu x2*

## Closing the Lesson



- **Once we give in to temptation and sin, we cannot take it back. We can ask for forgiveness, but we cannot take back our actions or words, or their consequences.**
- **Let's give David from our opening story another chance! In your groups of four, write David's story with a different ending. What would happen if David would have been obedient to his father? You can write out your story, or act it out as a skit.** Have the children present their stories and skits to the rest of the class when finished.
- **There are consequences when we sin, but God loves us so much that He forgives us when we ask Him. No matter how much we have sinned, God is faithful to forgive us if we repent. What part of the Christian worldview house model would remind us of the consequences of sin?** Allow time for answers. **The red wall represents our relationship with God. How is that relationship affected when we sin?** Allow time for answers. **How was Adam and Eve's friendship with God affected when they sinned?** Allow time for answers. Children should reply with responses such as: broken relationships with others, spiritual separation from God, broken relationship with the earth, physical death. **Sin separates us from fellowship with God. It breaks our friendship with Him. But God sent Jesus to restore our friendship with God. His death on the cross was a sacrifice for ours sins - he took our place. When he rose again, he**

**gave us the chance for eternal life if we choose to follow Him. Let's try our best to follow God's way so we can enjoy all the joys of being a friend of God.**

- Close in prayer from a child volunteer.
- 

## **ALTERNATE ACTIVITY**



- In groups of four, draw a succession of pictures that depicts the temptation of Adam and Eve and the consequences that took place. When the pictures are completed, have each child take a turn in re-telling part of the story to their group.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

## AGE GROUP: 9-11

YEAR: 1

UNIT: God is Creator

LESSON: God's plan for salvation

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Describe God's salvation plan

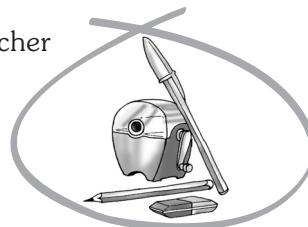


## Materials Needed

- Six sheets of paper with instructions for each of the six groups,
- A box wrapped like a gift with small gifts inside for each child (see Teacher Preparation for ideas).

*Materials Needed for Alternate Activity:*

- Teacher materials for presentation



## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Review the following scriptures: 1 John 1:8-9, Romans 3:23, John 3:16, 1 John 1:9, Isaiah 1:18b, 2 Corinthians 5:17
4. Write out the instructions as written below for each group.



### o Group 1: I'm Sorry, God

Understand that you are a sinner. We all do wrong things that we know we should not do. When we do those wrong things, we tell God we are sorry. We ask God to forgive us. When we ask God's forgiveness, it is called repentance. Repentance means to turn away from selfishness and turn toward God's way for our lives. Though our sin makes God sad, when we ask God's forgiveness for our sins, He

forgives us! He loves us so much.

1 John 1:8-9, Romans 3:23: "For all have sinned and come short of the glory of God."

o **Group 2: Jesus Paid My Price – I Believe**

Jesus died on the cross for your sins. We thank Him that He did that for us. Do we all sin? Yes. Sin is anything we do that does not please God. Sin can be wrong behaviours such as lying, having a bad attitude or fighting. Your sin separates you from God, but He loves you so much He sent Jesus to take the punishment for your sins, as John 3:16 tells us. Thank you, Jesus, for loving us and being willing to take the punishment for our sin, even to die for us.

o **Group 3: Ask Him!**

Ask Jesus to be Lord of your life. 1 John 1:9 says, "If we confess our sins, he is faithful and just to forgive us, and to cleanse us from all unrighteousness." Isaiah 1:18 says, "Though your sins are like scarlet, they shall be as white as snow." By believing in Jesus, we can become children of God. Jesus died and took the punishment for all our sins. We cannot earn this gift; it is a free gift offered by Jesus. All you need to do is to pray to Him and tell Him you believe in Him and that you accept Him as your Saviour. He will never leave you. His spirit will live inside you forever.

o **Group 4: Now What?**

What is next? This is just the beginning of a wonderful friendship with God! How can we be good friends of God?

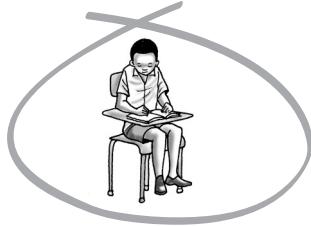
1. Read your Bible every day. To get to know someone better, you spend time with him. To get to know Jesus better, you spend time in His word every day.
2. Talk to God in prayer every day. He listens to everything we pray. We pray to Him like we would talk to a friend. Tell Him how much you love Him, and share with Him all the worries and cares you have. He hears you.
3. Tell others about your friendship with God.
4. Worship, fellowship and serve in your church.
5. As God's representative in the world, demonstrate your friendship with God by loving and caring for others.

o **Group 5: Celebrate!**

You now belong to the family of God. You are God's friend. By saying you're sorry for your sin, believing that Jesus died for you, and asking Him to be your saviour, you now live a life filled with the presence of God. He will help you and guide you in making decisions and in living a pure life. He will never leave you. He loves you so much that He is holding a place in heaven for you. The Bible says that the angels celebrate when one sinner comes home to the Lord. You can be full of joy! Do a little dance! 2 Corinthians 5:17 says "If anyone is in Christ, he is a new creation; the old has gone, the new has come." You are a new person. You will never be the same again!

5. Find a small gift for each child. Some ideas are a sweet for each child, a bookmark that you have made with a scripture verse written on it, a piece of local fruit, etc.)

## CLASS TIME



### Introduction

- If I told you I had a wonderful gift for you, how would you get that gift? Allow for discussion.
- You would have to believe I had a present for you and then you'd have to receive it. I have a box. (Bring out a wrapped box or a box tied with bow.) What do you think might be in this box? Allow time for answers. It looks like a gift. Have you ever received a gift? Perhaps from your friend, or someone in your family? Allow time for answers.
- God has given everyone of us a gift. What do you think it is? Allow time for answers. We are going to talk about the most wonderful gift in the world, which is available for everyone. (Display the unopened box at front of room.) At the end of the lesson we are going to peek inside and see what is in the box. I want you to think about what might be in there.

## Presentation/Learning Activities



- Give an overview of God's plan for salvation. God created Adam and Eve to live in fellowship with Him. God wanted humans to be friends with Him and have fellowship with Him. Are you a friend of God? Allow time for answers. We were created for God to love us and be friends with us. Which wall of the Christian worldview house model reminds us that God wants to be our friend? Allow time for answers. Good. The red wall tells us that we can be God's friends. There is something that can stop us from being His friend, however. What stops us from being His friend? Allow time for answers.
- Sin does! Adam and Eve sinned, and that sin separated them from God, just as our sin does. What does it mean to be separated from God? Allow time for answers. I want you to imagine a river with two banks. Inside the river are alligators. You are on one side of the riverbank and God is on the other side of the river. Between you is the river. How will you get across? Sin is like that river. It separates us from God. He doesn't want us to be separated from Him so He made a plan. He sent His Son Jesus to die on the cross for us. Jesus is a bridge across that river that allows us to walk over to God's side. Isn't that a great plan? Is there really a river? No. It is an illustration to help us learn that sin causes separation between us and God.
- Sin has consequences. What were some of the consequences that Adam and Eve faced when they sinned? Allow time for answers. (Children should say "spiritual separation from God, broken relationships with others, broken relationships with the earth, broken relationship with themselves, physical death.) Do we want to be separated from God, or friends with God, living in close fellowship with Him? Allow time for answers.
- God loved us so much that He sent His Son Jesus to die on the cross for our sins. Jesus took our punishment for us. When He rose again, he conquered death and lives eternally in heaven, just as we can, with Him, when we die, if we accept Him as our saviour. Jesus allows us to be restored in right relationship with God. What

**do you think is God's wonderful gift to us?** (Hold up the gift box.)

- **Salvation is His wonderful gift to us – freedom from our sins, freedom from bondage and death. But how can we receive His amazing gift?** Allow time for answers.



- Divide the class into five groups. Each group will be given a paper with the instructions for that group written on it (the teacher will have done this ahead of time). Each group will read the instructions, then as a group come up with a creative way to portray the message to the rest of the class. The group could use drama, they could use pictures, signs, banners and illustrations that they create, and they could also use songs, rhymes, or any other creative way to explain their portion of the presentation.
- The teacher will write the following instructions out for each group on a separate piece of paper for each group. The groups will then present their creative activities in order, from numbers one through five:

- **Group 1: I'm Sorry, God**

Understand that you are a sinner. We all do wrong things that we know we should not do. When we do those wrong things, we tell God we are sorry. We ask God to forgive us. When we ask God's forgiveness, it is called repentance. Repentance means to turn away from selfishness and turn toward God's way for our lives. Though our sin makes God sad, when we ask God's forgiveness for our sins, He forgives us! He loves us so much. 1 John 1:8-9, Romans 3:23: "For all have sinned and come short of the glory of God."

- **Group 2: Jesus Paid My Price - I Believe**

Jesus died on the cross for your sins. We thank Him that He did that for us. Do we all sin? Yes. Sin is anything we do that does not please God. Sin can be wrong behaviours such as lying, having a bad attitude or fighting. Your sin separates you from God, but He loves you so much He sent Jesus to take the punishment for your sins, as John 3:16 tells us. Thank you, Jesus, for loving us and being willing to take the punishment for our sin, even to die for us.

- **Group 3: Ask Him!**

Ask Jesus to be Lord of your life. 1 John 1:9 says, "If we confess our sins, he is faithful and just to forgive us, and to cleanse us from all unrighteousness." Isaiah 1:18 says, "Though your sins are like scarlet, they shall be as white as snow." By believing in Jesus, we can become children of God. Jesus died and took the punishment for all our sins. We cannot earn this gift; it is a free gift offered by Jesus. All you need to do is to pray to Him and tell Him you believe in Him and that you accept Him as your Saviour. He will never leave you. His spirit will live inside you forever.

- **Group 4: Now What?**

What is next? This is just the beginning of a wonderful friendship with God! How can we be good friends of God?

1. Read your Bible every day. To get to know someone better, you spend time with him. To get to know Jesus better, you spend time in His word every day.
2. Talk to God in prayer every day. He listens to everything we pray. We pray to Him like we would talk to a friend. Tell Him how much you love Him, and share with Him all the worries and cares you have. He hears you.

- 3. Tell others about your friendship with God.
- 4. Worship, fellowship and serve in your church.
- 5. As God's representative in the world, demonstrate your friendship with God by loving and caring for others.

● **Group 5: Celebrate!**

You now belong to the family of God. You are God's friend. By saying you're sorry for your sin, believing that Jesus died for you, and asking Him to be your saviour, you now live a life filled with the presence of God. He will help you and guide you in making decisions and in living a pure life. He will never leave you. He loves you so much that He is holding a place in heaven for you. The Bible says that the angels celebrate when one sinner comes home to the Lord. You can be full of joy! Do a little dance! 2 Corinthians 5:17 says, "If anyone is in Christ, he is a new creation; the old has gone, the new has come." You are a new person. You will never be the same again!



- Which wall of the Christian worldview house model tells us that God wants to be our friend? Allow time for answers. **Good.** The red wall represents our relationship with God. What do you know about the red wall? Allow time for answers. **Yes.** God created us to be friends with Him. Sin separates us from God, like a river full of alligators. Jesus became a bridge across that river so we wouldn't be separated from God. Jesus died so that our broken friendship with God would be fixed. What a wonderful God!

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## Closing the Lesson



- The Lord gives us the gift of salvation. We need only to receive His wonderful gift. Let's look at our gift. (Hold the gift box before the children.) What do you think is in this box? Allow time for answers. It represents God's wonderful gift of salvation. It is for everyone. All you need to do is ask.
- Lift the lid to reveal the gifts. Give one to each child. Allow children to eat their sweet or fruit, or examine their small gift.
- Let's now receive God's gift.
- What must we do to be saved from our sins, and a friend of God? These are the four steps:
  1. Admit your need (I am a sinner).
  2. Tell God you're sorry for your sins.
  3. Believe that Jesus Christ died for you on the cross and rose from the grave so you could be restored to fellowship with God.
  4. Ask Jesus to come in and be your saviour and friend.
- Who wants to ask God to deliver them from their sins and be their friend? We can pray this prayer together.

*Dear Lord Jesus,*

*I know that I am a sinner, and I am sorry for my sins. I believe that You died for me*

*so I would be saved from the penalties of my sins and could become a friend of God. I want to turn from my sins. I now invite you to come into my life. I want to trust and follow You as the Lord and Saviour of my life. Thank you for loving me and being my friend.*

*In Your name, Amen.*

**Song**

**Ooh the blood of Jesus x3**

**It washes white as snow**

- Close with an appropriate song, sung in a circle, and end with prayer thanking Jesus for dying for us, for rising again to restore us to eternal life, and for being our friend.

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## **ALTERNATE ACTIVITY**



- Instead of allowing the class to present the salvation plan, the teacher could present it and have the children come up to assist with holding banners, etc.

# Spiritual LESSON



**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

## AGE GROUP: 9-11

YEAR: 1

UNIT: Sin separates us from God

LESSON: Sin separates me from God

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Explain how sin separates him/her from God.



## Materials Needed

- Bible, paper, coloured pencils, shawl or piece of fabric



## Teacher Preparation

- I. Read through entire lesson
2. Gather all materials
3. Review Isaiah 59:2, Exodus 32:11-14, Exodus 33:11, Genesis 32:1-14
4. Pray that the children will understand that sin separates but God forgives



## CLASS TIME



### Introduction

- Ask the children, **Have you ever done something wrong that gave you a bad feeling in your heart?** Allow time for answers. **How did that make you feel?** Allow time for answers. Write down child's answers on chalkboard or large piece of paper at front of class.
- You may feel shame, or feel badly, or wish that you could go back and change your actions. We have all felt that way at one time. Sin separates us from God. Sin breaks our relationship with God. What can we do about that?** Allow time for answers. **We can tell Him we're sorry, and ask His forgiveness. Then our relationship is fixed! Jesus died on the cross to fix our broken relationship with God.**



## Presentation/Learning Activities



- Choose three children to help you act out a skit. Take a large shawl or piece of fabric and wrap it around the three children. Tell the class that Adam and Eve and God all enjoyed fellowship in the Garden of Eden. Sin came into the world when Adam and Eve ate the apple that the serpent offered them. Take the shawl off the children dramatically and separate them all. Tell the children that **sin separated Adam and Eve from God and they had to leave the Garden of Eden.** (After you have demonstrated this, the children can go back to their desks.) **Sin separates us from God.**
- Read Isaiah 59:2, or ask for child volunteer to read it.
- Explain to the children that **the children of Israel separated themselves from God when they made a large golden idol in the form of a calf. Let's hear what happened.**



- Read Exodus 32:1-9. **What do you think the golden calf looked like? Get into groups of four and illustrate what you think the calf looked like. You may sketch with a pencil, or use coloured pencils, or tear pieces of paper. When finished, show your illustration to the rest of the class.**
- Tell the children, "**The children of Israel were disobedient and made an idol after God told them to not worship other gods. Moses was away on Mount Sinai for 40 days and nights talking to God. The Israelites got anxious and convinced Aaron to make them an idol out of their gold jewellery. Then, they started to worship the golden idol! Moses sees them, and God says He is very angry and may destroy them. What do you think happens next?**
- Get into groups of four. Write a paragraph or illustrate what you think happens next.** Choose volunteers to share their stories. If you want to, you may instead have the children get into their groups and each say one sentence to finish the story until it comes to a conclusion.



- Explain to the children that **Sin breaks our relationship with God but He wants us to be friends. Sin brings a wall between our friendships with God.**

- Jesus died to repair our friendship with God. Although sin separates us from God, He wants us to come to Him with our disobedience and repent and get back into right relationship with Him. He loves us so much.
- Never think that God is too angry or disappointed at you to want to listen to your prayers, He loves you so much. He wants there to be no sin between you. You only need to come to Him and ask forgiveness of your sin and be restored to right relationship with Him again.
- Let's see what happens next in the Bible story. (Read Exodus 32:11-14 aloud.)
- Moses was a friend of God. (Exodus 33:11) He asked God to not destroy the Israelites, and God listened to the prayers of His friend. Your prayers, too, are powerful! As you spend more and more time with God in prayer and reading His word, you get to know Him better.
- Sin separates us from God but we can pray to God, tell Him we're sorry and our friendship with God can be fixed. What a wonderful God we serve!

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## Closing the lesson

- Write on board: Sin separates, Repentance restores. Ask the children to give examples of ways this concept could be illustrated. Have children illustrate on chalkboard, or on individual papers.
- Write Isaiah 59:2 on the board. Have the children repeat this verse.
- Close the lesson in prayer, asking God that we would always be quick to ask for His forgiveness when we sin.

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## ALTERNATE ACTIVITY



- Have children dramatize Genesis 32:1-14

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

## AGE GROUP: 9-11

YEAR: 1

UNIT: Sin separates us from God

LESSON: In sin we do not reflect God's image

TIME NEEDED TO TEACH LESSON: 45-60 minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Identify sins that cause us not to reflect the image of God.



## Materials Needed

- Bible
- Fruit seed
- Papers
- Coloured pencils/pencils
- Pictures
- Knife



## Teacher Preparation

1. Read through entire lesson
2. Gather all materials
3. Provide any illustrations you may have that depicts a fruit seed
4. Preview story of sin in Genesis 1:26-27



## CLASS TIME

### Introduction



- Ask the children, **Does anyone think they have sinned since they were here last? What is sin?** Sin is disobedience to God's commands. It includes any thought, word, or act against God's laws. We sin when we take something that doesn't belong to us. We sin when we copy an answer on a test from someone else's paper. We sin when we do not tell the truth. Does anyone think they have sinned in the last few days? What can we do when we sin? Let's ask God to forgive us and get into right relationship with Him. "Dear Lord, we love you and want to be in right relationship with you. Please forgive us for every time we have disobeyed your commands. We want to obey you and do what is right. Thank you for forgiving us. We love you. Amen"

## Presentation/Learning Activities

- Show the children a seed and say, **Here is a seed** (Have a local seed available that grows some type of fruit or vegetable.) **If we were to plant this seed, it would grow apples** (or whatever type of seed it is.) **This apple seed would not grow oranges, or tomatoes, or potatoes, but only apples.** This seed grows a plant that reflects what type of seed is sown. If disease or insects come, then the plant becomes damaged, gives bad fruit, and sometimes dies. **If I plant a mango seed, what will I get?** (The children should answer, "Mangoes.") Pass the seed around and allow children to examine it.



- Next, ask the children, **Whose image are we created in? We were created in the image of God** (Genesis 1:26-27). **What are some things we know about God?** Have the children call them out and write them on the board (for example, they might say He is loving, faithful, holy, powerful, etc.). **If we were made in His image, then we reflect His image and we are to look and be like Him. How can we not reflect His image?** (The children should say, "When we sin.") **How does our sin not let us reflect His image?** Have children discuss this in groups of four and report back to class.



- We've talked about how if we plant a mango seed, a mango tree will grow. If the plant becomes infected with disease or insects attack, it does not reflect the image of the mango tree but becomes sickly and tainted. Draw a picture that shows how sin can affect us and causes us to no longer reflect the image of God. What are some things you could draw?** (The children might reply that sin can cause us to get sick to be afraid, to feel shame, to treat other people unkindly, to not want to pray or go to church). Have children shared their pictures with the rest of the class and talk about the ways sin causes us not to reflect His image.



- Next, say to the children, **Saul was a Bible character who reflected God's image. The prophet Samuel anointed Saul to be the first king of Israel. It was a great honour. Saul allowed pride to come into his heart, and soon this sin overtook him and he disobeyed God's commands. Saul no longer reflected God's image. God gave him**

many chances to repent, but Saul would not. Finally, God chose another man to be king. Read 1 Samuel 15:17-23.



## Closing the Lesson

- In groups of four, come up with a brief skit that shows a situation where someone did not reflect God's image. Then show another scene where someone does reflect the image of God. Finish class with a short discussion on how to reflect His image by keeping His commands.



## ALTERNATE ACTIVITY

- Place the children in four groups and instruct them to write down some sins that have bothered them the last few weeks on a piece of paper. Let's pray for forgiveness and come to the front of the class and tear up those pieces of paper and put them in the garbage. Once you ask forgiveness, He forgives and the sins are forgotten as if they never happened. Then we can once again reflect the image of God!



# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Sin separates us from God**

**LESSON: Sin causes disunity with others**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objectives

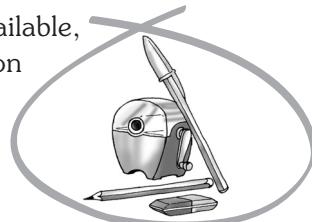
By the end of the lesson, the child should be able to:

- I. Describe how sin affects our relationship with other people.



## Materials Needed

- Jar of clear water or another liquid, soil, sand, leaves, black paint if available, and a container to pour the soiled water into. If possible, the illustration could be done outside and the soiled water could be poured out onto ground.
- Paper, coloured pencils



*Materials Needed for Alternate Activity:*

- Paper, coloured pencils

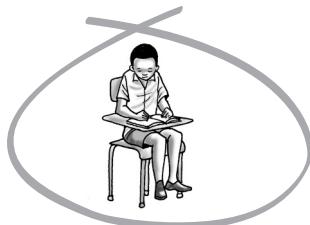
## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Write out the words jealousy, pride, greed, and selfishness on separate pieces of paper.
4. Review story of Moses and Miriam (Numbers 12). Have illustration available if possible.
5. Pray that the children would understand the effects of sin on our relationships, but that God restores them.



## CLASS TIME

### Introduction



- Ask the children, **What is sin?** Allow time for answers. **How would you define sin?** Write the child's answers on the board. Explain that Sin is doing wrong or disobeying God's commands. **Sin is any behaviour that does not reflect God's image perfectly. Sin makes us feel dark inside.**
- Place a jar of water or liquid at front of class, Prior to revealing the jar, put in a handful of soil. Choose children to come up one at a time and add in soil, sand, trash, or black paint. Then say, **When we are jealous of someone, or angry, or have pride, or are selfish, we cause our heart to become dark.** Shake or stir water. **This is how our heart feels when we allow sin to come into it.** **We have a dark and soiled heart.** When we have darkened hearts, we don't reflect God's image and we are in disunity with -- or cut off from -- others. **Sin not only does not allow us to reflect God's image, but it breaks God's heart and makes Him so sad because He loves us with an everlasting love.** **What can we do to reflect His image again?** Allow time for answers. **We can tell God that we're sorry and He will forgive us.**
- Say to the children, **This is what happens when we ask God to forgive us.** Dramatically pour the contents of jar on the ground or into another container. **It as if we had never sinned.** Fill up the same jar with clear water or liquid. **This is how our heart feels when we are in harmony with God and others – we feel good and clean inside.**

## Presentation/Learning Activities



- Explain that **sin causes us to not reflect God's image. Sin also affects our relationships with others. When we allow sin in our life, it causes us to act negatively to others. Let's think of some of the sins of the heart that can cause disunity with others.** Ask the children to volunteer ideas and write them on the board.
- Summarize their responses, and add some of your own, saying, **These are some of the sins that cause disharmony in our relationships with others: jealousy, pride, greed, selfishness, anger, lying, holding a grudge, hatred, fear, lust, murder, lying, cruelty. What do these sins mean? How might they show up in our lives?** Allow time for answers.
- Explain the sins that the children may not understand right away: **Pride is the sin of thinking that I am better than others. Jealousy is the sin of having unloving feelings towards others who have something I want and do not have.**
- **Greed is the sin of wanting more than I need. Selfishness is the sin of not wanting to share what I have with others. All of these sins affect our relationships with others.**



- Before the lesson begins, write out the words jealousy, pride, greed, and selfishness on separate pieces of paper. Place the children into four groups, and have one person from each group select one of the four slips of paper with one of the above words written on it. Say to them, **In your groups, act out a skit that represents each of these words. Present your skit to the rest of the class.**



- Say to the children, **In Luke 15 there is a story of a son who became discontent with his life. He wanted his inheritance and demanded that his father give it to him. He left home and spent all his money foolishly. Soon he had no money left. His father was very worried about him and missed him greatly. The son eventually returned home, and the father was so happy he threw a big party to celebrate his son's return. However, his brother who had stayed at home was worried at his brother and jealous of his father's acceptance of his brother after he had behaved so selfishly. Our actions and our sin can affect others and cause broken relationships. How can that be fixed? What can we learn about God's love for us from this story?** Allow time for answers. (The children should respond by saying that we can repent, say we're sorry, ask forgiveness, forgive, love one another.)

