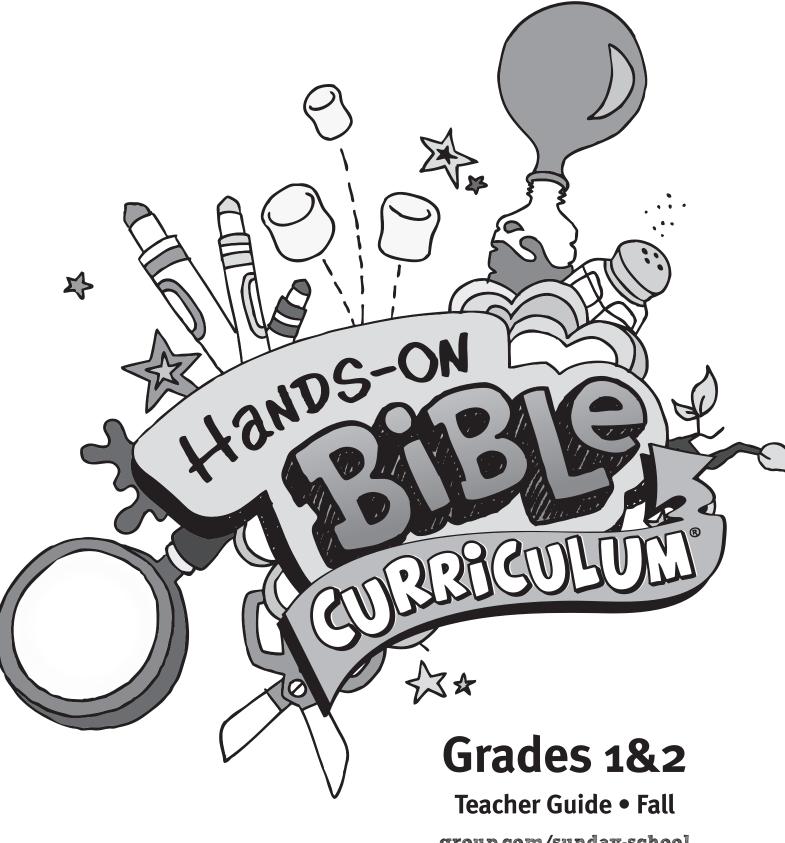


Teacher Guide GRADES 1& 2 Fall



Teach as Jesus Taught!®



group.com/sunday-school



Group resources really work!

This Group resource incorporates our R.E.A.L. approach to ministry. It reinforces a growing friendship with Jesus, encourages long-term learning, and results in life transformation, because it's



Relational

Learner-to-learner interaction enhances learning and builds Christian friendships.

Experientia

What learners experience through discussion and action sticks with them up to 9 times longer than what they simply hear or read.

Applicable

The aim of Christian education is to equip learners to be both hearers and doers of God's Word.

Learner-based

Learners understand and retain more when the learning process takes into consideration how they learn best.

We know you care about kids...

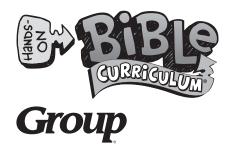
We do, too!

That's why we attempt to ensure that all crafts, toys, and gizmos meet or exceed national safety standards—and are produced by manufacturers that don't use child labor or abuse their labor force. You can order Group resources knowing that in addition to caring for your kids, you're also caring for children elsewhere.

Let's keep kids safe!

We strive to provide products that are mechanically reliable and hold together during normal, intended usage. Items are also checked for flammability, and both paint and surface coatings are checked for heavy metals—including lead.

You can help your children stay safe by seeing that toys and gizmos are used as designed, for the purposes designed, and that any broken pieces are disposed of promptly and properly. We value your feedback. If you become aware of a problem affecting the safety of any of our products, please inform us immediately.



Hands-On Bible Curriculum®, Grades 1 & 2, Fall

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Welcome to the Adventure!