## Closing the Lesson



- Say to the children, **We were created to live in harmony with others. Sin breaks that harmony with others. Can those broken friendships be restored? How?** Allow time for answers. **What if you have been really hurt by someone else? Can that relationship still be restored?** Allow time for answers. **If we have hurt someone else, how can we repair that relationship?** Allow time for answers. **They should respond, "By asking for forgiveness."** **If we have been hurt by someone else, what can we do to repair that relationship?** Allow time for answers. **They should respond, "We can forgive them."**
- Explain that **When we live in harmony with others, we display God's image in the way He originally intended it to be displayed. He is a great and loving God whose love for us and for others is everlasting. Which wall of the Christian world view house model reminds us of that?** Allow time for answers. **Good. The yellow wall reminds us that we reflect God's image.**



- Instruct the children as follows: **Get back into your previous groups, and this time, instead of acting out the sins of pride, jealousy, greed and selfishness, act out your dramas as true image-bearers of God, displaying kindness and love to one another. Present to the class.**
- As you conclude the lesson, sum up how sin affects our relationships with others in a negative way, but emphasize that we can display God's image when we act with kindness and love toward one another. **This is how God originally intended His image to be displayed. He loves you so much!**
- Close the class in prayer with child volunteers thanking God that we can live in harmony with others and reflect His image. Place a jar of clear water or liquid in front of the children and say, **This is how our heart looks when we are in harmony with God and others. We feel clear and clean inside.**

## **ALTERNATE ACTIVITY**



- Instead of having children act out the sins of pride, jealousy, greed and selfishness, have children draw a scene depicting one of these sins. Present the drawings to the rest of the class. Then have them draw the scene again, reflecting God's image of kindness and love. Present the drawings to class.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Reflects a Christian world view in one's thinking

## AGE GROUP: 9-11

YEAR: 1

UNIT: Sin separates us from God

LESSON: Sin causes disunity with God's creation

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Identify two ways that people's sin and wrongdoings have affected the earth God gave us.



## Materials Needed

- An example of a healthy plant, branch or flower and an example of one that is dead or dying
- Paper and coloured pencils
- Bible story of Noah and the ark



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Cut a flower or some blades of grass a few days before the class, and then cut fresh flowers or blades of grass on the day of the class, right before the lesson. These will be compared to represent a healthy example and an unhealthy example of a plant.
4. Prepare for a walk around the grounds of the church to identify areas where the environment has been affected by sin.
5. Review the story of Noah in Genesis 6:5-8:22.

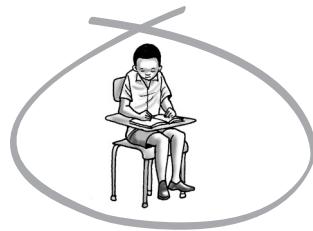


## CLASS TIME



### Introduction

- Say to the children, **I want to show you something: Which of these two plants do you think is healthier? Put your hand up if you think this plant is the healthiest.** (Hold up the plant you picked several days ago.) **Put up your hand if you think this plant is the healthiest.** (Hold up the other plant that you picked just today.)
- Separate the children into groups of three. Then say, **in your groups, list all the things you notice about the healthy plant, and list all the things you notice about the unhealthy plant.** When the groups are finished, make a list on the board of the groups' observations. (you could bring enough examples to make one of each available for each group, or you can place one example of each on display at the front of the class for everyone to look at.)
- Sum up the observations you have written on the board by telling the children, **this is a healthy plant (or branch or flower), and this is a plant (or branch or flower) that is sick and dying.** Notice that the healthy plant has leaves that are green, and the stem is plump. It looks like it has gotten the sun, water and good soil that it needed to grow and prosper. **What can you tell me about the unhealthy plant?** Notice that the leaves are brown and falling off. The stem is bent and could be crumbled in my hand. It may have gotten a disease, or was attacked by harmful insects, or didn't get the sun, water and good soil that it needed to thrive.
- Pass the examples around and allow the children to handle both examples. Instruct the children to fold a piece of paper in half and on one side draw and label a healthy plant, and on the other side draw and label the unhealthy plant. Say to them, I want you to begin to think about the effect that sin has on our environment and the health of the natural world around us.



### Presentation/Learning Activities



- Say to the children, **we have looked at how sin has an effect on us because it separates us from God. It also makes us feel dark and unclean in our hearts. It affects our relationship with others and it also has an effect in the world we live. Sin even affects our relationship with the natural world -- our environment. What do you think are some ways that sin affects our environment (where we live)? How do our wrong choices hurt our environment?** Write the children answers on the chalkboard.
- Discuss their answers, and add some of your own, if necessary. Emphasize to the children that **when we don't take care of the environment, we can see that the water becomes unclean to drink, and the air becomes polluted. If trash is not picked up, then germs and disease can harm us. What happens if you step on a piece of broken glass that someone threw on the ground?**
- Good! You would be pierced or injured.
- Let us now see what happened when people became sinful during the time of Noah. Appoint a child to read Genesis 6:5 – 8:22. An ark looks like a boat but it is roofed. It floated on water. How many families were saved from the flood? Good! Only Noah's family. Man's son made God curse the ground. After the flood God said he will never again curse the ground because of man.

## Closing the Lesson



- Sin causes man to have disharmony with the environment. When people of Noah's time sinned the environment became unfriendly and it destroyed the sinful people.
  - Close with a prayer thanking God for rescuing Noah's family. Thank Him also for his plan to restore all the people through the death of Jesus Christ on the Calvary
- 

## ALTERNATE ACTIVITY



- Separate the children into groups of three and give them these directions: **Pretend you are Noah and must draw warning posters for the people to let them know a flood is coming. In your groups, draw a poster. Make it as attractive as possible. You might want to include the effects this flood is going to have on the environment (no more trees, flowers, etc., since everything will be submerged beneath the waters).** Have the children present their posters to the class.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour.

## AGE GROUP: 9-11

YEAR: 1

UNIT: Why did Jesus die for me?

LESSON: Jesus died for me

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

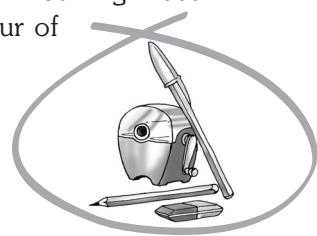
By the end of the lesson, the child should be able to:

- I. Explain the meaning of the death of Jesus to his/her life.



## Materials Needed

- Two small boxes, wrapped if possible, in two different colours of paper. You might use white or brown paper for one, and perhaps newspaper or another colour of paper for the other. Label one box "God" and the other box "people." Write down different sins on small slips of paper.
- Make up enough "tickets" on small pieces of paper for each child in class. The ticket should say something like "Violation. Fine must be paid."
- Paper and coloured pencils.



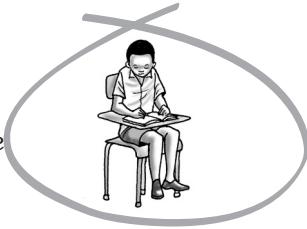
### Materials Needed for Alternate Activity:

- Paper, coloured pencils, scissors to cut out a cross. (The cross could be torn from a piece of paper if no scissors are available.)



# Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Find a suitable bicycle path around the project for an imaginary bicycle ride.
4. Be familiar with the “bridge” illustration.
5. Read John 19.
6. Pray that the children will understand that Jesus died for them.



## CLASS TIME

### Introduction



- Say to the children, **We are going to pretend that we are all riding bicycles. Imagine what your bicycle looks like. What colour is it? Can it go really fast? Tell a neighbour what your imaginary bicycle looks like.**
- Set up a pretend bicycle road outside. Tell the children where they may “ride.” It may be around the outside of the church, around certain trees, etc. Release the children to ride their imaginary bikes and let them “ride” for a few minutes. Pull one or more children aside and tell them they are the police and may issue tickets to the bicycle riders. Preferably, another adult could act as the “police,” but if none are available, use a few children. You can write out slips of paper beforehand that say “Violation. Your bicycle must be confiscated. You must pay a fine before you can ride your bicycle again or something similar. Have the “police” eventually ticket each child and have them wait in a designated area outside.
- Once all the children have received a ticket, say, **Have you all been given tickets? You cannot ride your bikes until a fine is paid. What will you do?** Allow time for answers. Then say, **I have an idea. I will pay your fines for you.** Take the tickets from the children and write, “paid in full,” and return the tickets. Tell them, **You may now ride your imaginary bikes again!** Allow a few minutes for children to ride again. Return to classroom.

## Presentation/Learning Activities



- What would you give in return to the person who paid a penalty when you sinned? Allow time for answers from the children.

- Teacher to narrate the story about the death of Jesus Christ. Mark 15:33-39.  
**"When the sixth hour of darkness came over the whole land until the ninth hour. Jesus cried out in a loud voice Eloí, Eloí, lama sabachthani – which means "my God, my God, why have you forsaken me?"**  
**Those who were standing near heard, they said, Listen he is calling Elijah. One man filled a sponge with wine, vinegar, put it on a stick and offered it to Jesus to drink. Now leave him alone. Let's see if Elijah comes to take him down he said.**  
**With a loud cry Jesus breathed his last. The curtain of the temple was torn into two from top to bottom. And when the centurion, who stood there in front of Jesus, heard his cry and saw how he died, he said surely this man was the son of God!"**



- How many of you would stand that kind of suffering and mistreatment without having committed any sin.
- Let the children respond.
- Tell the children that Jesus died for our sins.
- He suffered for all mankind.
- Through the death of Jesus Christ mankind and that includes you got saved.
- And for the people who get saved through Jesus Christ do not sin, and when they sin they repent.
- How many of you sin? Children raise their hands.
- How do we sin? Children to respond for example; stealing, lying, fighting, not praying, etc.
- Tell them when you sin you repent and then you become Jesus friend.
- Tell the children that we should always be a friend to Jesus by appreciating that he died for us. What he means into our life.
- When we follow Jesus, when we die we shall go to live with him in heaven.
- Pray for the children so that they may know Jesus and get saved.

## Closing the Lesson



- Go through the lesson by asking children who died for our sins? Let them answer Jesus.
- Ask them to tell you what they should do when they sin.
- Ask them a few questions about the death of Jesus Christ

## **ALTERNATE ACTIVITY**



- Place the children into groups of four and have them follow your instructions for the “Bridge” activity. Use pieces of paper instead of boxes. Write “God” on one and “people” on the other. Have the children list sins on small pieces of paper and place them between the paper marked “God” and the paper marked “people.” Have children cut out a large cross from a piece of paper and place it across the “people” paper and “God” paper. Allow for time so each child in the small group can present the illustration to the others in his or her small group.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour.

## AGE GROUP: 9-11

YEAR: 1

UNIT: Why did Jesus die for me?

LESSON: Through Jesus we find peace and joy

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

1. State one way in which Jesus Christ's death and resurrection allows us to have peace and joy in our lives.



## Materials Needed

- Chalkboard or large pieces of paper to display at the front of the class
- Paper and coloured pencils, bible picture of Jesus demonstrating peace

*Materials Needed for Alternate Activity:*

- Paper and coloured pencils



## Teacher Preparation

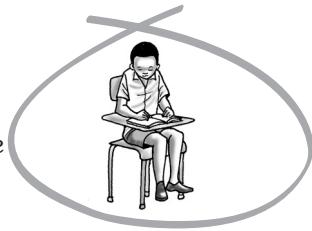
1. Read through entire lesson.
2. Gather all materials.
3. Draw two large hearts for introduction illustration.
4. Write 2 Corinthians 5:17 on the chalkboard.
5. Read John 19:38-20:21.
6. Pray that the children will experience peace and joy.



## CLASS TIME

### Introduction

- Draw two large hearts on the board or on the large paper at the front of the class. Above one heart write “Before Jesus” and above the other, write “After Jesus.”
- Point to the “Before Jesus” heart and ask children how someone might feel before they knew that Jesus had died on the cross for their sins. (Some answers should be: fearful, shameful, angry, sad, guilty, etc.) Explain that the sin in our hearts allows these emotions to be in our hearts.
- When we become God’s friends, our heart is made new. (2 Corinthians 5:17) Write this verse above the “After Jesus” heart.
- Say, **Now that we are new creations, our heart no longer has to hold the old emotions but by faith now can have peace, joy, honour, peace, and innocence.** Write these words across the new heart.
- **Even when you are a friend of God, do we always feel joyful or do we never worry?** Allow time for answers. **No. Sometimes we do. This is normal. God is at work in our hearts and lives gradually so we can better reflect His image. We may worry, but when we are God’s friends we know that we can give our worries to Him. That’s a good deal, isn’t it?**



### Presentation/Learning Activities

- **Jesus tells us that He will always be with us in Matthew 28. He loves us so much and wants us not to have to worry about things but to give our worries to Him. Is that easy or hard to do?** Allow time for answers.
- Write the following questions on the board. Divide the children into groups of four, and have them discuss the following questions.
  - **Share things that happen to you that keep you from being peaceful or joyful.**
  - **Share about a time when you experienced peace during a difficult situation.**
  - **Discuss a situation that shows our society is not at peace.**



- Insert gospel message here.” Give thanks to the Lord, for he is good; his love endures forever. Psalms 118:1

### Closing the Lesson

- Repeat the memory verse again (2 Corinthians 5:17). **When we become friends of God, we are new creations. The old has passed and the new has come. Jesus rose from the dead so that we could have peace and joy.**
- **What are some ways that we could exhibit this peace and joy in our families, our community and our classroom?**
- Divide the children into groups of four. Ask them to come up with two scenarios that demonstrate peace and joy. Present these to the rest of class and finish with discussion about ways to show peace and joy this week in the midst of everyday life.
- Close with appropriate song.  
*(Sing with actions)*

*I have Joy Joy Joy Joy, down in my heart*

*Where?*

*Down in my heart, down in my heart  
I have Joy Joy Joy Joy down in my heart  
Glory to His name*

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## ALTERNATE ACTIVITY



- Write the words “peace” and “joy” on the chalkboard. Divide the children into small groups and have them choose one word and act it out in a skit. Then, take the other word and illustrate it on paper, showing an example of a situation in which peace or joy is experienced. The groups will then present their skits to the rest of the class. After all the groups have presented their skits, discuss the question, **How does our acceptance of Jesus help us to have more peace and joy in our lives?**
- Assignment; Let the children go home and exercise peace and joy this week in their practical daily living by holding family peace meetings.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Why did Jesus die for me?**

**LESSON: The Church is the family of God**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objective

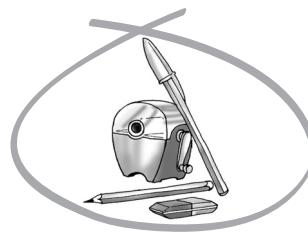
By the end of the lesson, the child should be able to:

- I. Explain how the church is Jesus Christ's kingdom on earth and in Heaven.



## Materials Needed

- Paper, coloured pencils
- Building blocks
- Chalkboard
- Flip charts, manila papers
- Crayons, markers, pens and clay for modelling



*Materials Needed for Alternate Activity:*

- Paper, coloured pencils
- Pictures of family members

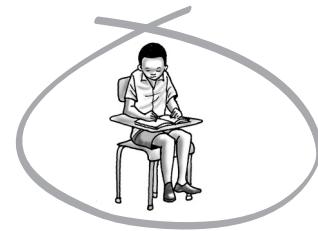
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read Matthew 26:36-56.
4. Write Ephesians 2:19, John 1:12, and 1 John 3:1 on the chalkboard.
5. Pray that the children would have a sense of belonging to God and His family, the Church.



## CLASS TIME

### Introduction



- Ask the question, **What is a family?** Have children explain what they think a family is. You can write down answers on the chalkboard, for example: mother, father, brother, sister, uncle, aunt, grandfather, grandmother, etc.
- **Explain that some families have only a mother or a father. Other families have no parents but a sibling or aunt, uncle or grandparent that looks after the children. All families look different, but one thing that marks every family is that you belong. There is a place for you.**
- **It is the same thing with the family of God. God calls you His sons and daughters. You belong to God's family, and there is a place for you. You belong to Him.**
- (Ephesians 2:19, John 1:12, 1 John 3:1) Write these verses on the chalkboard and pass out papers. Have children choose one of these verses and neatly print it in the middle of the paper and decorate around it, drawing with coloured pencils. These verses can be hung in their home to remind them that they belong not only to their own family but also to the family of God.

## Presentation/Learning Activities



- Let's imagine being part of a family where nothing ever got done! No one made the meals, cleaned, went to work, washed the clothes or helped one another. Divide up into groups of five and perform a skit about a funny day in the life of this family!



- Ask the children, **What does it mean to be part of a family?** Write the children's ideas on the chalkboard. **Being part of a family means serving one another. That is how a family works best. Part of being a family means that you serve one another by helping one another get everything done so the family can be comfortable.**
- **Jesus knew what it was like to be a servant. What are some ways Jesus was a servant?** Have children answer and write their answers on the chalkboard. **Did Jesus complain or grumble because He served others?** Allow time for answers. **Can you think of a time when Jesus desired to serve others?** Allow time for answers. **When we serve others, what attitude should we have?** Allow time for answers.
- **Serving is not always easy. Sometimes we don't feel like doing it. Do you remember a time when Jesus found it hard to serve others?** Allow time for answers. **Jesus faced a similar feeling when He prayed in the Garden of Gethsemane.**
- **Here's what happened: He had just had his last supper with his closest friends, his disciples. He knew that that night would be the night the soldiers would come to imprison him. He walked with his friends to an olive grove called the Garden of Gethsemane and asked his friends to wait and pray with him. Imagine what the night must have been like. Maybe the moonlight illuminated the garden. Perhaps you could hear the insects and birds settling down for the night. Maybe you could smell the olive trees as the warm Jerusalem breeze wafted around Jesus and his friends. Jesus knelt by a large rock and began to pour out his heart to his Father.**
- **Let's look at Matthew 26:36-56. Being a servant is not always easy. Being part of**

a family is not always easy. Even Jesus was troubled in his spirit but he knew that he needed to be betrayed and beaten and then die so that we could all be restored to the Father and become part of God's family!

- What would you have done if you were one of Jesus' disciples at the Garden of Gethsemane? Would you have run away when the soldiers came? Allow time for answers. Would you, too, have fallen asleep? Allow time for answers.



- Divide the children into groups of three. In your groups, write a short paragraph explaining what you would have done if you had been in the Garden of Gethsemane. Share your answers with the rest of the class.



- Through Jesus, we can be members of God's family, the Church. Children can be born into a family, or they can be adopted. We have been adopted into God's family called the Church. The Church is called the family of God. Those whom God has saved are called His children. They are brothers and sisters and He is their father. The family of God is made up of people belonging to the families of the world.
- 1 Peter 2:9 says you are chosen by God and belong to His family, the Church! He calls us to love and serve His Church, just like Jesus. Divide the children into groups of four. In your groups, talk about who the Church really is. Share with rest of class.
- Look at the Christian world view house model. What color is the wall that represents our relationship with others? Allow time for answers. Good. The blue wall reminds us that God created us to love and serve others. He created family to help take care of us. As God's children, we belong to an even bigger family made up of friends of God from all over the world!

## Closing the Lesson



- Write "I Am The Church" on the chalkboard. What does this statement mean? Is a church a building with four walls, or is the church actually the people in God's family? Divide the children into groups of four. Have the children illustrate this statement or make up a skit or song explaining what they think "I am the church" means. Have them share their work with the rest of the class.

### Song

Jesus loves me this I know, For the Bible tells me so  
Little ones to him he knows, they are weak but he is strong.

- Close with an appropriate prayer thanking God for His big family, the Church.

## **ALTERNATE ACTIVITY**



- “Jesus died for the Church.” Write that statement on the chalkboard and pass out pieces of paper. Discuss with the children how Jesus died for all people of all nations. Say to them, **Jesus loves us and He has a big family of children all over the world. Christ’s kingdom is wherever His family lives. That is the church.**
- Divide the children into pairs. Say to them, **In your groups of two, illustrate what you think God’s family from all over the world might look like. You can chose one particular nation or area, or draw many people from all over the world.** When they have finished, have the children place their paper under the statement you wrote on the board, “Jesus died for the Church.” Have the class look at all the different depictions of who “the Church” is. Remind the children that **Jesus died for all of humankind. The family of God is the Church. You belong to a big family!**
- **Assignment:** Memory Verse; “For as many as received him, he gave them power to become his children” John 1:12  
“Behold what manner of love the father has bestowed upon us that we should be called the children of God.” 1 John 3:1

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour.

## AGE GROUP: 9-11

YEAR: 1

UNIT: Why did Jesus die for me?

LESSON: Jesus died to restore unity between humans and God's creation

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

1. How, due to Jesus' death and resurrection, the earth will one day be restored.
2. Identify ways that he/she can help restore the earth and be a steward of it.



## Materials Needed

- Lump of clay that can be formed into a shape.
- Glass of water
- Paper and coloured pencils, tape or glue, wall charts on creation, children bible, relevant bible pictures, film of passions of Christ, story books on relevant creation stories.



Materials Needed for Alternate Activity:

- Paper and coloured pencils

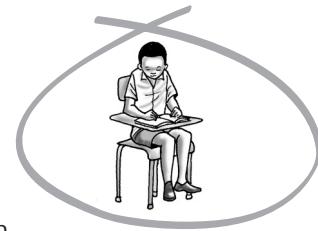
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Try to form a bowl out of the clay. Make sure it is pliable so you can form a lopsided bowl and then create a better bowl.
4. Have scripture verses ready to read: Rev. 21:1, Isaiah 11:6-9, 65:17, 66:22
5. Write 2 Peter 3:13 on the chalkboard.
6. Pray for the children that they will understand how they can be good stewards of the earth.