Now why are you teaching first and second grades? Whether it's because you've done it for as long as you can remember or because you are giving it a try for the first time to fill a need, you'll find first- and second-graders to be endearing kids who unpack their world in concrete terms. They experiment with all of their senses and ask tons of questions. You can make a huge difference in their lives by introducing them to Jesus and helping them grow in their understanding of him. You will be launching them on a lifelong journey of knowing, loving, and following their Savior, Jesus.

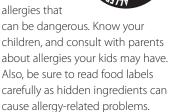
First- and second-graders think concretely, yet wonder about the world they are discovering. They want to meet Jesus and interact with him in ways that help them understand who he is and how he works. Our master teacher, Jesus, used active learning 2,000 years ago, and it still works today!

Your students will learn best by experiencing new ideas and concepts through a variety of styles. They want to touch, taste, smell, hear, and see what they are learning about. They will naturally want to ask questions and interact with you and their peers, so allow plenty of time for questions and discussion. If you encourage them, they will try new things and learn difficult concepts. You will change their lives as you open their minds and hearts to the most important person in their lives, Jesus.

Here are a few helpful do's and don'ts to make experiential learning work best for your kids:

- Do think outside the learning-space box! Move tables so students can move around freely and work in groups. Scope out other areas, such as a foyer, a parking lot, or a fellowship hall, that can be used for activities.
- **Don't turn down the volume!** Recognize the difference between good "learning noise" and a situation needing your attention. Active-learning activities often are fast-paced and noisy.
- Do take advantage of teachable moments. An activity that bombs may provide a wonderful opportunity for learning if you ask questions such as "Why didn't this work?" "How is this like what happens in real life?" or "What can we learn from this experience?"
- Don't show children the contents of the Learning Lab® before they are used in the lessons. Keep them guessing what's coming next!
- **Do get to know your children.** Be aware of the attitudes they bring with them. They may be dealing with family, school, or relationship issues. Encourage students to share their feelings as they participate in activities.
- Don't forget—experiential learning is fun and captivating! Enjoy it! A positive experience learning about God within the safe boundaries of your classroom will lead to more positive experiences with God outside the classroom. What a great way to encourage your students to discover the joy of the Lord firsthand and to grow in a personal relationship with Jesus Christ!

Be aware that some children have food allergies that





WARNING: CHOKING HAZARD—

Learning Lab items may include small parts. Not for children under 3 years.

Making the Most of Your Hands-On Bible Curriculum®

Module Introductions Within each quarter of Hands-On Bible Curriculum, there are three modules. Each module has a theme that runs throughout the lessons. The introduction to each module includes an overview of the lessons and a chart listing the Bible Point and Scripture used in each lesson.

Bible Point There's one point that you want your children to take home at the end of your lesson. That's the Bible Point. You'll see it referenced in the margin as well as italicized and underlined in the lesson. We've designed for it to be repeated numerous times during the lesson so no one will miss it.

Bible Verse These words, straight from God's Word, show the biblical basis for the lesson. The Bible verse appears in boldface in the lesson.

Teacher Enrichment This part of the lesson is just for you. If you can, read it early in the week. It includes an explanation of the Bible passage and some suggested ways to pray during the week so you'll be prepared, heart and mind, for your important hour with your children.

This Lesson at a Glance This valuable chart shows you the big picture for your lesson. You can quickly see what supplies you'll need and what needs to be done before you begin. A minute on this page will save you 10 during your lesson!

The Jesus Connection To us, this is the most important thing—making the connection between the story and Jesus, the reason for the story. You'll find a Jesus Connection in every lesson, set apart in a box. We want children to find Jesus every week in your class, so don't miss this part of the lesson.

Hands-On Bible® Connection We want all kids to use their Bibles every week. The Hands-On Bible is, in our estimation, the best way to get kids into this important book. It's the Bible that kids not only read but also do! In every lesson, you'll find a quick, fun way to get your kids involved in using their Bibles. The tip is in a box that you can't miss.

Teacher Tips You'll find these in the margin throughout the lesson. They're just to give you additional ideas to enhance what you're doing. They vary from alternative ideas for activities to age-level insights.

Take-Home Papers These photocopiable pages that you send home with your families every week will help to reinforce the lesson and encourage learning all week long!

"There is only one thing worth being concerned about."