## CLASS TIME

### Introduction



- If you have it available, give a small piece of clay or dough to each child. (They could also work on this assignment in groups of 2 or 3) Say, **I have a challenge for you today! I want you to create a small bowl that has no cracks... Can you do it?** Allow time for children to fashion a small bowl. When they are done, tell them, **Good work!**
- Have children gather around you at a desk or table. Take a lump of clay and form a crude bowl that is lopsided, with holes and cracks in it. Say to them, **This is what the earth is like now. Sin came into the world when Adam and Eve took a bite of the apple. The earth, which was so beautiful and whole, suddenly began to decay when sin entered the world. Now pollution, disease, erosion and global warming have all caused our once-perfect earth to deteriorate.**
- Pour water into the clay bowl and have children watch as it falls out.
- Ask the children, **Is this clay bowl perfect? No. Even though our earth is not perfect, does God still hold it together for us? Yes.** Allow children to hold bowl and feel the holes. Now re-form the bowl into a smooth and evenly shaped bowl with no holes or cracks. (Or, if each child has formed a bowl, choose some as examples of a bowl with no holes or cracks.) **One day, God will restore our earth to what He intended for it to be. This beautiful new earth will function perfectly for eternity.**

### Presentation/Learning Activities



- Say to the children, **All aspects of creation were perfect before the fall of Adam and Eve. The earth was free from pollution, weeds, poisonous plants, animal attacks, etc. What an incredible earth this must have been! This is what the earth will be like again.**
- Write 2 Peter 3:13 on the board. **When Christ returns to the earth, both heaven and earth will be made new.**



- **Imagine that you are an animal on the new earth. What do things look like from your perspective? Draw a picture illustrating your ideas, or discuss your ideas with a partner.**
- After the children have shared, say to them, **The earth we live in now is decaying, but still functional. We have air, water, sunshine that we need to survive. If no one takes care of the earth, what do you think things will be like twenty years from now?**



- Divide the children into groups of approximately five. **In your groups, discuss this and come up with three ways you think the earth will continue to decay in 20 years if we do not take care of it. Present your thoughts to rest of class. Then, discuss three ways you can bring substantial healing to our earth. Share your three ideas of how we can be better stewards of God's earth with the rest of the class.**

- Who can point to which wall of the Christian WorldView (teaching aid available) model that encourages us to be good stewards of the environment? Good. It is the green wall that reminds us that we are responsible to watch over the earth God created. The earth is not perfect right now, but we can do our part. Which of the three ways that were discussed in your group do you think that you can do right away? What could people in your community do to help? Allow time for answers.
- Have child volunteers read Rev. 21:1, Isaiah 65:17 and 66:22. When they have finished, say, **God promises us a new earth. Read Isaiah 11:6-9. What an incredible day that will be when we see our new earth! What will you look forward to seeing on the new earth?** Allow time for answers.

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## Closing the Lesson



- Tell the children that **Christ's death on the cross restores our relationship with God, with others, and with the earth. Let's recite 2 Peter 3:13 together.** After you have said this verse out loud, ask the children to think this week of some ways that you can take care of the earth.
- Close with prayer from child volunteers asking God to help them be good stewards of the earth God created.

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## ALTERNATE ACTIVITY



- **When God created the world it was perfect. When sin entered the world, the earth started to decay. Draw a before and after picture of the earth.** When the children have finished, have them present their drawings to the class.
- Or place children in circle and have them hold hands. Say, **This is our earth, and we are trying to keep out the things that are harmful to our environment. What might some of those things be?** (They should say things like pollution, waste, diseases, etc.) Ask for child volunteers to pretend to be those harmful things that harm the earth. Have them go outside of the circle and try to break in to the circle. Have the remaining children hold hands and try to keep them from breaking in. Give each child a turn if they wish to be the things that try to break up and destroy the earth. Emphasize that we must work together to protect the earth and keep these harmful effects away.
- **Assignment:** Children to go home and demonstrate care of environment by cleaning their compound every day as they also burn the dirt to keep the home environment clean.
- Assign children to go home and demonstrate care of God's earth by cleaning bushes around their water springs.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created me in His image

LESSON: What it means to be made in God's image

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

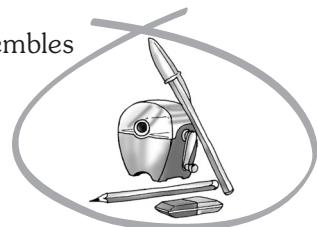
By the end of the lesson, the child should be able to:

1. Locate proof in scripture that God created them in His image and He loves them exactly the way He created them.
2. Convinced that he/she was created in God's image



## Materials Needed

- If possible, invite a parent or two into the class whose child closely resembles them, teacher to come with own child.
- Paper, coloured pencils.
- Child's bibles, pictures and stories about God's character.



### Materials Needed for Alternate Activity:

- If available, a mirror and a pool of water or a puddle in which you can see a reflection

## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read Genesis 1:27, Psalm 139:13-16, Genesis 5:1
4. Pray that the children will understand that they are loved by God and made in His image.



## CLASS TIME

### Introduction



- If possible, invite a parent (or two) to come into the class whose child closely resembles them. Ask the children to look closely at their similarities. Then ask, **Do any of you resemble your parents?** Which parts? Their eyes, their face shape, the way they stand, the sound of their laughter, etc?
- Read **Genesis 1:27. This verse tells us that we were created in the image of God.** **What do you think God is like?** Allow time for answers. **If God created children to resemble their parents, and he created each of us in His image, too, do you think He intended for us to be like or act like Him?** Allow time for answers.

## Presentation/Learning Activities



- Say to the children, **We were created in God's image. That is amazing!**
- Have child volunteers read Psalm 139:13-16. Genesis 1:27 and Genesis 5:1.
- Tell them, **It is difficult to not like yourself once you realize that you are made in God's image. Make a drawing of what "made in His image" looks like to you.** There is no right or wrong way to draw this. How do you see yourself, when you know you are made in the image of God? You may write words on your paper instead that represent all the great things about you and things you can do. (For example, caring, funny, helpful, strong, good football player, etc.) Share your picture with a partner of your choosing.
- **If we were created in God's image, we are to act like Him, too. What are some of His qualities that we should be displaying?** Children should respond with characteristics such as "merciful, loving, faithful, kind, forgiving," etc. Write the children's answers on chalkboard.



- Divide the children into groups of four. **In your groups, choose one characteristic of God and act it out for the rest of the class. We were created in His image and we need to remember that in every situation in which we find ourselves, we are to demonstrate His character. It is not easy, but we can ask Him for guidance and strength. We are His kids!**



- **Which wall of the Christian Worldview house model tells us that we were created in God's image?** Allow time for answers. **Yes. The yellow wall. What can you tell me about the yellow wall?** Allow time for answers. **Good! Sin can make us feel bad about ourselves but God tells us the truth. The truth is that we are created to reflect His beautiful image. We can have peace inside knowing that God loves us so much.**



- Write the following scriptures on chalkboard or on large pieces of paper at the front of the class: Psalm 139:13-16, Genesis 1:27, Genesis 5:1. Divide the class into groups of 5 or 6. Assign each group one of these scriptures. Have children perform a skit, drama or song, or

draw a picture illustrating their scripture to make it come alive for the rest of the class. Discuss in your groups what you think this scripture means and how to best depict it. Present to rest of class. Ask children who present to repeat the scripture reference in the Bible where their scripture is found.

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## Closing the Lesson



- Say to the children, **We have seen in scripture today that we were created in the image of God. He created us to be intelligent, to know right from wrong, to have healthy emotions, and to be creative. He made us like Him, in His image.**
- **What are some things that we sometimes do that do NOT reflect His image?** Allow time for answers. (The children should identify examples of sinful behaviour such as selfishness, lying, stealing, jealousy, disobedience, being deceitful, etc.)
- **What are some things we can do that WILL reflect His image?** Allow time for answers. The children should respond with answers such as “be obedient to parents and teachers, be helpful, be kind, be honest, do chores without being asked,” etc.).
- **Write down some ways you can reflect His image at home and at school this week. Bring this paper home and check off each item on your list when you are able to reflect His image this week.**
- **Close with a prayer from child volunteers asking God to help them be good in deeds that reflects God’s character (image).**

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## ALTERNATE ACTIVITY



- Say to the children, **When you look into a mirror, a pool of water, a reflective surface, you are able to see your image.** Demonstrate this by finding a puddle of water near the classroom, or bringing in a bowl of water that is deep enough to allow children to see their image reflected in the water's surface. Say, **God made us in His image. When He looks at us, what does He see?** Have the children discuss this question. Emphasize that God is happy when he sees us reflecting His image.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created me in His image

LESSON: God created me to trust Him

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

- I. Child should acknowledge that they can trust God even when unpleasant things happen.



## Materials Needed

- Illustrations from story of Joseph in Genesis 37-47.
- Paper, coloured pencils.

*Materials Needed for Alternate Activity:*

- Blindfolds: use a piece of fabric you can roll up and tie around a child's head, so that it covers their eyes.



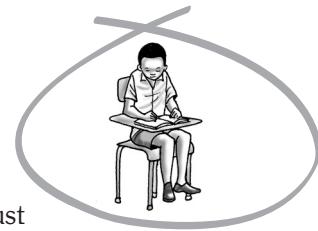
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Set up the "Trust Run" course outside.
4. Be familiar with story of Joseph (Genesis 37-47).
5. Read and study Genesis 37-47. Choose two or three examples of Joseph's trust in God from these passages of Scripture.
6. Write on the chalkboard the scripture text from Proverbs 3:5,6.
7. Pray that the children will understand that they can always trust God.



## CLASS TIME

### Introduction



- Take the children outside and tell them you are going to do a "Trust Run." Say to them, **This is an exercise in which we learn to trust another person to guide us, even when it feels scary or uncomfortable to do so.** Place the children in pairs. The children should line up as if they are starting a race, with one partner behind the other, facing the finish line which the teacher has marked out. The person behind closes his or her eyes and holds onto the hands of the person in front. The teacher says "Go!" and the children' race off. Once they reach the finish line, they swap places and race back. The most difficult thing is for the person behind to keep his or her eyes closed. If you think the children are going to run too fast and hurt themselves, then you can have them skip or hop.
- When they have finished, have the children sit down and discuss what it was like to trust the person in front of you. Ask them these questions:
  - **Did you think they were going to make you fall?** Allow time for answers.
  - **You couldn't see where you were going so you had to trust that they were going to lead you in the right direction. Was that difficult?**
  - **Did anyone have a problem trusting and decided to open your eyes? Why?** Allow time for answers.
- **Sometimes it is difficult to trust.** Let's go back to the classroom and read a Bible story where a person had to trust God, even though it was hard. Try to guess as we walk back inside who I'm going to read about.

## Presentation/Learning Activities

- Ask the children, **Who are some Bible characters you can think of who trusted God?** Write children answers on the chalkboard.
- **Joseph is someone who had to trust God. Do remember his story? What do you remember about Joseph?** Write children' answers on chalkboard. **Can you put these events in Joseph's life in order?** Divide the children into groups of three and ask them to try to put the events of Joseph's life in order, using what is written on the chalkboard. Give the children 4-5 minutes to do this. Then say, **Let's see if your group was correct.** Review the story of Joseph with the children as follows:
- **Joseph's father loved him very much and even made a special coat for him, which was very colourful. God would give Joseph dreams about how he would rule over his brothers. When Joseph told them about these dreams, his brothers were very jealous and they kidnapped Joseph, sold him into slavery, and torn up his colourful coat. It must have been very difficult for Joseph to realize his brothers disliked him. Have you experienced someone disliking you or being jealous of you, and being mean to you?** Allow time for answers.
- **Once his brothers had sold him, they took a piece of Joseph's coat and dipped it in goat's blood and took it to their father and told him that Joseph had been killed by an animal. Since his father thought he was dead, Joseph had to really trust God that He was going to protect him.**
- **Joseph grew up as a slave, and one day his boss's wife tried to seduce him. Joseph refused, and she sent him to jail. Now Joseph really had to trust that God was in control!**
- **God was in control and allowed Joseph to translate a dream for another prisoner.**

**Joseph's interpretation turned out to be true and the king heard about it and released Joseph from prison. Joseph still put his trust in God, and eventually Joseph became ruler over Egypt.**

- There was a terrible famine that came upon the land, and Joseph was able to help his father and brothers by giving them food so they wouldn't starve to death. Through Joseph's faithfulness and generosity, his relationship with his brothers and father was restored. In the midst of many terrible things that happened to Joseph, he trusted God. We see in Joseph's story that God will never leave us or forsake us! (Story abbreviated from Genesis 37-47. Use illustrations if available.)
- There were many terrible things that happened to Joseph during his life. What were some of them? Allow time for answers. (Children should say things such as "his brothers were jealous of Joseph's dreams and his coat; his brothers tried to kill him and ended up selling him into slavery, he was thrown in jail, etc.) **Through each one of those circumstances, Joseph still was able to trust God.**
  - List these circumstances on chalkboard. Divide the children into groups of five, have them choose one scenario and act it out in their groups. Present the skits to the rest of the class.
- Ask the children to think about some circumstances that you have been through that have been difficult, but you have been able to trust God.
  - Illustrate this on paper. You can write it as a brief story or description, or you may draw a picture. Share your story with a partner, if you wish. If you have not been able to trust God during a terrible circumstance, draw a picture of yourself being able to trust Him. When you are finished, write Proverbs 3:5-6 across the top of your paper.
  - Joseph trusted God even when circumstances were difficult. But God loved him no matter what. God loves you, too, even if you find it hard to trust Him sometimes. He promises us that He will never leave us. God created us to be dependent upon Him for all things. Sometimes this is not easy to do. We can pray to God to give us the faith to trust Him.
  - Which wall of the Christian Worldview house model (teaching aid available on order) reminds us that we can trust God? Allow time for answers. Good. The red wall reminds us that God wants us to trust Him for everything. Also, the purple foundation reminds us that God is truth, and everything He tells us is right and true. Even when bad things happen to us, we can know that God loves us and is with us always.

Song

Trust and obey, For there is no other way,  
To be happy in Jesus  
But to trust and obey x2

## Closing the Lesson

- Say to the children, **We can trust God even in the midst of terrible circumstances. He loves us so much, and His promises toward us are true.**
- **Let's repeat Proverbs 3:5-6. This is a wonderful verse to memorize and repeat when you face difficulties in your life. Post your picture with the verse in your house, so you can be reminded that you can always trust God.**
- Close with prayer, either by the teacher or from child volunteers, thanking God for His protection and asking that the children would open their hearts to be able to trust God more fully.

- Memory Verse Quotes. “Trust in the Lord with all your heart, and lean unto your own understanding (Proverbs 3:5-6)
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## **ALTERNATE ACTIVITY**

- Place the children in pairs and blindfold one with a cloth or scarf, or have them close their eyes. Have the child without the blindfold walk the blindfolded child around the church, telling them what obstacles are coming up. Then switch blindfolds and let the other child have a turn. When you are finished, come back to classroom and discuss the experience.
- **Was it difficult to trust your partner? Did your partner alert you to what was ahead? We have to trust God even when we don't know what is ahead. He created us and knows what is best for us. We can trust Him, even when things don't turn out the way we expected.**

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible.

**PROGRAMMATIC CONTENT:** Knows and understands simple theological concepts

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created me in His image

LESSON: I have value

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

- I. List values God has give in the Bible about him/her.



## Materials Needed

- A blanket
- Paper, coloured pencils
- Trash can

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Decide if you want to read the scripture outside or inside the classroom.
4. Read Psalm 139.
5. Have a trashcan or other container ready for children to throw away their papers.
6. Pray that the children will realize their value and worth.



## CLASS TIME

### Introduction

- Spread out a blanket on the floor of the classroom. Or, even better, take children outside and let them lie on the grass and stare at the sky.
- Share with children a story from your own experience of what others might have said about you or nicknames you may have been called, even as a child. These may have been humorous or hurtful. Explain how such comments made you feel.
- Tell them that you are going to read a passage of scripture that was written with them in mind. Read Psalm 139.
- Ask the children, **When you listen to this scripture, how does it make you feel? Why? In this passage, God tells you of your worth and value. Do you always feel valuable?** Allow time for answers. **What are some times when you do not feel valuable?** Allow time for answers.
- **Being outside in His creation, you can see everything that He made for you: blue sky, bright sun to warm you, the breeze to cool you off, the soil in which to grow food. Remember these things the next time you go for a walk. In the creation around you, God tells you how much He loves you.**
- (When have finished, the children may proceed back to classroom)



### Presentation/Learning Activities

- (The idea for the activity below is adapted from the book Prayer Portions by Sylvia Gunter)
- **Many people may have told you things that made you feel bad about yourself. They may have told you that you were lazy, stupid, or worthless. These things are not true. That is not what God says about you. On a piece of paper, draw the outline of your head and write inside of it a few of the things people have said to you that have made you feel bad about yourself.**
- **I want to read from the Bible to you about who you really are. You are not the sum of every negative thing everyone has spoken over you. You are created in the image of God and you are the sum of everything God says about you in His word.** Have children bow their head or close their eyes and get comfortable as you read the following:
  - **You are able to do all things through Christ (Philippians 4:13)**
  - **You are accepted (Romans 15:7)**
  - **You are beautiful or handsome (Isaiah 61:10)**
  - **You belong to God (John 17:9)**
  - **You are bold and confident (Ephesians 2:18, 3:12)**
  - **You were bought with a price (1 Cor. 6:20)**
  - **You are called by God (1 Cor. 1:9)**
  - **You are cherished (Eph 5:29)**
  - **You are chosen (Col. 3:12)**
  - **You are comforted (2 Cor. 1:4-5)**
  - **You are more than a conqueror (Romans 8:37)**
  - **You are equipped (2 Tim 3:17)**
  - **You are favoured (Psalm 5:12)**
  - **You are gifted (Romans 12:6)**
  - **You are known by God (2 Tim. 2:19)**
  - **You are never forsaken (Hebrews 13:5)**
  - **You are His special possession (1 Peter 1:18-19)**

- You are protected (2 Thes. 3:3)
  - You are safe (Psalm 4:8)
  - Your steps are established by the Lord (Psalm 37:23)
  - You are thought about (Psalm 139:17-18)
  - You are understood (Ephesians 1:8)
  - You are valued (Matthew 6:26)
  - You are victorious! (1 Cor. 15:57) That is who you really are!
- Pray for children a prayer such as this: “Dear Father, We thank you that we are created in your image. You designed us exactly as we are. You took great pleasure in making our eye colour what it is, our hair, and our faces. You constructed our unique personalities. We are everything you say we are: treasured, valued, named, safe. We love you, Lord. We break off in the name of Jesus every negative thing that has been spoken to us that is not true. That is not who we are or will become. But we look to you and to all the positive and loving things that you speak over us, and we say that we want to be everything that you dreamed we would be when you knit us in our mother’s womb. That is who we are. We are becoming more and more like you. Help us to erase all the negative words out of our minds and fill our minds with your scripture that speaks truth and life. We love you, Lord, In your name, Amen.”
  - Continue by saying, Sometimes people call us hurtful names or say things about us that are not true. Who do we know who always tells us the truth? Allow time for answers. Yes! God always tells us the truth. He is truth, and everything He tells us is true.
  - Ask the children, Where on the Christian Worldview house model are we reminded that God is true and everything He tells us is true? Allow time for answers. Good. The purple foundation reminds us of God’s nature. Which wall of the Christian world view house model tells us that we have worth and value because we are created in the image of God? Allow time for answers. Good. The yellow wall reminds us that sin and hurtful things others say may make us feel bad about ourselves, but because we are friends of God, we can feel good about ourselves. We are created in God’s image and God thinks we’re very special!
  - Then ask the children, Do you remember those papers at the beginning of the class on which we wrote down a few words that people have said about us that we now know are not true? I want you to take those papers and come to the front of the class and tear them up over this trashcan. Tear those papers up into tiny pieces. Those words do not describe who you really are! Thank God for the truth that He says about you. You are loved! You are special! You belong to Him!
  - Pass out a new piece of paper and have children draw the outline of their head. On the chalkboard, write the words and scripture references that you read aloud to the children (that they are more than a conqueror, God’s special possession, victorious, valued, etc.) Have them write some of these words across the paper and decorate it to bring home to hang up in a special place to remind them that they have value in the sight of God.



## Closing the Lesson

- Read Psalm 139 again. Ask the children, Do you like it when God says to you that you are more than the grains of sand on the beach? Do you like when He says that He surrounds you with His presence and lays His hand on you? What are your favourite parts of this scripture passage? Choose a partner, and I want you to tell

**your partner two special things you like about them. Take turns telling one another.**

- Close with an appropriate song.
- 

## **ALTERNATE ACTIVITY**

- Have children choose their favourite verse in Psalm 139 and illustrate it, then write the verse across the top of the paper. Or, divide the children into groups and have them act out verses from Psalm 139.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service.

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created me in His image

LESSON: Learning how to pray

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Pray for him/herself
2. State the importance of prayer in his/her personal life.



## Materials Needed

- Illustrations for the story of Daniel in the lions' den, if available
- Four pieces of paper for each child. One piece of coloured paper for each child if available
- Glue, stapler or a needle and thread to bind a notebook

*Materials Needed for Alternate Activity:*

- Write Matthew 6:9-13 – the Lord's Prayer – on the chalkboard.



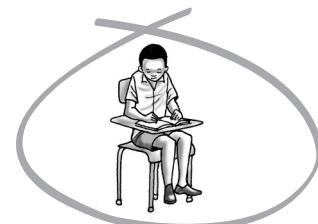
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials,
3. Read and review Psalm 23 and Daniel 6.
4. Pray that the child will understand the importance of prayer in their lives.



## CLASS TIME

### Introduction



- Ask the children these questions, allowing time for discussion. **Do you have a friend you like to talk to and spend time with? What are some things you may talk about? Do you enjoy the same sport, food, or hobbies? How do you get to be better friends with someone?**
- You get to know someone better by talking to them and spending time with them. If you had a friend you never talked to or never spent any time with, you wouldn't really know them. Right? You may even feel uncomfortable being in the same room with them because you don't know anything about them.



- Choose two children to volunteer to act out an improvised skit for the rest of the class. First, have one child try to spend time with another child, but this child has no time for them, is busy, and doesn't want to be involved with the other child.
  - Discuss that scene as a class. **How did both children feel? One was too busy and didn't want a new friend, and the other felt sad and rejected.**
  - Have the same children act out the scene again, only this time have them be good friends who talk all the time and want to spend lots of time together. Discuss this scene with class. Emphasize that the children are good friends because and know one another well because they spend time together.
- **How well do we know the Lord? Do we ever talk to Him or spend time with Him? We get to know our friends better by talking and spending time with them. It is the same with God. Talking to God is called prayer. We talk to Him just as we would a friend, telling Him all about our day, our fears, our joys, our anxieties. God has a relationship with his people, and he wants to spend time with us. We can get to know Him better by praying, and also by reading His word, the Bible. His word tells us who He is, how He works through others, and the plans and promises He has for us. He wants to spend time with us and He wants us to pray. Who in the Bible knew how to pray?** Allow time for answers.

### Presentation/Learning Activities



- Have a child volunteer read Daniel 6:16-28. Use illustrations if available.
- **How many times a day did Daniel pray? Allow time for answers. Daniel was someone who knew how to pray. The Bible says that Daniel would stop whatever he was doing three times a day and pray to God. He was not ashamed to pray, even though it was illegal in his country at the time! People complained to the King about Daniel's behaviour, and the King threw Daniel into a den of lions! Why would the King do that? Allow time for answers. Everyone expected the lions to eat Daniel. What do you think happened? Allow time for answers.**
- **What kind of prayers do you think Daniel must have prayed when he was in the lion's den?**



- Get into groups of three and pretend you are Daniel in the lion's den and pray out loud a prayer you think Daniel may have prayed! Discuss as a class when finished.
- Sometimes it is hard to know what to pray. There is no right or wrong way to talk to God. You can sit, stand, or lie down. You can close your eyes or open your eyes. You can bow your head or look straight ahead. The posture of your body doesn't matter, but the condition of your heart does.
- If there is sin in your life, it separates you from God. You don't want to be separated from your friend. Ask Him to forgive you of all your sins – the ones you know about and the ones you don't. Thank Him for His presence in your life, and then talk to Him the same way you would a friend.
- Tell Him all about your day, talk to Him about the things that worry you, praise Him for the times throughout the day you feel His presence, or are reminded of Him through His creation. He listens to you. If you still don't know what to say to Him, that's all right. The more you do it, the easier it will be.
- Which wall of the Christian Worldview house model (teaching aid available on order) reminds us that God wants a friendship with us? Allow time for answers. **Yes.** What can you remember about the red wall? Allow time for answers. (The children should offer responses such as: God created us to depend on Him. He takes care of all our needs. Sin separates fellowship with God. Jesus died to fix our friendship with God.) **Good.** Why should we pray? Doesn't God know all our thoughts? Allow time for a short class discussion.



- Let's make a prayer journal. A prayer journal is a notebook where we can write down our prayers to God. Sometimes it is easier to write down our prayers. We can draw pictures and keep it as colourful and fun as we'd like!
- Divide the children into groups of four, and give each group four pieces of paper. Have them fold the papers in half. If available, take a piece of coloured paper and fold it in half around the blank papers. Fasten the fold with glue or staples, or stitch it together with a needle and thread. On the front cover, instruct the children to write their name and the words "Prayer Journal."
- Tell them to decorate the front with pictures or feathers or other found objects they like. Decorate it the way you like. This is going to be a very special book.

## Closing the Lesson



- We can pray to God whatever is on our hearts and minds. We can pray out loud or quietly in our heart. In groups of two, go to a spot in the classroom where you can sit on the floor, or look out the window. You may even want to find a spot outside. It doesn't matter where it is; just find a comfortable place.
- Now, talk to God, just as you would a friend. Tell Him what is on your mind and heart. He loves to hear you pray! Wait for Him to respond. Sometime He talks to us in our hearts, and sometimes through scripture. He wants you to pray for yourself. You are made in His image and He loves to hear from you.
- In your notebook, you may want to draw a picture or write down your prayers or questions to God. This is a private notebook, and you do not need to show it to

**anyone unless you want to.**

- **Talking to God as our friend, the God who created us and loves us, is so much fun. Talk to Him as much as you can!**
- Close with appropriate prayer or song.

***Song***

*Tuombe, tuombe, tuombe  
Asubuhi tuombe; saa sita; tuombe, tuombe  
Tuombe hata jioni*

---

## **ALTERNATE ACTIVITY**

- Pray the Lord's Prayer from Matthew 6:9-13. Write this prayer on the chalkboard if Bibles are not available. This is a wonderful prayer to memorize and pray each morning. Have children pray this prayer aloud as a class, and then practice it in groups to memorize it

# Spiritual LESSON

**OUTCOME:** Knows and understands the Bible

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour.

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: God created me in His image**

**LESSON: I am crowned with glory and honour**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Identify scriptures that communicate God's unconditional love and acceptance of him/her.



## Materials Needed

- Paper, coloured pencils.

*Materials Needed for Alternate Activity:*

- Paper to make crown, glue or tape, items to decorate it with such as coloured pencils, feathers, other embellishments, etc.



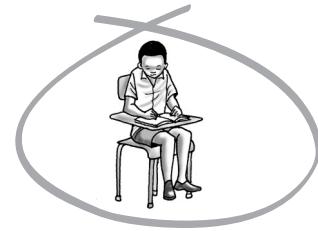
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Write Psalm 8:5 and 2 Corinthians 3:18 on the chalkboard or on a large sheet of paper at the front of the class.
4. Review Acts 9:3-22.
5. Pray that the children will be able to recognize and accept God's love for them.



## CLASS TIME

### Introduction



- Pretend that you have just received a children from a long-lost relative that tells you royal blood flows through your veins! You actually belong to a royal line of princes and princesses. You must come at once to the capital city to reside in the palace! What would you pack for your journey? What would you say to your friends?
- What laws would you make once you arrive and take your position of ruler ship? Divide yourselves into groups of four and discuss your plans. You may want to write them down. Choose one representative from your group to share with the rest of the class your kingdom plans.

## Presentation/Learning Activities



- Write Psalm 8:5 on board. “**God crowns you with glory and honour.**” Write this verse on a piece of paper and repeat it aloud a few times. This is a wonderful verse to memorize. It reminds us how important we are. If God thinks we are so special, we need to treat ourselves that way, too. Say aloud, “I am special; I am crowned with glory and honour. God loves me and I love me, too!”



- **If we are crowned with glory and honour, we need to see how we would look that way!** Have the children draw a picture that illustrates how they look to God: crowned with glory and honour. **What else would you like to add to the picture?**
- **If you were really crowned, then you are a prince or a princess. How do you think others would treat you if you were royalty?** Allow time for answers. **How would you treat others?** Allow time for answers.
  - In your groups of four, take turns role-playing. Pretend that one of you is royalty, and the others must tend to your every need and treat you very specially. How does that make you feel? Allow time for answers. **You are really children of God. Did you know you are royalty in God's eyes?** Allow time for answers.



- Sometimes it is hard to believe that we are royalty in God's eyes. Sometimes we have so much sin in our lives we think God couldn't love us. Have you ever felt that way?
- Paul was someone in the Bible who had a lot of sin in his life. He used to curse God and kill Christians! But God had a better plan for Paul's life. God could see all the potential and goodness in Paul, even if no one else could. God has a plan for your life, too. He sees the potential and goodness in you. He loves you so much. Let's find out what God did to get Paul's attention.
- Have child volunteers read Acts 9:3-22. Paul went on to write a good portion of the New Testament. Once he realized how much God treasured and loved him, Paul began to preach all about Jesus to everyone he met. We, too, need to believe that we are who God says we are. He crowns us with glory and we reflect His image.

## Closing the Lesson



- Write 2 Corinthians 3:18 on the chalkboard.
- **What are some qualities in us that reflect God's glory?** Allow time for answers. Write the children answers on chalkboard. (They should say such things as "goodness, mercy, compassion, love, patience, kindness," etc.)
- **Look at these wonderful qualities on the board. Find a partner and tell them two of these qualities that you see in them. There are probably many more, but just pick two.**
- **This verse says that we all show His glory. If we look at the Christian world view house model, which wall tells us that we reflect His glory? Allow time for answers. Yes, this yellow wall reminds us that God tells us we are crowned with glory and honour. You are princes and princesses in God's eyes!**
- **Close with an appropriate song.**

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## ALTERNATE ACTIVITY



- **Make a crown out of paper and write Psalm 8:5 on the crown. Embellish it with colour, feathers, and anything else that makes the crown beautiful and special. Wear your crown to remind you what God says about you!**

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Reflects a Christian world view in one's thinking

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created me in His image

LESSON: Fruits of the Spirit: love, joy, peace, patience.

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

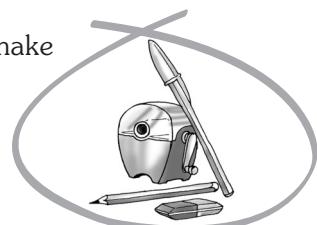
By the end of the lesson, the child should be able to:

1. List and describe the first four fruits of the Holy Spirit: love, joy, peace, patience.



## Materials Needed

- If available, four different types of fruit cut into pieces, for children to make fruit salad.
- Bible



*Materials Needed for Alternate Activity:*

- Paper, coloured pencils

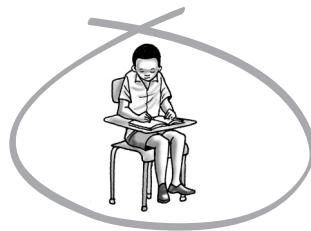
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Review 1 Thessalonians 3:12, Isaiah 61:10, John 14:27 and Mark 10:13-16 and Galatians 5:22-23
4. Pray that the children will be able to understand and exhibit love, joy, peace, and patience.



## CLASS TIME

### Introduction



- Ask the children, **What is your favourite kind of fruit?** Allow time for answers. Tell the children your own favourite kind of fruit. Then say, **I need a child volunteer who is going to be our fruit tree.** Have the volunteer stand at the front of the class with arms outstretched. If you have a large class you can choose more than one child, but you will need more fruit labels.
- Tell the children that this tree represents them. Say to them, **When our life is planted in the Lord and our roots go deep in Him, we become like a fruitful tree.** Have any of you seen fruit that has been destroyed by disease, or eaten by insects? It is bad fruit and cannot be used. **When we develop a relationship with the Lord and read His Word and pray to Him daily, we reflect His image even more, and the fruit of our lives becomes good.**
- **What are some fruits that you think we would have on our tree? What are some qualities that we should have in our lives that show others we know Jesus?** Allow time for answers from children.
- **We are going to look at four pieces of spiritual fruit today: love, joy, peace and patience. These are called the “fruits of the Spirit.” There are eight fruits of the Spirit, and we will look at four today.** Tape individual pieces of paper with the words love, joy, peace, and patience on to the “tree.” Ask children to define each of these fruits in their own words. After a short discussion, the child “tree” may sit down.

## Presentation/Learning Activities

- On a piece of paper, have children draw a tree with four pieces of fruit labelled: love, joy, peace, and patience. Ask them, **Do any of you have these fruits in your lives? Do you need to ask God to help you bear more of these fruit? We all do!**
- Ask the children, **What is love? What are some ways to show love?** Allow times for answers. **The Bible says that love is treating every person the way I would want to be treated?**
  - Divide the children into groups of four. Instruct them to come up with one scene that depicts showing love for someone else. Have each group present their skit. **Do you think you could show love to someone this week that you have not done before?** Have a child volunteer read 1 Thessalonians 3:12.
- **Have you ever met someone who is always grumpy, angry and never has anything nice to say about anyone? That person needs joy! How do you show joy? Allow time for answers. Joy is “happiness in my heart because I am in fellowship with God.”**
  - In their groups of four, have the children act out the following scenarios: a joyful response when someone asks you to do a chore, a joyful response when someone asks to borrow your soccer ball, a joyful response when you wake up in the morning. Have a child volunteer read Isaiah 61:10.
  - **Which wall of the Christian Worldview house model reminds us that we can**



- In their groups of four, have the children act out the following scenarios: a joyful response when someone asks you to do a chore, a joyful response when someone asks to borrow your soccer ball, a joyful response when you wake up in the morning. Have a child volunteer read Isaiah 61:10.
- **Which wall of the Christian Worldview house model reminds us that we can**

**have the fruit of the Spirit in our lives? Allow time for answers. Good. The yellow wall reminds us that we were made in God's image, and we can reflect the fruit of love, joy, peace and patience.**

- Write "What is peace?" on the board. Allow for child definitions. **Peace can be quietness in my heart because Jesus is with me and has forgiven my sins. Has anyone ever been in a really bad tropical storm/hurricane/typhoon? What was it like? How did you feel? Have you ever sat outside and watched the sun rise or set on a very calm day? In our hearts, peace is like watching the sun rise, and worry or anxiety is like being in a storm. What other examples of peace can you think of? We can have peace in our hearts because of Jesus.** Read John 14:27.
- I want to tell you a short story. "Hurry up," Alex said, "you're going to make me late for school." Annie started to cry. "But I can't find my other shoe and mother will be angry if I have lost it," Annie said through her tears. "You are so disappointing, Annie," said Alex. "I don't care if I'm your big brother and I am supposed to walk with you. I'm going to school without you!" Alex stormed off down the path as Annie frantically looked for her missing shoe.
- What fruit does Alex need more in his life? Allow time for answers. **Yes, patience! He got impatient with his little sister and went to school without her. Can you think of a time where you were impatient? Maybe it was even this morning. How would you define patience? Patience is calmness in my heart as I wait for things to happen in God's way and time.** Read Colossians 1:11. God tells us to be patient. He will take care of us, and of the little things that upset us, too. With whom are we to be patient? Who gives us His strength so that we can be patient when troubles come?
- When Jesus was on the hot, dusty roads of Israel with His disciples, He displayed love, joy, peace and patience when He asked the children to come and gather around Him. Jesus had probably walked for miles that day: He could have been hot and hungry and tired. Some children came up to Him, and His disciples told them to leave. But Jesus, with the fruit of love, joy, peace and patience, told His disciples to be quiet. He encouraged the children to gather around Him and He hugged the children and blessed them and prayed for them.
- Have a child volunteer read Mark 10:13-16. **What would you have done if you had been tired, hot and hungry? Would you have told the children not to bother you and come back another time? Or would you have tried to show the same fruit that Jesus did?**

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## Closing the Lesson

- **God wants us to have the fruit of love, joy, peace and patience in our lives. Is it difficult for you to love some people? Take time to discuss this question. Does having the fruit of joy mean you will never be sad? Allow time for answers. Even though you may be sad at times, why does your fellowship with God bring you joy? Does having peace mean you will never worry again? Does having the fruit of patience mean you will never be impatient with anyone? Discuss these questions. Because we exhibit the fruit of the Spirit (love, joy, peace, patience) in our life doesn't mean we will always be without sin. What we need to do when we feel we can't love someone, or worry too much, or are depressed, or impatient, is talk to God and ask Him to help us have more of His fruit in our lives. He loves to help us grow His fruit!**
- Close with prayer to ask God to increase the fruit of the Spirit – love, joy, peace and patience -- in our lives.



- If available, take four different types of fruits and have the children help cut them into pieces to make fruit salad. Ask them which fruit will represent love, which one patience, and which one joy and peace. Enjoy the salad together.
- Close with an appropriate prayer or song.

**Song**

*I have the joy joy joy joy down in my heart  
Down in my heart x2  
I have the joy joy joy joy down in my heart  
Down in my heart. Down in my heart to stay!  
I have peace, peace, peace, peace down in my heart.....  
I have love, love, love down in my heart.....*

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## **ALTERNATE ACTIVITY**



- Choose four of your favourite fruits and cut or tear out their shapes from a piece of paper. Write “love” on one fruit, “joy,” “peace” and “patience” on the others. Think of one way you could exhibit these fruits in your home this week. Share your ideas with a partner and have them ask you in our next class if you were able to display these fruit.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Reflects a Christian world view in one's thinking

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created me in His image

LESSON: Fruits of the Spirit: kindness, goodness, meekness and self-control

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Describe the last four fruits of the Spirit: kindness, goodness, gentleness, self-control.



## Materials Needed

- Paper, coloured pencils
- Bible story of the Good Shepherd in John 10



*Materials Needed for Alternate Activity:*

- Four different types of fruit, cut up and placed in a bowl



## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Read and review 1 Thessalonians 5:15, Ephesians 5:8, James 3:17, Romans 6:12, John 10:1-18 & Galatians 5:22-23
4. Write definitions of kindness, goodness, meekness and self-control on the chalkboard or a large piece of paper.

## CLASS TIME

### Introduction:



Tell the following story:

- **Four evil character traits went for a walk one day.** “Unkindness” snarled and said, “You are all so out of shape you should walk twice as much as I do!” “Badness” hit “Unkindness” with a stick he found by the side of the road. “Pride” took the stick out of “Meanness’ ” hand and said, “Careful, I don’t want my beautiful face scarred.” “Out of Control” began to pop all the flower heads off the flowers by the side of the road. “I hate flowers!” he screamed.  
**A boy and a girl walking in a field by the road heard and saw the four evil character traits coming down the road making a huge commotion.**  
“Oh my!” said the boy to the girl. “They look like they are going to kill one another.”  
“Sometimes I feel mean, bad, prideful and out of control all in the same day,” said the girl. “I don’t like myself when I feel those things.” “Well,” said the boy, “Ask the Lord that He would replace unkindness with kindness, badness with goodness, pride with meekness and being out of control with self-control. The Fruit of the Spirit is part of the inheritance you have in Jesus.”  
“Oh,” the girl laughed, “I won’t miss those evil character traits at all!”

## Presentation/Learning Activities



- **We want good fruit to grow in our lives. Have you ever seen weeds try to choke out a flower or plant trying to grow?** If time and weather permit, you can take children on a walk around the school to look for evidence of weeds choking out flowers or crops or other plants. Discuss how the same thing happens with bad character traits in our life.  
**We want to grow good fruit, and not have evidence of evil showing up in our lives, when we bear bad fruit like meanness, badness, pride and being out of control. The good fruits of kindness, goodness, meekness and self-control can be ours, because we are children of God!**



- **We are going to define these four character traits.** Write these definitions on the chalkboard or on a large piece of paper at the front of the class. Divide the class into four groups and assign each group one of the spiritual fruits (kindness, goodness, gentleness, self-control). Each group must portray the definition of their fruit to the rest of the class by acting it out, writing a story or a poem about it, singing a song about it, or drawing the fruit in action. Children should decide as a group how to best present the definition of their spiritual fruit. Here are the definitions:
  - **Kindness: Loving acts of service, courtesy and caring that I give to others.** Read 1 Thessalonians 5:15. When is it difficult for you to be kind to others? How can you show kindness to others?
  - **Goodness: Always wanting and choosing to do what is right and good.** Read Ephesians 5:8. Can you do something good or right without wanting to do it? How important is our attitude when it comes to doing what we know we should?

- **Meekness or gentleness:** Treating others with courtesy, tenderness, and a calm spirit. Read James 3:17. Does showing meekness mean that we are weak? How is it different?
- **Self-Control:** The ability to do the right thing even when I don't feel like it. Read Romans 6:12. Is it difficult to control what you think about? What are some areas of your life where you need to show more self-control?



- Ask the children, **Have you ever met someone who is kind, good, meek and self-controlled? You enjoy being around them. They don't raise their voice or say hurtful words.** Jesus talked about those character traits when He spoke of the Good Shepherd in John 10:1-18. Have a child volunteer read John 10:1-18. In this passage we see Jesus, the Good Shepherd. He demonstrates all the fruit of the Spirit. Think about how He shows kindness, goodness, meekness and self-control. He is who we should model our own character after. We can trust Him to watch over us, protect us and care for us.
- Look at the Christian Worldview house model (teaching aid available on order). Get into groups of three and talk about which wall best describes why we should show kindness, goodness, gentleness and self-control to others. Discuss this as a class.

## Closing the Lesson



- Draw a large tree on the chalkboard (or on a large piece of paper). Draw eight pieces of fruit and label them with the names of the fruits of the Spirit: love, joy, peace, patience, kindness, goodness, meekness and self-control. (You can also make the fruit out of pieces of paper, labelling them with the names above, and tape or glue them onto the tree.) Review the eight fruits of the Spirit. Encourage children to ask God to help produce more fruit in their lives.
- Close in prayer or with an appropriate song.

### **Song**

Upendo x2 ni tunda la roho  
Amani x2 ni tunda la roho  
Furaha x2 ni tunda la roho  
Neema ya Yesu pendo lake Baba

## ALTERNATE ACTIVITY



- Take four different kinds of fruit and cut them into pieces. Put them in a bowl. Talk about how this "fruit salad" tastes delicious when you mix all the different types of fruit. The flavours and colours and textures mingle together to make a very pleasing salad. Hold up one piece of fruit at a time and say, "This fruit represents kindness, this fruit represents goodness, this fruit represents meekness, and this fruit represents self-control." When you mix all of those qualities together, you have a wonderful reflection of our Lord Jesus. Other people will want to be near you because you have these qualities in your life. Your flavour will be sweet! Allow children to sample the fruit salad.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship, and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created us to worship Him

LESSON: God created me to worship Him

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Recognize the characteristics of one who worships Jesus Christ.



## Materials Needed

- Paper, coloured pencils, Bible

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



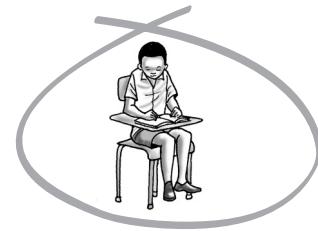
## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Read and review Psalm 100, 8, 30:1-4
4. Pray that the children would be worshippers of God.



## CLASS TIME

### Introduction



- Write "I am thankful" on the chalkboard. Ask the children, **What are you thankful for?** Write down child responses. When you have finished, say, **We've got a lot to be thankful for! King David found things to be thankful for even during difficult times. Let's read Psalms 100.** (Pass the Bible around and have children each read one verse.)
- Ask the children, **What was David thankful for in Psalm 100?** Write child answers down on chalkboard. **David was worshipping God when he wrote this Psalm.**
- Another alternative for this opening would be to invite a worship leader to speak briefly about worship and perhaps bring some instruments that the children could play. Have the worship leader lead the children in a brief time of worship.

## Presentation/Learning Activities



- Divide the children into groups of three and read Psalm 8. Have each group write down two new things they have learned from this psalm. When they have finished, say, **What a wonderful song of worship to God!**
- Tell the children, **King David was a worshipper. He had a worshipping heart. What does that mean? David loved God so much he couldn't help but worship God. As a teenager, David sat on the hillsides of Israel and watched the family sheep. He had a lot of time to talk to God. He would write songs that he would sing to the Lord, and some of those songs became Psalms that we read in the Bible.**
- Read Psalms 30:1-4. **Do you think things were going well for David when he wrote this psalm?**
  - In their groups of three, ask the children to rewrite two verses from Psalm 30:1-4 that make it more relevant to their time and cultural context. (You may need to offer an example.) Ask the children to share their rewritten verses with another group



- Say to the children, **A worshipper loves God and worships Him even when things go wrong. David wrote a psalm when he was very, very sick. He knew that he could still praise God even while he was going through hard times. We, too, can worship God even when circumstances don't go the way we would like.** Divide the children into groups of four and ask them to think of two scenarios where they could worship God even during hard times. Have them present one scenario to the rest of the class.
- **Sometimes it is hard to come up with the right words to express your feelings of love for God. We have learned that God is holy, faithful, loving, merciful, just, invisible, eternal, all-knowing and everywhere.** (As you say these traits, write them down on the chalkboard.)



- Read Psalms 30:1-4. Ask the children to: **pretend that you are David, sitting on the hillside in Israel. You are so thankful to God and love Him so much.**

**What do you want to tell Him? What are some reasons you have to thank God? Write a psalm to express your worshipful heart to God. You can write this psalm in your prayer journal and illustrate it. You may also write this psalm with a partner.**

- **God created you to worship! Which wall of the Christian world view house model tells us that He wants to spend time with us and created us to worship Him? Good. The red wall reminds us that He wants to be our friend. What else can you tell me about the red wall? Allow time for answers.**

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## Closing the Lesson



- Ask the children, **Who is a worshipper? What does a worshipper do? How do you like to worship God?** (The children may say sing, pray, draw, dance, etc.) **We can see that a worshipper expresses his or her love to God. You can dance, shout, bow your head and close your eyes, sing out loud, or do whatever else you can express your love to God. There is no right or wrong way to worship Him.**
- A worshipper loves and praises God even during bad times. When we begin to praise Him during difficult times, it allows joy to rise up in us, and soon we know that He will be with us during the difficulty. A worshipper tells God all the incredible things about His character. We may not have all the right words, but as we begin to worship with the words we have, our ability to worship God grows.
- Memory verse – Psalm 100:1-2 – **Shout for Joy to the Lord with gladness, come before him with joyful songs**
- **Express your worship to Him in whatever way feels best. He loves it when you worship Him!**
- Close with an appropriate prayer or song.

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## ALTERNATE ACTIVITY



- **Illustrate your favourite verse from Psalm 8. Will you draw the moon and stars, or a man crowned with glory and honour, or the animals? Share your illustration with a partner and explain why you choose that verse.**

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour.

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created us to worship Him

LESSON: Sharing the Gospel message

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

- I. Identify how to become a friend of God and how to tell someone else how to become a friend of God.



## Materials Needed

- Paint if available, paper, coloured pencils, bible

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils

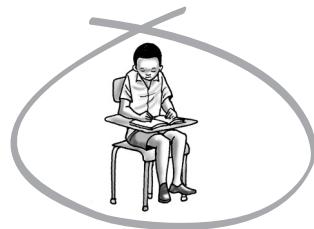


## Teacher Preparation

- I. Read over the steps to becoming a friend of God.



## CLASS TIME



### Introduction

- Say to the children, **I want you to close your eyes and imagine what heaven is like. What do you hear? What can you see? What does it smell like? Who else do you imagine that you see in heaven?** (They may say family, friends, teachers, etc.) **Do you think all your family and friends will be in heaven if Jesus came back right this minute? Are there any family and friends that you want to see in heaven? Think right now of three people that you would like to see in heaven and that you would like to tell them about Jesus.** Get together with a partner and draw a picture together of what you think heaven is like.

## Presentation/Learning Activities



- As a friend of God's, we want to be able to tell others how they can know God, too. In John 3:16, God says that He doesn't want anyone to perish, but for all to be in heaven with Him forever. If someone confesses Jesus as Saviour, they will be in heaven with God forever. God loves everyone so much He wants us all be in heaven with Him after we die! How would you tell someone else about God's gift of a saviour, His son Jesus?
  - In your groups of two, pretend that your partner has never heard about Jesus. What would you tell him or her about your amazing friend, God?
  - Share the gospel message with the children at this time.
  - Which wall of the Christian world view house model reminds us how much God wants to be our friend? Allow time for answers. Yes. The red wall tells us that God created us to be His children. What do you remember about this wall? Allow time for answers. Sin separated us from God but Jesus became a bridge back to God by dying for us on the cross. You are very special. You are God's friend!
- (The activity below is adapted from the "Four Spiritual Laws for Children," from the Navigators organization.)
- Say to the children, **It helps to remember how to be a friend of God by remembering these colours: yellow, black, red, and white. It also helps to remember the colours by looking at your hand.** If available, have the children put a dab of paint in each of the colours described below on the tips of their fingers. If no paint is available, write the colours on the board.
  - **Yellow.** Look at your hand. You have five fingers, right? Wiggle your pinky (smallest) finger. When you look at this finger, remember: God loves you. God has a wonderful plan for your life. He wants you to live in His light and not in the darkness. He wants you to be with Him in heaven some day. But...not everyone knows about God and how much He loves them.
  - **Black.** Look at your third finger. Sin separates us from God. Romans 3:23 tells us we all have sinned and come short of the glory of God. All men, women and children have sinned. I have sinned.
  - **Red.** Now look at your middle finger. But God shows His love for us, and while we were yet sinners, Jesus died for us. The Bible tells us this in Romans 5:8-9. Jesus was punished for our sins. He took our place. Jesus

**became the bridge so we can be restored to God. John 14:6 tell us that Jesus is the way, the truth and the life. Jesus died and was brought back to life again for me.**

- White. Look at your index (first) finger. We can have a clean life. We can receive Jesus as our Saviour, and He forgives our sins and make us clean inside. You like to receive gifts, right? All you need to do is receive His free gift of salvation. When you receive Jesus, you are forgiven and have life forever. That's what John 1:12 promises us. Believe that you have received Him. Your salvation is not dependent on how you feel or what you do, but on the fact of God's promises. Thank God for His free gift of salvation.
- Pray this prayer with the children: **Dear Heavenly Father, I agree that I have sinned, and I want to have a new, clean life. I have received Jesus Christ, your gift of love, into my heart and life as My Saviour. Thank you, Father God that Jesus has come into my life. Amen.**
- Pair the children up with a partner and have them practice presenting the steps of becoming God's friend. Then go through it together again as a class.

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## Closing the Lesson



- Think of the three people at the beginning of the lesson that you would like to see in heaven with you. Write their names down on a piece of paper and put this paper in your Bible or somewhere special.
- I invite you to begin to pray for these people that they would come to know Jesus. Pray that God would bring other people into their lives who would tell them about Jesus. Pray that their hearts would be softened towards the truths of God. Pray that God would give you boldness to tell others about Jesus. Practice saying the steps of salvation this week to someone who has never heard this good news!
- Close in prayer, or have child volunteer(s) close in prayer, or close by singing an appropriate song.

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## ALTERNATE ACTIVITY



- Divide the children into groups of three and ask them to illustrate the steps of becoming God's friend for someone who has never heard the good news. Have them share their illustrations with the class. Explain to them that such visual aids are often very helpful when explaining the good news of the gospel message. Encourage them use their illustrations to explain the steps of salvation to someone who has never heard. Have them report at the next class what happened.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

## AGE GROUP: 9-11

YEAR: 1

UNIT: God created us to worship Him

LESSON: Maintaining fellowship with God

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

- I. Identify and create a method for maintaining a daily relationship with Jesus.



## Materials Needed

- Paper, coloured pencils
- Bibles for the children, or scripture written on the chalkboard or a large sheet of paper



*Materials Needed for Alternate Activity:*

- Paper, coloured pencils

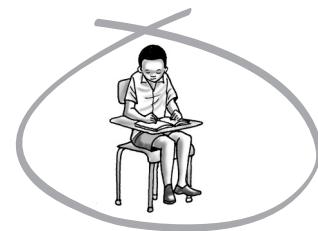
## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials.
3. Prepare story about a close friend for the introduction to the lesson.
4. Read and review Psalm 119, Matthew 14:23, Matthew 26:36.
5. Pray that the children would want to cultivate a daily relationship with God.



## CLASS TIME

### Introduction



- Ask the children to **Think of a person whom you know and care about very much. This person might live with you or close to you. It could be a relative (mother, father, sister, brother, aunt, uncle, grandparent, cousin) or it could be your best friend.**
- **Draw a picture of what this person looks like. Then, tell a partner what your special person looks like (using your picture), describe what they like to eat, their favourite thing to do, where they live, etc.** You as the teacher can model this for the children by telling them about your special person first.
- Ask the children to talk about people they admire or who are their close friends. **How did they become so special to you?**
- **How do you remain friends with people?** Allow time for answers. (Children should say things such as “you spend time with them, you share common interests and activities, you enjoy one another’s company,” etc.) Ask them, **What are some actions you need to do to keep your friends as special people in your lives?** Allow time for answers. (They may say, “Maintain your friendship by spending time with them, paying attention to the relationship,” etc.)

## Presentation/Learning Activities



- Ask the children, **Have you ever planted a seed and watched it grow?** Allow time for answers. What does a plant need to grow? (They should say that it needs water, sunshine, freedom from weeds, insects, etc.) **What do you need for a friendship to grow?** (You give your friend the time and attention he or she needs to make the relationship flourish.) **God wants to be your friend. What do we need for our friendship with God to grow?** Allow time for answers and brief discussion.
- **When Jesus was on earth, how did His relationship with His father grow?** Allow time for answers. Divide the children into groups of four and have them read Matthew 14:23 and Matthew 26:36 to find out!
- **Many days Jesus would walk for miles along the hot dusty roads of Israel. When He got to His destination there were large crowds waiting for Him to teach them. He would speak to the crowds, heal many people, and then His disciples would want Him to rest. What Jesus would do is tell His disciples that He wanted to spend time with His Father and He would go away by Himself to be with His Father. He would talk to His Father through prayer. He knew how important it was to stay close to His Father through spending time with Him.**



- Divide the class into groups of five. **Pretend you are journalists and have just been chosen to write an article on how to be a good friend of God. You must answer the following questions in your article.** (Write the questions below on the chalkboard). Tell the children, **You can research in the Bible for your answers, ask your teacher or other adults who are available. You can ask other children too.**
  - How can I be a good friend of God?

- Why should I be a good friend of God?
  - Where should I spend time with God?
  - What should I say when I pray?
  - Be creative. You may illustrate your article. When you are finished, choose a representative from each group to read your group's article with the class.
- **Which wall of the Christian Worldview house shows us that God wants a friendship with us?** Allow time for answers. **How much did God want a friendship with us?** (Explain to the children that He sent Jesus to die for us to fix our broken relationship with God.) **What were you created for?** (The children should say, for God to love us and be friends with us.)
- For you as the teacher: Here are some suggestions for answers to the questions above to help you guide the children as they discuss the stories they wrote.
- *Why should we spend time with God?* Doesn't He already know who we are? Yes, He knows us really well; He created us! He loves us so much, and when you love someone, you want to spend time with them.
  - *When can we spend time with Him?* We should spend time with God every day. Don't just wait until Sunday to pray, worship and read His word. You can do these things everyday!
  - *Where should we spend time with Him?* We can spend time with Him outside or inside. We can be sitting or standing, or even running! It does not matter to God where you go to be with Him, but just that you do meet with Him! If you meet with Him outside, He can speak to you through His creation. Others like to meet with God inside their house or their room. Some kids can be very distracted if there is a lot of talking and noise around them when they are trying to pray. If that is the case, see if you can find a quiet place where you can read His word and talk to Him.
- So just like plants, we need certain things to help us grow in our relationship with God. We need worship, prayer and reading the Bible.
- How can we worship God? We can sing, shout, dance or tell God how much we love Him. We can also just spend time in His presence. When Jesus spent time with His Father, it was an act of worship. We can worship God in the same way. God wants us to spend time with Him. We may not always have the right words to say, but He loves it when we come before Him and just want to sit in His presence. Sitting in His presence is like sitting beside someone you really love (a parent, a dear friend) and not having to say anything but just enjoying their company. It is the same way with God. You don't always have to ask Him for things or express enthusiasm in worship, but you can just quietly enjoy His presence.
- What should we pray? You can tell God all the wonderful things that happened to you today, you can tell Him all your hopes and dreams, and you can share things that are bothering you and ask Him to help you. Have the children write down some things that they can pray. Place them into groups and have them share those requests and pray out loud for one request for the person next to them. Remind them what a wonderful God we serve who wants to hear about everything concerning us, big or small.
- How can we read God's word? Tell the children how wonderful it is to read God's word for yourself everyday. It is like strength for your bones. Tell them they can start by just reading one verse and asking God to help them understand it. Some children like to start with the book of Matthew and just keep reading the New Testament in order, then going back to the Old Testament. Explain to them that it doesn't matter in which order they read the Bible, just as long as they read it! Psalm 119 tells us how wonderful it is to read God's Word. Verse 105 tells us His Word is a lamp at our feet and a light for our path. His Word is powerful and we need more of it in our life!

## Closing the Lesson



- Ask the children, **What do we need to grow our friendship with God?** Allow time for answers.
- **We want to get to know God better and grow in our Christian life. To do this, we need some things to help us grow in God. Just like a plant needs water, sunshine and good soil, we need to pray, read God's word and worship Him. If we don't do those things, then like a plant with no water, sunshine or good soil, we will shrivel up and not grow. We don't want that! We want to grow to be strong children of God, rooted in Him.**
- Draw a flower on the chalkboard and have child volunteers write the words "worship, prayer and reading God's word" on the chalkboard around the flower.
- Next, say to the children; **Let's spend a few moments in God's presence. Tell God how much you love Him and what you like about Him. Next, talk to Him like you would a friend. Tell Him how your day is going, things that are bothering you, and requests that you may have. Then choose a chapter in the Bible and read it. Ask God to help you understand what you are reading. You can read a Psalm or start in the book of John. Find a quiet place. You can go by yourself or in groups of two. Take ten minutes and worship, pray and read God's word. When we come back together, we will share with the class how your time went. Now, try doing it at least three times this week. You are growing a friendship with God!**

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## ALTERNATE ACTIVITY



- On a piece of paper, write "worship, prayer, read God's Word" across the top of the paper. Illustrate it and bring it home to hang up to remind you of the importance of maintaining fellowship with God.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service.

## AGE GROUP: 9-11

YEAR: 1

UNIT: **Serve one another in love: my family and nation**

LESSON: **Servant hood**

TIME NEEDED TO TEACH LESSON: **45 Minutes**

## Objectives

By the end of the lesson, the child should be able to:

1. Give the meaning of serving
2. List ways he/she can serve other people



## Materials Needed

- Paper, coloured pencils, Bible
- Basin of water, towel

*Materials Needed for Alternate Activity:*

- Scarf for Blindfolding



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Write Galatians 5:13 on chalkboard.
4. Read and review 1 Peter 4:9, John 13:1-5, 12-17, Mark 10:43
5. Pray that the children would have a desire to serve others.
6. If available, get a basin of clean water to allow children to wash one another's feet.



## CLASS TIME

### Introduction

- Say to the children, **I like the sense of accomplishment I get when I complete a task that needs to be done, such as making dinner for my family, or repairing our roof, or organizing the classroom. Do you ever feel the same way?**
  - Divide the children into groups of three. Say to them, **I want you to think of some tasks that you cannot do by yourself but which require the help of others.** Have the children report their findings and discuss those tasks that can not be accomplished on their own.
  - **Sometimes we need others to do things for us and other times, others need us to help them. What would we call this relationship, of helping one another?**
  - Write on the chalkboard and say **Servant hood. God created us to need help from one another in order to accomplish our responsibilities in life. This is God's way of keeping us close to one another and demonstrating love for one another.**



### Presentation/Learning Activities

- Write Galatians 5:13 on the chalkboard.
- Ask the children: **Is it possible to serve someone but not in love? How? Sometimes our parents may ask us to do things for them and we have a bad attitude and don't want to do it, or we do it while we complain. Is this serving in love? Jesus died so that we could be brought into right relationship with others. He created us to love and serve one another. We need to serve one another without complaining or grumbling.**
- Have a child volunteer read 1 Peter 4:9. Then ask the children to write Galatians 5:13 on a piece of paper. Say, **Take this paper home and place it somewhere so it can remind you to be a servant. With a partner, spend a few minutes memorizing this verse. Say it to your partner.**
- **Jesus is our example for serving others in love.**
- Have a child volunteer read John 13:1-5, 12-17. Explain to the children that **In Biblical times, people walked from place to place on dusty roads. It was a practice of hospitality to offer a basin of clean water when someone came to your house so that they could clean their feet and come into your home with clean feet. This foot washing was often done by a servant. Jesus is our example of such servant hood. He humbled Himself by coming to earth. Daily He humbled Himself by meeting people's daily needs, no matter how inconvenient or dirty it was.**
- If available, have a basin of water ready and allow children to take turns washing one another's feet. If a basin with water is not available, divide the children into groups of four and have them role-play Jesus washing the disciples' feet. When everyone has finished, come back together and discuss how the children felt as they were washing or pretending to wash someone else's feet. This can be a very powerful experience for all involved.
- Next, divide the children into groups of three, and have them discuss which wall of the Christian Worldview house model reminds us to serve one another in love. Have them write down everything they can remember about the wall. Discuss this activity as a class and write down the children's ideas. (Encourage them to say that the blue wall represents our relationship with others. God created us to get along with others, to help, love and live with others.)

- Continue the lesson, saying to the children, **Some people might think that being a servant is beneath them. They may have allowed pride to rule their heart. Jesus tells us differently in Mark 10:43. Honour is bestowed on those who demonstrate a servant's heart. We do not achieve greatness by ruling over others, but by humbly serving them with love. How can we serve one another?** Allow time for answers.
- **We can serve one another not only in acts of service (doing things for them) but also by loving others the way we love ourselves.** Divide the children into groups of four and tell them to **come up with a list of ideas for different acts of service, and examples of practical ways to show love to others as you love yourself. Come up with three or four example for each, write them down, and when everyone has finished, share them with the rest of the class.**

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## Closing the Lesson

- Now here is an opportunity to put our love into action! As a class, think of an act of service that you can do for someone else, for the school, or for your community. For example, you could clean up the trash around your school, clean the toilet area, or care for a family's children so the mother can go to the market. Think creatively together and come up with a plan to serve as a class. Then go out and serve in love, just as Jesus has demonstrated!

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## **ALTERNATE ACTIVITY**

- Pair the children up and blindfold one child at a time using a piece of cloth or a scarf. Bring the child up to the front of the class, turn the child with the blindfold around three times and instruct him or her to walk back to his or her desk. Stay close by so the blindfolded child does not get hurt. Then do this again, but have the partner guide the child back to the seat. Explain that many tasks are difficult, even impossible to do alone. But when someone serves us with a willing and loving heart, we can do what we could not otherwise do by ourselves. God created us to depend on others.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service.

## AGE GROUP: 9-11

YEAR: 1

UNIT: Serve one another in love: my family and nation

LESSON: Identifying ways to serve one another with love

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

1. Identify two ways that he or she could serve others.



## Materials Needed

- Paper, coloured pencils, bible

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



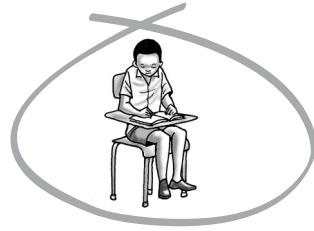
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read Mark 2:1-14 and find an illustration, if available (or have a child who is a good artist draw the scene).
4. Write out the questions for the middle learning activity:
  - a) Share how you feel about being friendly when you receive nothing in return for your efforts.
  - b) Share about a time when you were able to demonstrate friendliness to an enemy or a stranger
  - c) Discuss a time when someone was unfriendly to you. Share how you felt.
  - d) Share your ideas about why some people are easier to be friendly or kind to than others.
5. Pray that the children would learn to serve others in love.



## CLASS TIME

### Introduction



- Today we are going to play a game called “Are you being served?”

- Divide the class into teams of six. Each team must think of different ways that they can serve someone else. They must write down these ideas.
- The team must then perform these tasks. The tasks must be simple and should be things that can be done around the school and for the other children in the class.
- The children they serve need not be on their team, but they can be.
- The children have 10 minutes to complete these tasks. The team with the most tasks completed wins.
- Some examples of tasks are: cleaning the chalkboard for the teacher, emptying the wastebasket, picking up trash in the classroom, wiping off another child’s desk, etc. Each team will try to out-serve the other teams!

## Presentation/Learning Activities



- Emphasize to the children that we can never out-serve God. He is our example of a humble servant. There is a Bible story that talks about a group of friends who wanted to serve another friend. Can you guess which one it is?
  - Read Mark 2:1-14. What wonderful friends this man had! They were so eager to see their friend healed that they were willing to take the roof off of the building so he could see Jesus! Those are true friends who really demonstrated serving one another in love.
  - Divide the children into groups of five. Invite them to write a short skit about the conversation that went on while the friends took apart the roof. Be creative! Was their conversation funny or serious? Present your skit to the rest of the class.



- Write out the questions below on slips of paper before class. Place the children into groups of four. Hand each person a slip of paper that with one of the following questions:
  - a) Share how you feel about being friendly when you receive nothing in return for your efforts.
  - b) Share about a time when you were able to demonstrate friendliness to an enemy or stranger.
  - c) Discuss a time when someone was unfriendly to you. Share how you felt.
  - d) Share your ideas about why some people are easier to be friendly or kind to than others.
- Ask the children to discuss their answers with one another.



- Ask the children, What colour wall in the Christian Worldview model encourages us

**to serve others?** Allow time for answers. **What can you tell me about the blue wall?**

Write the children suggestions on the chalkboard. (They should say, "We were created to get along with others, to help love and serve others," etc.)

- **God calls us to serve our friends and our enemies.** Have a child volunteer to read Romans 12:20. **It is easy to think of ways to serve our friends, but what about our enemies, or people who are unkind, or whom we do not like? That is difficult.** Have the children discuss practical ways to serve your enemies with the class or in small groups.

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## Closing the Lesson



- **We were created to serve one another with love. Write down three specific ways that you can serve your family and or friends this next week. Try to serve them in at least two of those ways. Next time, tell the class how your serving went. Was it easy or difficult? How did it make you feel afterward?**
- Close in prayer, with child volunteers asking God to help children to identify ways that they can serve others in love.

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## ALTERNATE ACTIVITY



- **Illustrate the story in Mark 2:1-14.** Divide your paper into three sections. First, draw the sick man and his friends on the roof, next draw the sick man being lowered down through the roof, and finally, show Jesus healing the man. Share your picture-story with a partner.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service.

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Serve one another in love**

**LESSON: Learning to love others**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objective

By the end of the lesson, the child should be able to:

1. Demonstrate what it means to love others.



## Materials Needed

- Illustrations of the story of Ruth, in the Book of Ruth, in the Bible.
- Chalkboard or large paper to write on at the front of class.

*Materials Needed for Alternate Activity:*

- Paper and coloured pencils or crayons



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read the Book of Ruth, and Luke 23:34.
4. Pray for the forgiveness activity. Ask God to move in the hearts of the children. Allow time for each child to forgive those who come to mind.
5. Think of some volunteer activities to do as a class so you can give suggestions e.g. community clean up, helping elderly people, visiting the sick, praying for them, witnessing



## CLASS TIME

### Introduction



- **Jesus told us to love one another.** Have child read John 13:34. **Two lessons ago, you decided as a class on a volunteer activity that you could do together. How did this go? Start thinking together again and decide on another volunteer activity that is different from the first one. God wants us to serve one another in love. Caring for someone's children, visiting the elderly, and helping the sick are all ways to serve. Acts of service are a wonderful way to show God's love.**
- **On the board, write down all the ideas for your volunteer activity. You can't do all of the ideas, but perhaps some of you will decide in smaller groups to do some of the things that weren't chosen. Try to out-serve everyone else!** Read Mark 10:43.

## Presentation/Learning Activities



- **We can serve others, but sometimes we serve grudgingly. That is not genuine service. We want to serve in love.**
  - Write the following scenes on slips of paper and put in a basket. Place the child in groups of 4 or 5 and have each group choose one slip of paper. In your groups of 4 come up with two different ways that you can act your scene on your paper.
  - 1. A) You are asked to cook the family supper and you don't want to so you complain the entire time. B) You are asked to cook the family supper and you gladly do it.
  - 2. A) Your parents ask you to finish a task but your friends ask you to go for a walk with them. You finish your task but slam things around. B) You tell your friends you can't go with them and finish the chore gladly.
  - 3. A) Your sister has been unkind to you all day and now she wants help finishing a difficult task. You yell at her and tell her you won't do it because she's been mean to you. B) You tell her that you will help her finish her task.



- Sometimes in order to serve someone with love, we need to forgive that person first. Jesus even forgave the people who crucified Him. Read Luke 23:34.
  - **How do you respond to an enemy? How should you respond to an enemy? Besides forgiving your enemies, can you think of other ways you could serve them with love?**
  - **Spend a few quiet moments in prayer and ask the Lord if there are any people whom you need to forgive. Wait for the Lord to bring those people in your thoughts. One by one, forgive them and ask the Lord to bless them. Sometimes we may not be ready to forgive someone. Ask that the Lord would help heal your heart and give you the ability to forgive. Forgiveness is not an emotion. Most often you don't feel like forgiving someone. However, we know that it is what Jesus has asked us to do. We want to be obedient to the Lord, He knows best! We can be free from the bondage of unforgiveness, and then can serve everyone with love.**



- **Have you ever heard the story of Ruth in the Bible?** Allow time for answers. Divide the class into four groups and have each group read one chapter of Ruth. In chapter order, have each group re-tell or act out what happened in their assigned chapter. The chapters should be presented to portray the story as follows:
  - Ruth was a widow who committed to serve her mother-in-law Naomi, even if it meant moving away from her home. She faithfully served her mother-in-law, Naomi, by taking care of her and by gleaning the wheat from Boaz, a distant relative's field. Boaz vowed to protect and care for the women by marrying Ruth. Ruth's obedience and servant hood were rewarded by the Lord. Through her ancestral lineage King David and Jesus were born.
- **How would you sum up the story of Ruth in one word?** Allow time for answers. **Which wall of the Christian Worldview house model would represent the story of Ruth? Allow time for answers. Good. The blue wall reminds us that God created us to love, serve, and get along with others.**

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## Closing the Lesson



- **God calls us to serve with love all who we come in contact with, whether friend or enemy. We all have value in God's eyes. Knowing this, how should it change the way that you act toward everyone?**
- Read Luke 10:27. **God tells us to "love your neighbour as you love yourself." This is very hard to do, but it is a commandment, not a suggestion.**
- Close with prayer in small groups, with the children asking God to help them serve with love, and express love to all people.

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## ALTERNATE ACTIVITY



- Divide the class into four groups. Assign each group a chapter of Ruth. Have them illustrate their favourite scene from that chapter. Have the children bring all their illustrations to the front of the class and put them in order, from chapters 1-4. Have them take turns telling why they chose to illustrate that particular scene in their assigned chapter. Have them explain how that scene depicts Ruth serving Naomi with love.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

## AGE GROUP: 9-11

YEAR: 1

UNIT: **Serve one another in love**

LESSON: **Serving my family and community**

TIME NEEDED TO TEACH LESSON: **45 Minutes**

## Objective

By the end of the lesson, the child should be able to:

1. Identify ways to serve his/her family and the wider community.



## Materials Needed

- Paper, coloured pencils, Bible

*Materials Needed for Alternate Activity:*

- Paper, pencil



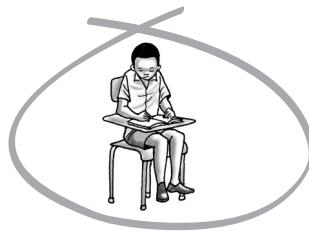
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Plan out your walk around the school and community. Find places to point out ideas for servant hood.
4. Read Genesis 12:1-3. Be familiar with discussion points for this lesson.
5. Pray that the children will have a desire to serve their families and communities.



## CLASS TIME

### Introduction



- Write on the chalkboard, "If I were elected president or prime minister of Kenya..." Discuss with children the possibility of each of them holding the highest position in government in Kenya. What would they do with that power and authority? As friends of God, what ideas could they think of that would best serve their nation? Write those ideas on the chalkboard.

## Presentation/Learning Activities



- Take a walk around the outside of the church and the area beyond, if possible. Say to the children as you walk, **God called us to serve in love. As we walk around, where do you see a need to serve? Is it planting plants or trees around the church for shade? Helping to improve the safety around the church by making sure there is no broken glass or other harmful objects? Is it improving your family's home life by taking on extra household tasks? Is it finishing school so you can get elected to a governmental position that could create change for your generation?** Stop outside and discuss with the children all the possibilities of servant hood within their school, family, community, and even their nation.



- **How can we serve others?** Allow time for answers. **Which wall of the Christian Worldview house model (teaching aid available on order) tells us that we were created to serve others?** Allow time for answers. **Tell me everything you can remember about the blue wall.** Write answers on board.

- **God has called us to serve our family, our church and our community. We serve our family by being a helpful, cheerful son/daughter/sister/brother. We help out with chores, help care for siblings, and pray for our family. We serve our church by maintaining our relationship with God, furthering His kingdom by telling others about Him, and helping out at the church wherever the need may be. We serve our community by becoming productive members of our community, staying in school and contributing to the local economy.** Have the children divide a piece of paper into three parts and write these headings across the top: Serve my family, Serve my church and Serve my community. Then divide the children into groups of four for the activity below.



- **In your groups of four, come up with four ideas for each category (serving family, church and nation) and write them down on your paper. You may illustrate your paper. When you have finished, each group should present to the class your two best ideas from each category.**



- Tell the following story, or have a child volunteer read it. **Atieno stood in the doorway of her house. She yelled for her mother. "Mama!" she screamed, "Anna won't pick up**

all my toys.” “Why should she?” her mother said, with exasperation. “Last week, I was nice to Anna and lent her my doll to play with.” “Well, that was nice of you, Atieno, but Anna doesn’t have to pick up your toys for you. That’s your job.” Atieno stomped her foot and run off. “I’m never going to help anyone again. You don’t get back anything in return!” she said under her breath as she marched away.

- What do you think of Atieno’s behaviour? Discuss this as a class.
- There should be no conditions attached to servant hood. You do not have a heart of true service if you say, “If you do this for me, I’ll do this for you.” We are to serve without expecting anything in return.
- Read Genesis 12:1-3. God made a covenant with Abraham, telling him that his descendants would be a special people in God’s sight, and that God would bring blessing to the nations through these descendants. They would be a special people who would serve the nations with love and in turn bless and affect the whole world. You are a part of that! As a child of God, you are called by Him to serve, affect and change your generation for the better. Wow, what a great responsibility we all have! What is one way you would like to change the world? Share your ideas with the rest of the class.

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## Closing the Lesson



- Take your best idea for changing the world and illustrate it on paper. (This activity may be done in pairs.) Write your servant idea across the top. Post the children’ pictures on a wall of the classroom. Title the gallery “Serving with Love Creates Positive Change.”

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## ALTERNATE ACTIVITY



- You have been elected mayor or counsellor of your town or village. There is much to do. Write down how your day would look with all of your important meetings and things you have to do. Write down your goals for the day. They should be all the ways you will serve your village. Once you have finished, share your ideas with a partner.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Serving one another in love**

**LESSON: Praying for others**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objectives

By the end of the lesson the child should be able to:-

1. Demonstrate how to pray for someone else.
2. Explain why he/she needs to pray for others



## Materials Needed

- Bible
- Paper and coloured pencils

*Materials Needed for Alternate Activity:*

- Pencil, paper, crayons



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read Matthew 6:9-13 and write it on the chalkboard.
4. For a closing prayer, you may have to clear aside desks to allow for children to pray as a group.



# CLASSTIME

## Introduction:



- Put your hand up if you know someone has prayed for you. Was it your parents, a grandparent or someone from your extended family, a teacher, a pastor? Allow time for answers. How did it make you feel to know someone was praying for you?
- Put your hand up if you have prayed for someone else. Good!

## Presentation/learning activities



- **Praying for someone is a wonderful way to serve. How do you pray for someone?** Allow children to share their ideas.
- **Let's look at the Lord's Prayer.** Have a child volunteer read Matthew 6:9-13. This is a prayer that Jesus prayed when He was teaching His disciples how to pray. Read it again. This is a great prayer to memorize. Write the Lord's Prayer on the board.
  - In groups of two, practice saying the prayer to one another without looking at the board. When we come back together as a class, we will say the prayer together.
  - What does the prayer start with? Allow time for answers. This prayer starts with praise: "Dear God in heaven, praise your name. Your kingdom come, your will be done on earth as it is in heaven." What comes next? Allow time for answers. "Give us today our daily bread." Then the prayer contains requests: "Forgive us of our sins, as we forgive those who sin against us. Save us from time of trial and deliver us from evil. For the kingdom and power and the glory are yours, now and forever." That's a great prayer! Pray that prayer with a partner, but instead of saying "us," insert your partner's name. Finish by saying "Amen!" Isn't it great to pray like Jesus did?
- **Who are some people you could pray for?** Write the children' answers on the board. Your family, friends, classmates, teachers, people who live around you, people whom your family does business with -- these are all people that you can pray for. God has given you a sphere of influence -- a group of people that you interact with every day, or every week, or who you see now and then - whom you can pray for regularly.



- These people are like a garden that the Lord has planted, and He has put you in the middle of it. Sometimes we call it our sukumawiki garden (or say the name of a local vegetable e.g. mkunde,).
- Who is in your sukumawiki garden?" On a piece of paper, write out all the names of the people in your personal sphere of influence. You can illustrate it if you like by drawing those people as if they were plants in your garden. You can post your drawing at home to remind you to pray for these people. You can also pray for people in the community who help others, such as teachers, nurses, doctors, or community workers, village elders.
- You could pray that people who are sick or in the hospital in your

community would be healed. You could pray for the police, mayor or leaders in your region. Ask God whom you should pray for. What a wonderful responsibility we have by lifting these people up in prayer before God!



- How should we pray for others? Allow time for answers. Sometimes it is difficult to think of things to pray about.
- Divide into groups of three and come up with a list of eight things that you could pray for on behalf of someone else. What would you like others to pray for you? Share your best three ideas with the rest of the class.
- You could thank God for your friends, ask the Lord to heal them, ask Him to help them do well in school, to have enough food for their families to eat, to be able to get along well with others, to have a desire to read God's Word and pray. There are so many things you could pray for!
- When you pray for someone, you can ask that person if you could lay your hand on his or her shoulder. Some people don't like to be touched when they are prayed for, but others love the contact. Just ask, and don't be offended if they don't want to be touched. In your groups, practice praying about two of the items you came up with in your group. Jesus tells us in John 15:17 to "love each other." You can pray out loud or silently. If you pray silently, then simply say "Amen" when you are finished so the person you are praying for knows that you are done. What a great way to show love to others by praying for them!
- What else are you showing others when you pray for them? Allow time for answers. You are serving them. Discuss with a partner which wall of the Christian Worldview house encourages us to pray for one another. Good. The blue wall tells us that God created us to love and serve others.
- If you have time, discuss as a class or break the children into groups of five to consider the following questions: How else besides praying can you serve your family? In what ways besides praying can you serve your community? And how else besides prayer can you serve your nation?

## Closing the Lesson



- Ask the children if anyone needs physical healing, or has any other need. Ask all children who have a prayer request to come to the front. Have the rest of the children gather around them and lay hands on them (asking permission first). Have children take turns praying for the healing of the other children and family, silently or out loud. You as the teacher can close the prayer time by thanking God for healing and for teaching us how to serve one another through prayer.

## ALTERNATE ACTIVITY



- With a partner, draw a map of your community and put an "X" over every place where you are praying for someone in your community. Share your map with the other groups and determine if every part of your community has someone praying for them. If not, determine as a class how to fill in the holes and pray for people that you might not know.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

## AGE GROUP: 9-11

YEAR: 1

UNIT: Serve one another in love

LESSON: Praying for our community, town and nation

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

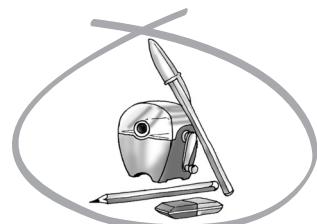
By the end of the lesson, the child should be able to:

1. Demonstrate how to pray for Kenya
2. Explain why he/she needs to pray for Kenya



## Materials Needed

- Paper and colored pencils
- Paper or fabric to construct a target
- Rock/stones to throw at the target
- Bible



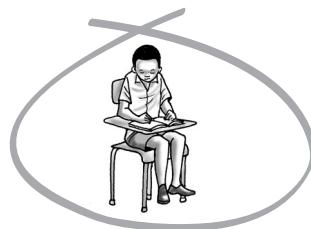
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Map out where you will prayer walk with children.
4. Read Genesis 17:1-7.
5. Pray that the children will develop a desire to pray for their nation.



# CLASS TIME

## Introduction



- Have you ever seen a target or a bulls-eye? It can be a piece of white paper with a small solid circle in the center and circles of increasing circumference around the small circle in the middle. You aim an arrow or another weapon at the center, and if you hit the small circle, you call it hitting the bulls-eye.
- Divide the children into groups of five and ask them to design a target that they will throw rock/stones at. Instruct them to take their targets outside, where each group should gather three rock/stones. **Each person should throw three stones. Decide among your group which person had the most accurate throw.**
- When we pray, we can think of our prayers like arrows aimed at a bulls-eye. As you learn more about prayer, you can pray prayers that are effective and cause change. We want to be God's warriors with prayer arrows that we can shoot at the place where we live so that God's plan and purpose can come to pass in our community and the lives of those who live there. We have been called to serve one another with love, and when we pray for our community and our nation, we serve with love. Ask God which prayer targets He wants you to pray for, and send your prayers toward them just as if you were aiming to strike the very center of a bulls-eye target.

## Presentation/Learning Activities



- During the last lesson we learned to pray for one another. When we pray for each other, we are serving one another in love. When we serve others in love by praying for others, we are building strong relationships with them. That's just the way God designed it! You can serve by praying for others in any place, at any time. Which wall of the Christian Worldview house model tells us to serve in love? Allow time for answers. The blue wall tells us that God created us to love and serve others.



- Today we are going to take a prayer walk around the church and beyond. We are going to pray while we walk. As we walk, there may be things you see that could trigger a prayer. You could pray quietly to yourself or silently in your heart. You don't want to gather a lot of attention to what you are doing. We are going to pray for our community and the people in our community. Ask God to open your eyes as you walk to show you things to pray for. Pray for the businesses in your community, the schools, the children, the elderly and the sick. Pray for protection over your village or town, pray for healing of those in the hospitals, pray for the government leaders. Remember that as you pray you are serving others with love. Let's have some fun on our walk while we show love to our community!



- Discuss the prayer walk. **How did you feel while you were praying? Did you feel excited that you could make a difference through your prayers? What things did you see that triggered a prayer? What were the reactions of people who saw you?**

- o Divide the children into groups of four and ask them to come up with a plan for a future prayer walk. **Will you walk around your village, or past nearby businesses, or the church? What are some prayer targets that you have in mind?** Have each group share with the class their plan for their next prayer walk.



- Divide the children into groups of three. Instruct each group to **make a collage that shows how praying for your community can hit the target. You pray for healing, salvation, blessing and prosperity for your community. How do you think your community could look after your prayers? You could draw your community before prayer, and then dream what it could look like after prayer. Use your imagination. You could tear shapes from paper, write words, glue objects that you find such as pebbles, feathers, leaves, or anything else that you might need. Share your picture with the other groups.**
- **You also need to continuously pray for Kenya as a country. Thank God for His blessings upon Kenya and pray for: peaceful co-existence of members of different tribes, unity among the different tribes God to give us good leaders, God to make our leaders make decisions that benefit all people and not themselves alone, economic development, end of corruption in all areas, etc**

## Closing the Lesson



- Have the children read Genesis 17:1-7, with each one reading a verse. **How do you think Abraham's prayers affected nations? Allow time for discussion. Abraham was the father of many nations. Through his obedience God blessed His people. Abraham's descendants were so numerous he couldn't count them. When Abraham prayed for his family and his family to come, he prayed for the nations. When God gave Abraham this promise – that he would have many descendants -- Abraham was 99 years old and didn't have any child with his wife Sarah! But God's promise was true, and soon their son, Isaac, was born. You never know what God will do through your obedience when you pray for your nation.** Close with prayer together and have child volunteers pray for their families, communities, towns, cities and nation.

## ALTERNATE ACTIVITY



- Divide the children into groups of four. Have them pray for your community using these five areas of focus. (Write these on the chalkboard.)
  - o Pray for those who are sick
  - o Pray for those who are hungry
  - o Pray for those who need Jesus
  - o Pray for those who need protection
  - o Pray for your nation to prosper and be governed by honest men and women.
  - o Pray for the youth; to get employment and to have morally upright behaviours

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

## AGE GROUP: 9-11

YEAR: 1

UNIT: **Serve one another in love**

LESSON: **Loving the nations and praying for peace**

TIME NEEDED TO TEACH LESSON: **45 Minutes**

## Objectives

By the end of the lesson, the child should be able to:

- I. Give the importance and value of loving all nations and their peoples.



## Materials Needed

- Paper, coloured pencils, tape or glue, embellishments if available, such as feathers, tiny pebbles, leaves, Bible the globe or world map.

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



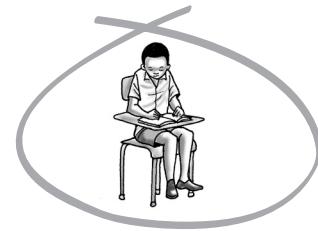
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Write Matthew 28:19-20 on the chalkboard. Read Isaiah 41:10.
4. Tape or glue papers together to make banners.
5. Pray that the children would develop a desire to serve others.



## CLASS TIME

### Introduction



- **Imagine that the world is at war, and it is your job to save it.** Divide yourselves into groups of four and imagine ways that you could promote peace with other nations. If you had unlimited resources (time, money, manpower, ability), what would you dream of doing? What methods would you use to try to persuade those in power to stop fighting and choose peace? In your groups, come up with a list of your best ideas and present them to the rest of the class. Once the presentations are completed, discuss with the children that as children of God, we have been called to love our neighbours as ourselves, and that includes other nations, tribes, and cultures.

## Presentation/Learning Activities



- **We are going to go on a tour around the world.** Use a map of the world, if available, to show the children where each of these destinations is located in relation to where they live. **Our first stop is Africa.** There are approximately 910 million people who live in Africa. It is a continent of varied geography, rich and diverse cultural heritage, and vibrant people. It is also a continent where many nations have endured civil wars, famine, diseases and poverty. Let's pray for Africa. Have a child volunteer pray Isaiah 41:10. "Father, I pray that Africa would hear that You are the only God. I pray that they would put their trust and faith in You. Help heal their land and bring peace where there is war. Bring food and water to those who have none. Bring healing and hope to those affected by diseases and especially HIV and Aids. Send researchers wisdom to be able to come with medicines for these diseases. Bless Africa. In Jesus' name."
- Now we move on to Asia. Asia has nearly 4 billion people. China has more people than any other nation in the world! It is a huge country. A Chinese child from the north will have a very different life and way of speaking from someone who lives in the warm south of China or grasslands of west China. Let's pray Ephesians 1:17-18. Who would like to volunteer? Have a child read these verses. "Father, as Asians look for the truth, open their spiritual eyes and enlighten their hearts so that they may know You and Your power as the Truth. In Jesus' name. Amen."
- Now we'll go to Central and South America. There are about 31 million people who live in Central America and 375 million who live in South America. This region of the world stretches across half the globe, from the hot tropics nearly all the way to the South Pole. Let's pray Luke 10:2. Who would like to pray for Central and South America? Have a child read Luke 10:2. "Lord of the Harvest, send Christians who were born in Central and South America to tell others in their countries about your great love. There are so many who need to hear. In Jesus' name. Amen."
- What are some practical ways we can love the other nations of the world? In your groups of four, discuss some of these ways and then act out how these ideas could be put into practice. Choose your best idea and present to the rest of the class.
- Have a child volunteer read Matthew 28:19-20. Jesus tells us to go to all the nations and tell others about Him. You may not ever be able to travel to other nations, but your prayers can travel there and bless the children of another nation. Write out

**the Matthew 28 verse.** (Write this verse on the chalkboard for the children to copy.)  
**Hang it up at home as a reminder to love all the nations of the world.**

## Closing the Lesson



- **We love others by serving them, and one way we serve them is by praying for them. By praying for the nations, we show love to the people of all nations and reflect God's image. Which wall of the Christian world view house model have we been talking about today?** Allow time for answers. **Good. The blue wall reminds us that we were created to love and serve others. What else do you remember about the blue wall?** Allow time for answers.
- **God created the whole world, including the people of all the nations that are in it. How does that statement relate to our call to servant hood?** Allow time for answers.
- List all the nations on the chalkboard that the children can think of.
- Assign a nation to a small group of children and have them make a banner for that nation by writing the nation's name across several pieces of paper taped or glued together.
- Have a parade of nations! You could have a parade in your classroom or in front of other classes. You could even march around the school.
- Close with prayer from child volunteers for all the children of the world in every nation. Ask that the Lord would give you a love for all people so that we could serve them, pray for them, and love them the way Christ would.

## ALTERNATE ACTIVITY



- Divide the children into groups and have them create banners that depict children of the world coming together in peace and harmony. Display the banners at the front of the room and have child volunteers pray for the nations represented in the banners. Have a "Parade of Nations" by marching with the various nations' banners.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service.

## AGE GROUP: 9-11

YEAR: 1

UNIT: God cares for His creation and I will, too

LESSON: God is a God of order

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Identify God's order in creation and acknowledge the command to be good stewards of our environment.



## Materials Needed

- Paper, coloured pencils
- Seeds for every child, if available

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



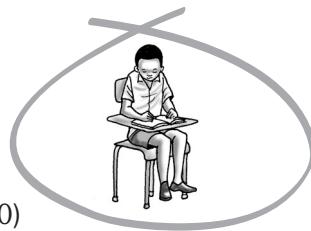
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Write 1 Corinthians 14:40 on the chalkboard.
4. Read Exodus 25-31.
5. Pray that the children will develop a sense of responsibility for the environment.



## CLASS TIME

### Introduction



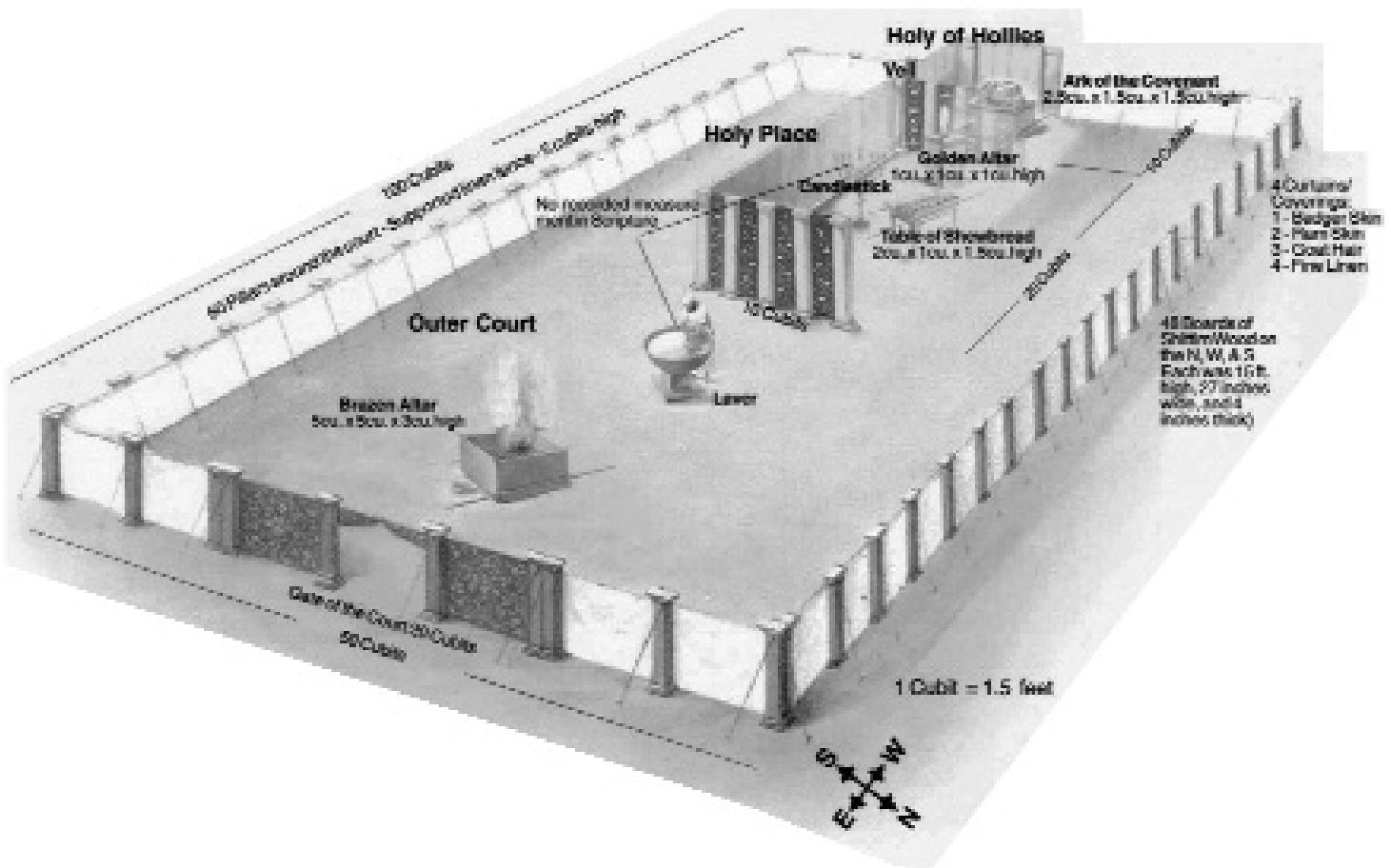
- Write on chalkboard "God is a God of order." (1 Corinthians 14:40) Say to the children, **He never intends to make us feel confused or in disorder. He is the God of peace and order. What do you think order looks like?** Let the children answer. **Is it a clean house? Is it having all your chores done at the end of the day? Is it freedom from disorder or chaos?** Have some child volunteers draw on the chalkboard what they think order looks like. Have them share their depictions and ideas with the class.

## Presentation/Learning Activities



- Tell the children this story: **When Moses was in the wilderness, he built a Tabernacle where the children of Israel could come to worship God. God gave Moses the plans for how it should be set up.** You can find the information in Exodus chapters 25-31.
- (Show illustration to children) **First there was an outer court where people would come in and sacrifice an animal to pay for their sins.** This was what people did before Jesus came to pay the price for our sins. Now we don't have to sacrifice animals. Jesus' sacrifice was enough. In the outer court the priests would wash the dirt of the world off in a large basin of water called a laver, to clean themselves before they came into the presence of God. Can you point to the outer court in the illustration? Good.
- Next, they would move to the Holy Place. In the Holy Place was a table of bread, an altar with incense, and a golden lamp stand. The bread represented God's presence, the incense His fragrance and the golden lamp stand His light. Can you find the Holy Place on the illustration?
- Finally, the priests would be chosen once a year to enter into the most sacred part of the tabernacle, the "Holy of Holies." It was very exciting, because that was where the Ark of the Covenant -- God's promises to Israel -- and the Mercy Seat were located. Inside the Ark of the Covenant were the 10 Commandments, the budding rod of Aaron and a pot of manna. The Mercy Seat was the place of God's presence. It sounds very complicated back then to come into the presence of the Lord. But there was an order to it: first, entry into the outer court, then the holy place, and then the Holy of Holies.
  - **What do you think it would have been like to live in the days of the Tabernacle when you had to sacrifice an animal for your sins?** Discuss this as a class. **What do you think are some of the differences between living in your generation now, and living back in the days of the Tabernacle?** Discuss this as a class. **Now, we can come directly to God and ask Him to forgive our sins and not have to sacrifice an animal. Jesus was the sacrifice for us, once and for all!**
- Now we come to God and can pray and worship Him without having to go through the Tabernacle. It does show us God's desire for order, though.
  - **What do you think each court represents, as we look at the Tabernacle and think about our own walk with God?** Discuss this as a class. **We come to the**

## The Structure and Dimensions of the Tabernacle



outer court with our songs of worship and thoughts of praise to Him. We ask forgiveness for our sins so we can be clean in His presence. We go to the holy place by praying to Him and telling Him our requests. Then we go to the Holy of Holies by quietly listening to His voice in our hearts. The Holy of Holies is where we connect with God and feel His presence in a very real way. Remembering the Tabernacle is a good way to remember to come into God's presence. There is an order to it.



- Can you remember what God made on the different days of creation? Divide the children into groups of three and ask them to take a few minutes to write down what they remember God created on each day.
  - We also see order to how God made creation. He made specific things on specific days. It was all done in an orderly manner. There is an order to His creation.
  - Consider a seed, for example. (Pass out seeds for each child if you have them available.) The seed first has to be planted, then watered, then it grows with the help of the sun until it reaches maturity, then it buds, then flowers, fruit may grow, then it eventually dies. This is true with all plants. There is order in all of creation. What are some other things in nature that you see order exemplified in?
  - Divide up into groups of four and perform a skit showing one of your

**observations of order in nature.** You may need to give the children some ideas or an example to follow. Then discuss their examples as a class.

- **Which wall of the Christian Worldview house model ( teaching aid available on order) have we not talked about yet? Yes. The green wall. The green wall tells us that God is a God of order. That order is reflected in the wonderful earth that He created for us. We are responsible to take care of the earth, to protect it and make sure that the system of natural order God created is respected and preserved.**
- 

## Closing the Lesson



- Ask the children, **What can you tell me about what you have learned today?**



- Have children come up to chalkboard and write down answers. They might include such observations as these: **God has used order in His creation. We can see it all around us. We can have peace because we know that He is in control. He is the God of Order.**
  - Close the class in prayer, thanking God for the order he has established for His creation, and for our lives within it.
- 

## ALTERNATE ACTIVITY



- Divide the children into groups of three. Tell each group to **draw a picture of what you think the Tabernacle looked like and label the outer court, holy place and Holy of Holies. Let it remind you that you can now come into God's presence – and into the holiest place of relationship with Him -- because Jesus died for us and has made Himself a bridge between us and God.**

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service

## AGE GROUP: 9-11

YEAR: 1

UNIT: God cares for His creation and I will, too

LESSON: God cares for His creation

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

1. Explain to another person how God loves and cares for everything He has created.



## Materials Needed

- Paper, coloured pencils

*Materials Needed for Alternate Activity:*

- Paper, coloured pencils



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read Matthew 6:25-34, 10:29, Luke 12:6, 7.
4. Pray that the children would understand how much God loves them.



## CLASS TIME

### Introduction



- **What do you think is the most unusual or strange animal, insect, bird or creature from the sea that God created?** Discuss the children' answers as a class. Then say; **Now I want you to imagine that you could create any type of animal, insect, bird or sea creature. You can not choose one that has already been created! What would it look like? What would it eat? What would it sound like or smell like? How would it travel around?**

- Divide the children into groups of three. Tell them that their task is to **create a new creature, draw it, and share your creation with the rest of the class.** Once all the children have shared the drawings of their new creatures, explain how God created everything on earth and He cares about all of it. **He imagined every fast animal, every glittery fish, every frightening insect, every screeching bird -- He created them and He loves them all!**

## Presentation/Learning Activities



- Remind the children that **God knows everything about His creation. He is even aware of when a bird dies!** Have child volunteers read Matthew 10:29 and Luke 12:6. **Knowing God cares so much about the smallest creatures reassures us that He cares very deeply about us, we humans who are made in His own image!**
- Divide the children into groups of three once more. Instruct them to **write down every type of animal, insect, sea creature and plant that you know of that lives within 5 km of the church. God has a lot to take care of, yet He is creator and He loves taking care of His creation. He also relies on us to care for it properly, too.**
- Have a child volunteer read Luke 12:7. **God cares so much about the smallest details of creation that He even knows how many hairs are on your head.**



- **In your groups of three, spend a few minutes counting the hairs on your neighbour's head, or your own hair. Share your answers with the class. How can God possibly keep track of all of us? He is God and not only does He keep track, He loves doing it, because He loves us.**
- **Does God really love the dung beetle and the ant?** Describe what these creatures are. Have a child volunteer read Matthew 6:25-34. **God cares for and loves all His creation. The flowers, the birds, and especially His most prized creation of all - us human beings! What does He tell us in these verses?** Have children write their answers on the chalkboard. **In these verses God tells us that He clothes the flowers of the field and He feeds and cares for the birds of the air. He takes care of His creation.**
- **On a piece of paper write, "God loves and cares for His creation."** Each child illustrate this paper with all the imaginative landscapes, animals, plants, birds, insects, etc. that you can think of. If you prefer, you may write about them. **What an incredible God we serve!**

## Closing the Lesson



- God loves and cares for all His creation and that includes us! If He cares for His creation, then we should too.
  - Together as a class, let's think of ways that we can care for His creation.
  - What can you tell me about the green wall on the Christian Worldview house model (teaching aid available on order)? Write the children' answers on chalkboard. Discuss this concept with the children: God gave us the earth to take care of and enjoy. We are responsible to watch over the earth and to take care of it.
  - Close in prayer, asking the Lord to open your eyes this week to His creation and ways that you can care for it.
- 

## ALTERNATE ACTIVITY



- Read Matthew 6:28-29 aloud. God clothes the lilies of the field. Lilies are fragrant flowers with tissue-thin petals. They are very beautiful. You have been chosen to design a new flower or plant. What would it be like? Share your new design with the class. God cares even for flowers with thin petals; we don't need to worry, for we know He will take care of us, too.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ.

**INDICATOR:** Practices spiritual disciplines of prayer, Bible study, worship and service.

**PROGRAMMATIC CONTENT:** Knowledge, attitude and practice that reflect a commitment to the spiritual disciplines of prayer, Bible study, worship and service.

## AGE GROUP: 9-11

YEAR: 1

UNIT: God cares for His creation and I will, too

LESSON: Caring for the earth

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Describe how he/she can be a caretaker of God's creation.

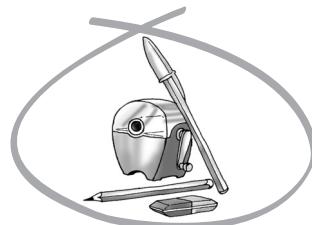


## Materials Needed

- Paper, pencils

*Materials for Alternate Activity:*

- Paper, coloured pencils or crayons to draw with



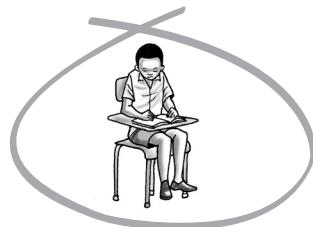
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Write on chalkboard: "If you owned the church and the land around it, and you had access to any resources you needed, what would you do to improve and care for the grounds?"
4. Pray that the children will understand that they are to take care of the earth.



## CLASS TIME

### Introduction



- Divide the children into groups of four. Write the following sentence on the chalkboard: **If you owned the church and the land around it, and you had access to any resources you needed, what would you do to improve and care for the grounds?" Be creative and think of all the fun things you could do.** You may need to help the children with ideas, which could include things like picking up rubbish, planting flowers or trees, making sure no pollutants enter nearby sources of water, etc. Have the groups present their ideas to the class. Have the class vote on the best presentation.

## Presentation/Learning Activities



- We learned during our last lesson that God cares for and loves His creation. God gave Adam and Eve a command in Genesis 1:28. God told them to subdue the earth and take dominion over it. What do you think the word "subdue" means? Allow time for answers. The word "subdue" means to rule over, but in that capacity, God wants us to guard and care for His creation. As God's caretakers of the earth today, He has called on all of us to take care of the land and everything on it (animals, fish, plants, etc.) Wow, that's a big responsibility. How does that make you feel about rubbish around your community, about plants and trees that have died and have not been replaced, about beautifying the grounds around your church, home and community? Discuss these questions together as a class.



- As a class, come up with a service church that in some way beautifies the land around your church. You could plant flowers or vegetables that you grow from seeds, plant trees, repair broken fences to keep grazing animals out, pick up rubbish around the building, etc. Pray and ask that God would give you creative ideas for caring for His creation! Discuss your ideas, write them down on a piece of paper, and position them at the front of the room for everyone to review.



- Ask the children, **Do you ever step over rubbish, ignore broken glass lying on the ground, or toss a sweet wrapper into the street? This is not being a good caretaker of God's creation.** Divide the children into groups of four and instruct them to **make up and act out three scenarios that depict being a good caretaker of God's creation.** Choose your best one and perform for the class.



- **When you take care of the earth, which wall of the Christian Worldview house model are you following?** Allow time for answers. **Good. What does the green wall represent for us?** Discuss together as a class.

## Closing the Lesson



- You are a member of a committee that will improve your town by fixing up the buildings, adding plants and trees, and adding anything else that would make your town or village a place where others would want to live. What will you do? Divide the children into groups of five. Tell them that each group will act as such a committee. Tell the groups that their task is to **list everything that could be done to improve and care for your village. Share your ideas with the class.** If there is anything that your class as a group could actually do, you might want to include this in your volunteer activity. Close in prayer, asking God to give the children a mindset that allows them to see His creation in a new way. Ask Him to help you take seriously your new role as caretakers of His creation.
- Memory verse 1:28 God blessed them and said to them, be fruitful and increase in number, fill the earth and subdue it.

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## ALTERNATE ACTIVITY



- Explain to the children that **the earth -- God's creation -- has deteriorated due to sin. Famine, pandemics and drought are all due to poor stewardship of the earth and its resources.** What do you think the earth looked like before it started to deteriorate? Can you imagine the Garden of Eden in its perfect original state? Illustrate what you think it might have been like. Share your drawings with rest of class, and take turns praying out loud that God would restore His creation.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Memorizes important portions of the Bible

## AGE GROUP: 9-11

YEAR: 1

UNIT: Holidays

LESSON: The Christmas story

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objective

By the end of the lesson, the child should be able to:

1. Narrate the Christmas story.



## Materials Needed

- Bible
- Paper, coloured pencils
- Tree leaves
- Bible pictures on Christmas events
- Pictures of baby Jesus in a manger
- Picture of sheep and Angel Gabriel



*Materials Needed for Alternate Activity:*

- Paper, coloured pencils

## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read the Christmas story in Luke 2:1-20.
4. Pray that the children would understand how much God loves them by studying the Christmas story.



## CLASS TIME

### Introduction



- Ask the children, **What is the best story you've ever heard?**

Allow them to share their favourite stories that they have experienced about Christmas in their own practical daily life. Then say, **Today we are going to learn about the greatest story ever told! We want to learn how to tell it so that we can share this story with our friends and family. It is the story of Jesus' birth. What pieces of this story do you know so far?** Have children share what they know and have them write these details on chalkboard. **Let's piece it all together.**

## Presentation/Learning Activities



- Sit together outside or on a blanket in the classroom. **Get comfortable and get ready to hear the greatest story ever told!**
- Have children take turns reading verses for Luke 1:26-38. Ask them to reflect on what they are reading. **What do you think Gabriel looked like? How do you think you would react if an angel suddenly appeared at your door? What do you think you would have said to the angel?**
- Children volunteer to read verses one after another. Read John 2:11-12
- Children volunteer to read verses one after another.
- Read Luke 2:1-20. **What an incredible story! Isn't it amazing that God chose to come to earth in the form of tiny, humble little baby Jesus?**
- Read John 2:11-12**



- Divide the children into groups of six. **Act out Luke 2:1-20. Be as creative as you can. You can have one person be the narrator (someone who tells the story), or you can have the actors speak. Imagine that you are really part of the Christmas story. Present your skits for rest of class.**

## Closing the Lesson



- The Christmas Story is the one of the most famous stories of all time. The important difference is that this story is true! What are your favourite parts of the story? What do you think the manger would have smelled like? What other animals would have been there?**
- Pretend that you are one of the animals who were there in the stable at the birth of Jesus. Get into groups of three and tell in your own words the Christmas story from an animal's perspective. Share your stories with the rest of the class.**
- Close the class in prayer, thanking God for His gift of Jesus, whose birth we celebrate at Christmas.

## ALTERNATE ACTIVITY



- Read Luke 1:39-56. (Child can volunteer to read.)
- Say to the children, **In the passage of scripture I just read, Verses 46-55 are called "Mary's Song," or the Magnificent. She was so overwhelmed to hear of the angel's news and Elizabeth's news that she couldn't hold it in – she had to sing out to God and worship Him. This is almost like one of David's psalms, which praises God and tells of the wonderful things He does.** Divide the children into groups of four. Have them write a short psalm – or poem of praise -- that tells about God's wonderful plan to come to earth as a baby. Share these with the rest of the class. The children could also do this individually or in pairs. Or, if time is limited, you could instead have them draw the scene inside the stall where Jesus was born. Share the drawings with the class.
- John 20:11 “Unto us a child is born this day in the city of David a saviour who is Christ the Lord.”

### **Song: Christmas carol**

*Joy to the world the Lord is born  
Let earth receive a king  
Let every heart, prepare him room  
And heaven and nature sing ..... and heaven and nature sing,  
And heaven..... and heaven and nature sing*

- Closing prayer: Thank you God for the Saviour's birth. May we be reminded everyday of the purpose of God sending His son Jesus Christ to us.

# Spiritual LESSON

WEEK  
**46**  
Year 1

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands central stories in the Bible

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Holidays**

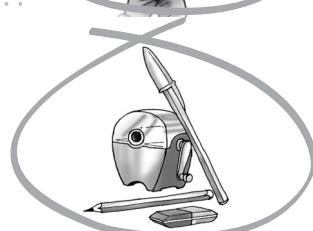
**LESSON: What Christmas means**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objective

By the end of the lesson, the child should be able to:

- I. Describe what the birth of Jesus means to him/her and mankind.



## Materials Needed

- A Christmas song to sing or play or listen to.

*Materials Needed for Alternate Activity:*

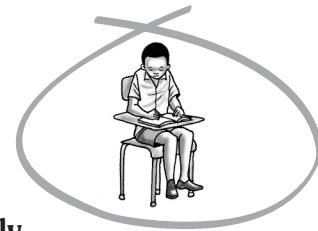
- Bible, to read Luke 2:18-20

## Teacher Preparation

- I. Read through entire lesson.
2. Gather all materials,
3. Read Matthew 1:18-25, Matthew 2:1-12
4. Pray that the Christmas story would help children understand how much God loves them.

## CLASS TIME

### Introduction



- **Imagine you could think about being somewhere and suddenly you were really there! Would you go to the moon? Would you go to visit a friend? Would you go to a far-off land you've always dreamed of? Draw a picture of the place you'd like to go. Draw yourself in the picture, too. Share your picture with the rest of the class, and describe the place you have drawn.** (Be sure to comment on the children' beautiful artwork.) **You have drawn yourself into the scene. Imagine, an artist becoming part of his or her own artwork!**
- **How can an artist walk into his artwork?** Allow time for answers. **Do you think that has ever happened?** Allow time for answers. **God, the Creator of the Universe, who spoke the world into existence, came into his own creation as a baby.** It was just as if the Artist stepped into His canvas upon which he had painted the world. Can you guess who that baby was? Allow time for answers. **It was Jesus!** God, who created the world, came into the world he created. The artist came into His own artwork. **Impossible, you say? No, God did it! God can do anything. He had a special reason to enter his own artwork. What does his coming, in the person of Jesus mean to us?** Allow time for answers.

## Presentation/Learning Activities



- **What did the angels in heaven think when Jesus came from heaven to earth as a little baby? They must have been astounded! No one expected almighty God to become like man He created! He was God! It must have been interesting to hear the conversations that the angels had with one another.**
  - **Let's pretend that you did listen to a conversation between a group of angels discussing why God would leave the beauty and peace of heaven and come to earth as a helpless baby. He wasn't even born in a palace, but chose to be born in a stable!** Divide the children into groups of four and ask them to create and perform a skit depicting what the angels might have said to one another on hearing this news that God had decided to come to earth as a baby born in a stable. Have the children present the skits to the rest of the class.



- **Since Jesus was coming to earth as a baby, he needed parents. It is important to understand how Mary became Jesus' mother. Mary was engaged to be married to Joseph.** Have a child volunteer read Matthew 1:18-25. **God chose faithful Mary to be Jesus' mother and Jesus was divinely placed by God in Mary's womb.** When He was born He was God come to earth, yet He was also man. It is hard to understand how this could be so, but it was part of God's amazing plan for our salvation. When we get to heaven we will understand everything more clearly! **Mary was probably just a teenager when the angel Gabriel appeared to her and told her she would be giving birth to God's son. For some of you, that is just a little older than you are now. What do you think you would you have said? God may be calling some of you to do great things for Him.** What will you say to Him? Allow time for children to respond after each question.

- Jesus loved us so much He was willing to be born and grow up, knowing He would one day die for our sins. This is an incredible love!
- Part of the Christmas story includes a tale about three Wise Men who came from the east to pay their respects to the new baby, who was God come to earth. Read this story aloud in Matthew 2:1-12. The gifts the wise men brought -- gold, frankincense and myrrh – were very costly and precious.



- Pretend that you are a Wise Man. What gift could you bring to Jesus that would show Him your love and adoration? With a partner, discuss what you would give Him if you could give Him anything. What would you give Him right now if you had the chance? Share your ideas with the rest of the class. Discuss what children could give to Jesus that has no monetary value, but would cost them everything (their hearts, or their lives). Challenge them to think about giving Christ the ultimate gift of themselves this Christmas, by accepting Jesus as their Saviour.

## Closing the Lesson



- Jesus, the King of Kings and Prince of Peace chose to be born in a stable to a mother and father who were not wealthy. What does this say about Jesus? Allow children time to answer.
- We can be like Jesus by being humble and content even when our circumstances are sometimes difficult. He loves us so much and wants us to be restored in a right relationship with God the Father. Jesus was born knowing that He would one day die for us, to save us from our sins. He was born and then died so that we might have new life in Him. This was God's ultimate sacrifice of love.
- Close with a Christmas song of worship, if you know one (such as "O Come All Ye Faithful," or "Silent Night," etc.) Finish with a prayer thanking God for the wonderful gift of His birth.
- "Thank you Lord for sending Jesus Christ to be the saviour of mankind. Amen."

## ALTERNATE ACTIVITY



- The shepherds in the fields were treated to an incredible display in the sky on the night Jesus was born, when the angels appeared in a bright and glorious display of light. Read Luke 2:8-20 aloud. Pretend that you were a shepherd that night and saw the angelic host. In groups of three, develop a skit that depicts a shepherd telling his parents and friends what he saw that night. Present it to the rest of the class.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands basic stories of the Bible

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Holidays**

**LESSON: Easter: Jesus' sacrifice and the meaning of Communion**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objective

By the end of the lesson, the child should be able to:

1. Tell the Easter story.



## Materials Needed

- Paper, coloured pencils, scissors
- Bible – Matthew 26:20-35, Matthew 26:69-75



## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. The children will start by making palm leaves out of paper. The paper could be folded in half lengthwise and cut on an angle every two centimetres or so to replicate leaves. If possible, use green-coloured construction paper.
4. Read Matthew 26:20-35, 69-75
5. Pray that the children would know God's incredible love for them.



## CLASS TIME

### Introduction



- Allow children to share their favourite stories on how they have previously celebrated Easter holiday in the practical daily life.
- **Have you ever been to a parade? What was it like? Allow time for children to answer. It is a wonderful procession of happy people who are celebrating. Our Easter story starts with a parade!**
- Let's pretend that you were alive back in Biblical times. It is hot and dusty where you are standing by the side of the road in Jerusalem. It is Passover and there are murmurings that the Messiah will be coming by! Your family has been expecting a Messiah that will save them from the wrath of the Romans, who are in control of Jerusalem. Your mother has passed out palm leaves to wave in joy and honour as the Messiah comes by. They are broad-pronged leaves from the palm trees that provide much-needed shade from the scorching sun.
- You try to imagine what Messiah will look like. Maybe He will be tall and handsome, riding a large white stallion. Maybe He will smile and wave at you. Suddenly a cheer goes up from the crowd. Some people are throwing their palm branches across the road to make a blanket of leaves; some are even throwing their cloaks on the road. Others are joyously waving their leaves above their heads as they cheer, "Hosanna! Blessed is He who comes in the name of the Lord!" "Hosanna" is a shout of praise.
- It is the Messiah! You strain to get a peek at Him. He doesn't look like you though He would. He has a kind face but doesn't look exceptionally tall or fierce. What is He riding on? It is a donkey colt! The King of Kings has chosen to enter Jerusalem on a donkey colt! This is not what you were expecting at all.
- You hear the men talking behind you. They are saying that Jesus told His disciples that as they entered the city they would see a donkey and her colt tied there, and they were to bring them to Jesus! If anyone asked what they were doing, they were to say that "the Lord has need of them!" That's amazing. The Messiah even knew what He was supposed to ride on into the city. He is very humble, not wanting to ride in on a big, powerful stallion. People around you talk about the miracles He has done. You hope you can see more of Him in the coming days.



- Have the children make their own palm branches from paper. Cut or tear big pieces of paper shaped like large leaves. (If you live in an area where palm trees grow near the church, you may wish to take the children outside and collect fallen palm branches to use.) Choose one child to represent Jesus and act out the scene above. Make sure to have the children yell loudly, "Hosanna! Blessed is He who comes in the name of the Lord!"

## Presentation/Learning Activities



- **Jesus and His disciples went into a building to the room upstairs to have the Passover meal together. Jesus knew it would be His last meal with His friends. He taught His disciples once more as they ate together. He washed their feet. Which**

wall of the Christian world view house was Jesus exhibiting when He washed the disciple's feet? Allow time for answers. Children should say the blue wall, which represents serving. Does Jesus want us to follow His example? Jesus then shared a special "communion" meal with His friends. Let's read about it in Matthew 26:20-35. Have a few child volunteers take turns reading the verses in the passage.

- How do you think the disciples felt about what Jesus had just shared with them? Allow time for answers. The Communion meal that Jesus gave for his disciples was a way to help them remember the sacrifice He would make for them. As Christians who follow Jesus, we, too, take Communion in the same manner, in order to remember what He has done for us.
- Have you ever taken Communion? Allow time for answers. Communion is a way to remember Jesus' death for us. The bread represents His broken body, and the wine or juice reminds us of His shed blood. When you take Communion, remember this story and thank Jesus for His incredible sacrifice.
- Once they had finished the meal, Jesus asked His friends to pray with Him. It is wonderful to have close friends that you can pray with. Remember how good it feels to have someone pray for you?
- After dinner, Jesus and His disciples walked to a nearby garden called the Garden of Gethsemane. It was filled with twisted olive trees. It was nighttime by then, and the breeze wafted the scent of olives into the air as Jesus and His disciples sat in the Garden.
- Jesus knew that He was going to the cross to die, but His disciples were confused. Jesus began to pray for His life, and asked God that if it was God's will, He would not have to die. But Jesus wanted God's will and not His own. Jesus looked over at His disciples for support and they were sleeping! When He needed them most, they had fallen asleep.
- Soon, light from torches filled the dark night, and one of the disciples, Judas, approached Jesus and kissed Him. He was paid by the chief priests and elders to betray Jesus. Jesus willingly went with the soldiers that Judas had brought.
- He was put on trial and sentenced to die. They stripped Jesus of His clothes, put a scarlet robe on Him and twisted together a crown of thorns and set it on His head. They mocked Him and spat at Him and threw things at Him. They ripped off His robe and took a whip with bits of sharp stone and bone attached to leather strings and beat Him. His skin was ripped open by the whip, leaving it exposed and battered.
- Jesus was then forced to carry the rough wooden cross on His bloodied back through the streets of Jerusalem. As He stumbled carrying the heavy wood, people would laugh at Him and spit on Him. These were the same people that days before had waved palm branches at His parade! How sad Jesus must have felt carrying His cross through the streets.
- Once they arrived at Golgotha (which means the place of the skull) they put a nail through each of Jesus' hands and pounded them into the cross. Then they put a nail through His feet and nailed His feet to the cross. They hoisted the cross up and let it thumb down into a hole so that all the weight of Jesus' body fell on His nailed hands and feet. He endured this because He loved you so much! Pause and have child volunteer pray and thank Jesus for dying on the cross for them.
- Just before Jesus died, in a loud voice He said "It is Finished". Suddenly, the earth shook and the stones began to split. There was an earthquake! (Matthew 27:50-54) The curtain in the temple split in two from the top to the bottom! It had to be Father God rumbling about His Son! Some of the people stood back and said "this had to be the Son of God!" What do you think the earth was saying about Jesus'

death? Why was the environment responding like it did? Discuss.

- They took Jesus' body down from the cross and buried Him in a tomb. Soldiers made sure that there was a huge stone put across the entrance of the tomb for they didn't want anyone to steal His body. **Why do you think they did that?** Allow time for answers. (Jesus had said He'd be raised from the dead and the Pharisees wanted to make sure that didn't happen.)
- Jesus' family, mother and disciples came to the tomb and cried. They were very sad. Has someone close to you ever died? Allow time for answers. **It is a very sad feeling.**
- Three days after Jesus had died Mary Magdalene and Mary, mother of Jesus went to the tomb. They were shocked that the huge stone was no longer in front of the tomb! In fact, there was an angel sitting on the stone! He was glowing and beautiful. The guards lay on the ground like dead men. There had been an earthquake and the angel had come to roll back the stone! The angel told the women to not be afraid, that Jesus was not there but He was risen! They were filled with joy and raced back to tell the disciples. They ran right into a man. "Greetings" He said. The women gasped. It was Jesus! He was alive! Jesus appeared to and talked to many people over the next 40 days (Acts 1:3-10). After that, He spoke to His disciples and was taken up to heaven before their very eyes! He is waiting there for us. What an incredible Saviour!

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## Closing the Lesson



- There were a lot of events that led up to the Resurrection of Jesus. Do you remember? Allow time for answer. In groups of six draw a time line and list the events that lead to Jesus' death and resurrection. (It started with a parade, then the last supper, then prayer in the garden, then the crucifixion, the resurrection and the ascension.)
- In your same group of six, have each member choose a scene and illustrate it. Once finished, line your papers up in correct order and retell this wonderful story. Each child should have a chance to tell the story to the others in their group.
- Read John 3:16 Close with prayer thanking Jesus for dieing for us so that we can have relationship with God and have eternal life.
- Memory Verse: John 3:16 For God so loved the world that he gave his only begotten son so that whoever believes in him shall not perish but have eternal life.

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## ALTERNATE ACTIVITY



- Serve Communion to the class or invite a pastor to come and talk about and serve Communion. Have a cup of juice and small piece of bread for each child. First read the story of the Last Supper in Luke 22:14-20. Hold up the bread as you read. You can use one large chunk and have children break off little pieces. Have all children wait to eat until everyone has a piece. Talk about the importance of the bread representing the body of Jesus. It is not really His body, but we think of his broken body, and what He did for us on the cross, as we take it. Stress the

importance of the children asking Jesus to forgive their sins before they take the bread. Everyone eat it together. Take the juice (you could serve it in one cup, but be sure to wipe the cup after each child sips, or use individual cups). Explain the importance of the blood of Jesus. His blood heals us, delivers us, and cleanses us. Tell the children to think of this as they take the juice. Finish with a song of praise about the cross and a prayer thanking Jesus for His death and resurrection.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: Holidays**

**LESSON: Everybody loves a birthday!**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objectives

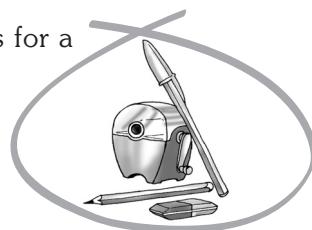
By the end of the lesson, the child should be able to:

1. Design a “Happy birthday” card for a friend.
2. Pray a birthday blessing prayer.



## Materials Needed

- Paper, coloured pencils, tape or glue, and any other festive decorations for a party (ribbons cut from cloth, balloons if available, etc.)
- Paper and coloured pencils to make two cards per child
- Bible



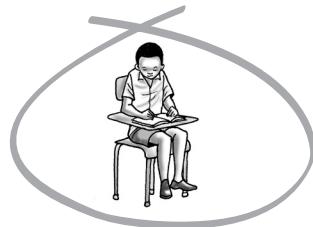
## Teacher Preparation

1. Read through entire lesson.
2. Gather all materials.
3. Read Psalm 139:1-18.
4. Pray that the children would understand that they are uniquely created as children of God, and that we can celebrate a “second birthday” when we accept Jesus Christ as our saviour.



## CLASS TIME

### Introduction



- Today we're having a birthday party, for you! We're pretending every one of you has a birthday today. What are some things that take place on a birthday? Allow time for answers. Have you been to any birthday parties or ever gotten a birthday present? Allow time for answers. What is one of your favourite presents? Allow time for answers. Birthdays are special occasions, the day we celebrate the arrival of a special individual into the world – you! – and to celebrate, we are going to have a party. The first thing we need to do is decorate.
- Have the children make bright and colourful posters saying "Happy Birthday!" and post these around the classroom. (If available, put up streamers or balloons and decorate the room with any other available materials.)

## Presentation/Learning Activities



- **We are going to discover when each of you has a birthday.** On 12 pieces of paper, write each month of the year on one piece of paper. Split the class into 12 groups, or pairs, depending on your class size, and assign each group one month. Have the children go around to other groups and find out which month and day each child was born. All the January birthdays would be written on the January sheet, all the February birthdays on the February sheet, etc. If some children do not know their birth date, tell them you will assign one. Once finished, begin to read the birthday lists in chronological order, beginning with January. Have each group read their month and announce which children have birthdays that month. Keep the mood light and fun. Finish with a cheer for all the birthdays. Post the birthday month sheets in the classroom so the teacher can keep track of children's birthdays and perhaps write a note of encouragement to children on their birthday throughout the year.



- **Everyone loves to receive a birthday card.** Divide the children into groups of four and have each child make a birthday card for the child on their left and right. Pass out paper and coloured pencils. (When finished, each child should receive two cards.) **Fold the paper in half and illustrate the front of the card with a colourful picture you think the recipient would like. Inside the card write "Happy Birthday" or a similar greeting, and sign the card. Write inside the card some words of encouragement, a Bible verse, and/or things you admire about the recipient. The cards should be uplifting and encouraging. Take turns reading the cards to one another in your groups.** This activity can also be done in small groups so more than one child contributes to the making of a card. If some children do not like to draw, they may compose a poem, song, or dance for the other child.



- **Another very special thing we can do for someone who has a birthday is to pray a special birthday prayer. The day that you were born, there was much celebration. God was so delighted with you, He chose a special day for you to be born!** Have child volunteers read Psalm 139:1-18. **You are loved! In groups of four, pray a**

**birthday blessing over one another. It could go something like this: Dear Father, thank you that (insert name) was born. Thank you that you have a special plan and a purpose for this child's life. I pray that this year would be filled with your blessings and goodness. Show them how much you love them. Amen.** (This prayer could even be written on the board for children to use.) Ask the children how it felt to have someone to pray for them and bless them. Allow time for answers.

## Closing the Lesson



- **Do you know that you actually have two birthdays? How is this possible?** Allow time for children to guess. You have a birthday on the day you were physically born, and you have a birthday on the day that you were born again! This is the day that you accepted Jesus into your life as your saviour and friend, when you are made a “new creation” inside. That is a very special day, too, for that is the day that you gave your heart to God. Have any of you already done that? Do you remember the day you did? Allow time for discussion. If you haven't, and you'd like to, you can be “born again” right now.

### **Happy Birthday!**

Happy birthday to you x 2

Happy birthday dear (insert name)

Happy birthday to you

## ALTERNATE ACTIVITY



- In groups of four, have the children compose a birthday song, a cheer or a rap (if they know what this rhythmic vocal form is) to perform for the rest of the class. Make sure the presentations say “Happy Birthday” at least once!

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands the simple theological concepts

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: The Word of God**

**LESSON: The Bible is the word of My God**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objectives

By the end of the lesson, the child should be able to:

1. Explain why the Bible is the inspired word of God
2. Mention at least few books of the Bible



## Materials Needed

- Pencils, paper
- Chalk board, chalks
- The Bible
- Manila paper and marker pens



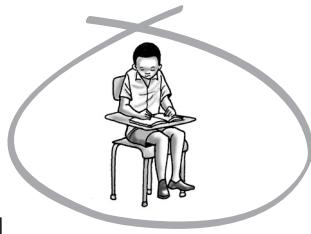
## Teacher Preparation

1. Read Psalms 119:89, 2 Tim 3:16
2. Gather all needed materials
3. Write a list of all the books in the new and old testament
4. Pray that children will be able to memorize the books in the new testament



## CLASS TIME

### Introduction



- The Bible is the inspired word of God that God uses to rebuke and also to guide us. God speaks to us through his inspired word the Bible. It was written many years ago by people who were filled by the Holy Spirit. The Bible is divided into 2 sections, the old and the New Testament.

## Presentation/Learning Activities



- Divide children into 2 groups representing the 2 testaments. The books of the New Testament and the Old Testament on 2 separate manila papers. Give each group one manila paper to recite in a form of a song and actions.
- Ask 5 children from each group to name at least 5 books. (give time for answers) Exchange the groups and let each group recite the different books in a form of a song/action. Ask 5 different children to name at least 5 books (allow time for answers)
- Ask children to name the books after Exodus, Job, Ezekiel, Nahum, Mark, and Titus. (allow time for answers)
- Line up children into 2 lines representing the 2 testaments. Let each child represent a book as they follow each other in the Bible. Call out the names of the books.
- Give children pieces of papers containing names of books to take them home.

## Closing the Lesson



- The Bible contains the law of God that we use to correct and guide us. The word of God is complete as the Christian Worldview house model is complete with all parts in it. Let the children view the house model and ask them to name all the parts. (allow time for answers)
- Sing a song about the books of the New Testament. Have a child volunteer to pray for the group to be able to memorize the books of the bible.
- A memory verse **2 Timothy 3:16** All scripture is God breathed and is useful for teaching, rebuking, correcting and training in righteousness. (NIV)

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Knows and understands the Bible

**PROGRAMMATIC CONTENT:** Knows and understands basic stories of the bible

## AGE GROUP: 9-11

YEAR: 1

UNIT: **Sharing our blessings with others**

LESSON: **All that I have belongs to God and I should share it**

TIME NEEDED TO TEACH LESSON: 45 minutes

## Objectives

By the end of the lesson, the child should be able to:

1. To explain the good uses of riches



## Materials Needed

- Paper and coloured pencils
- Bible



## Teacher Preparation

1. Read through the entire lesson
2. Gather all materials
3. Read Mathew 19:16-30, Mathew 5:3
4. Pray that the children will be able to understand the importance of sharing what they have with others



## CLASS TIME



### Introduction

- Say: Can you name some rich person that you know in your place? (Let the children respond). What possession do they have that is an indication that they are rich? (list them on the board). Who would like to be rich like the people we have mentioned? Good we all would like to have nice things.

## Presentation/Learning Activities



- A certain young man was so rich and he approached Jesus for guidance on what he must do so he could get eternal life. Was this rich man enjoying full happiness and settled from his possessions? (let the children respond) No! He still wanted the assurance that he will have eternal life.
- Let us read a story from the Bible. (let a child volunteer to read the story from Mathew 19:16-30)
- The young man did not commit murder, did not commit adultery, did not steal, did not give false testimony, he honoured his father and mother and loved his neighbour as himself. Was that enough for him to get eternal life? (let the children respond) No more was needed.
- Give each child a paper and say; can you draw all the possessions that you think the young man had and the young man himself? Discuss the drawings in class
- What was the young rich man told to do? Good. He was told to sell his possessions and give to the poor. And what would happen to him once he does that? He would have treasure in heaven.
- God calls us to use what we have with others for it is Him who has given us what we have. We should not be selfish with what we have. If we love God, we should also love all the people because they are God's people and because all what we have belongs to God.

## Closing the Lesson



- As God's children we need to follow Him and we will not be able to do it if we pay so much attention to our possessions.
- Read Mathew 19:30: "But many who are first will be last and many who are last will be first."

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the Gospel Message and intentionally encouraged to belong to a family

## AGE GROUP: 9-11

YEAR: 1

UNIT: God gives us families

LESSON: Thanking God for our families

TIME NEEDED TO TEACH LESSON: 45 Minutes

## Objectives

By the end of the lesson, the child should be able to:

1. Define family relationships
2. Thank God for giving him/her a family that has love and care.



## Materials Needed

- Pictures of families to decorate the classroom (cut out from newspapers)
- Paper, coloured pencils, markers
- Prepare several faces that represent different faces of family members e.g. father, mother, brother and sisters.



## Teacher Preparation

1. Read through the entire lesson
2. Gather all materials
3. Find a suitable house around the church for imaginary house for the family
4. Read and write Genesis 2:18-25, 3:20, 4:1-2 – Review the story of Moses and his family care
5. Pray that the children would understand why they should be thankful to God for giving them families that love and care for them.



## CLASS TIME

### Introduction



- Say to the children: I want to show you pictures of the first families that God created. Show them the picture of Adam and Eve as the first family that God created: Ask the children: which of these two people is called father? And which one is called mother? Hold up the pictures for the children to look at properly. Let the children give answers on what they think these pictures represent. Who created a father? And who created a mother? Let the children answer (God)

## Presentation/Learning Activities



- Let the children stand into two groups of boys and girls. Ask them who can become a father when you grow big? Girls answer. We shall become mothers. And boys answer we shall become fathers
- Ask the class: Who will give birth to babies? Class answers, mother. Who shall sit with the babies? Who will they be to you? (class response) They will be our brothers and sisters.
- Yes; God created our parents so that they can bear children whom we can call brothers and sisters. Let the children tell you the names of their brothers and sisters at home. List them on the chalkboard.
- Say in our families we have brothers and sisters. Ask the children other persons they know in their families. Let them name grandmother, grandfather, uncle and auntie.
- Say: Yes! All these are members of our families. Tell them thank you for knowing who members of their families are. Have the children draw in their drawing books pictures of their family members in their own understanding. (thank the children for drawing)
- Explain to the children the importance of a family. Let them understand that their protection comes from a family and therefore they need to appreciate their family members because it is their family members that take care of them and that they are of great help to them. Let the children mention some of the good things their family members have helped them with. List them on the chalkboard e.g. cooking food for them, buying clothing for them etc.
- Discuss with the children the fifth and sixth commandment that God made for the family.
- Let them recite the verse as they think and remember how God wants them to respect their family members and appreciate them. "Honour your father and mother."
- Let them understand through discussion that Jesus grew up in a family of good parents and with brothers and sisters and that within the family Jesus was obedient to his parents and grew in wisdom and stature and in favour with God and men.
- Luke 2: 52. Ask the children. Do you want to be like Jesus in your family? (Class response; yes)

## Closing the Lesson



- As God's children, we need to follow Him and we will not be able to do it if we pay so much attention to our possessions.
- Read Mathew 19:30: But many who are first will be last and many who are last will be first.

# Spiritual LESSON

**OUTCOME:** Demonstrates commitment to the Lordship of Christ

**INDICATOR:** Confesses Jesus as Saviour

**PROGRAMMATIC CONTENT:** Knows and understands the gospel message and is intentionally encouraged to accept Jesus as Saviour

**AGE GROUP: 9-11**

**YEAR: 1**

**UNIT: RELATIONSHIPS**

**LESSON: Choosing Healthy Friendships**

**TIME NEEDED TO TEACH LESSON: 45 Minutes**

## Objectives

By the end of the lesson, the child should be able to:

1. Describe the meaning of a healthy friendship.
2. Describe the importance of choosing healthy friendships.



## Materials Needed

- Manila paper, pencils, chalk, Bible, marker pens



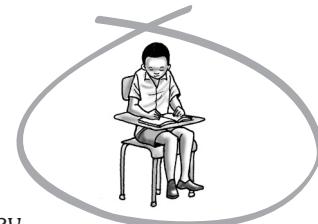
## Teacher Preparation

1. Read through the entire lesson
2. Gather all materials
3. Read 1 Samuel 20:1-42
4. Pray that the children would understand why it is good to choose healthy friends.



## CLASS TIME

### Introduction



- Ask the question, who is a friend? Have children explain what they think a healthy friend is. Teacher can write down answers on the chalkboard.

## Presentation/Learning Activities



- Let the children mention some of the friends they have. Divide up the children into groups of five and discuss who a friend is.
- Ask the children how they feel when they are with their friends. Let the children write on a manila paper some of the things they like doing together with their friends. (write children's answers on the board)
- Let the children read the bible story of David and Jonathan 1 Samuel 20:1-42. Divide the children into groups and have volunteers to read.
- Have children discuss how Jonathan assured David that he would help him as a friend.
- Let the children discuss together verse 4 how Jonathan assured David of his support. (write answers on the board)
- It is very difficult to have a healthy (good) friend if you don't trust in the Lord. Trusting in the Lord always makes us to be good friends of Jesus.
- Divide the children into groups of three and in your groups write a short paragraph explaining what you would have done if you were Jonathan. Share your answers with the rest of the class.
- Let the children recite the verse 1 Samuel 20:42
- God wants us to have good friends who fear the Lord and can support each other even in times of trouble.
- Look at the Christian Worldview house model (teaching aid available on order). What colour is the wall that represents friendship with others? (allow time for answers)

## Closing the Lesson



- The Bible tells us how David and Jonathan were good friends.**
- Jonathan took a bath and reaffirmed his love to David.
- Explain to the class that they need to love their friends as they love themselves
- Divide the children into pairs. Let them share how they are going to help their friends the whole week
- Memorize 1 Samuel 20:42