-Luke 10:42

What is this one thing? It's the whole reason for this curriculum—

it's the whole reason for Sunday school. It's what we (and you) want your kids to know! Check out what Thom and Joani Schultz (Group's chairman and chief creative officer) have to say about the one thing and what it means in your life.

In Luke chapter 10, Jesus visits the home of Mary and Martha. As Martha worries about preparing dinner and being a busy servant, she gets upset because Mary isn't helping. But Jesus tells her, "There is only one thing worth being concerned about. Mary has discovered it, and it will not be taken away from her."

Martha was doing good work. In fact, she was serving the Lord. But Jesus made his priority for us clear. He wants to have a loving relationship with us even more than he wants us to serve him.

Many might say Jesus is the one thing. But no, it's a **growing relationship with Jesus.** Martha would have identified serving Jesus as the one thing. But Mary better understood the *real* one thing.

We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances,

social action, secondary goals, theological disputes, solemnity, rituals, and more. To the spiritually hungry, churches often seem more preoccupied with these distractions than the one thing.

If the church wishes to pursue a growing relationship with Jesus, it will need to rethink and reprioritize its ministry. A one-thing ministry emphasizes relationship. And we believe a relationship with Jesus resembles in many ways a human-to-human relationship—a friendship. The process of attraction, getting acquainted, enjoying one another's company, having fun, growing closer, and forming a bond of love and devotion is a natural one that lends clues to how a one-thing relationship may form in the context of church ministry.

How can we build a church that becomes an incubator for a one-thing relationship, for *real* friendship with Jesus?

That's what Hands-On Bible Curriculum is all about—helping kids grow their friendships with Jesus. As they experience the Scriptures and do the activities, they're building that relationship in a real and relevant way.

What's the most important thing your church can do for kids? Help them choose the one thing. And use tools like Hands-On Bible Curriculum to make it a reality.



understanding your firstand second-graders

MENTAL DEVELOPMENT

- Are interested in concrete learning experiences such as dramatizations and rhythms.
- Have a limited concept of time and space; are interested in the present but not in the past or future.
- Yearn for competence in developing skills.

PHYSICAL DEVELOPMENT

- Have high energy levels, which demand a lot of physical activity such as jumping and running.
- Are industrious; like to make things and complete projects.
- Are more interested in the finished product than the process.
- Are developing small-muscle coordination; are beginning to write.

SOCIAL DEVELOPMENT

- Usually prefer to stick to same-sex friendships.
- Thrive on organized games and group activities.
- Want to please teachers but are beginning to recognize their role in relation to their peers.
- Want to win and always be first; have a strong sense of competition with others.

EMOTIONAL DEVELOPMENT

- Express feelings with physical action.
- Crave individual attention and affirmation.
- Are self-centered; each child wants to be first.
- Need to feel capable; this is directly related to their selfesteem.
- Want everything to be fair; have a clear-cut sense of justice.

SPIRITUAL DEVELOPMENT

- Understand God's love and God's world through personal experience.
- Don't comprehend the spiritual nature of God; think of God as a giant, a magician, or an invisible man.
- Don't comprehend the Bible's chronology except that the Old Testament came before Jesus and the New Testament talks about Jesus.
- Have a literal and concrete understanding of Bible stories and biblical truths; don't comprehend abstract ideas such as the Trinity.



God's Creation

The boisterous, sometimes silly, sometimes serious children who come to your class each week are made in God's image. Each one is a unique part of God's brilliant creation.

What you teach these children each week counts because what they do and think as children counts. Also, the foundation of faith children build early in life strongly influences who they'll become and what they'll believe as adults.

These five lessons will help you teach first- and second-graders about the wonder of God's handiwork. They'll find out that they're a special part of God's creation and that God loves them no matter what. They'll learn that they have the power to do right even when it's hard. And they'll come to know that God will always keep his promises to them.

Five Lessons on God's Creation

Lesson	Bible Point	Page	Bible Basis
1	Everything God made is good.	13	Genesis 1:1-2:3
2	We're all special to God.	25	Genesis 2:7-22
3	God loves us no matter what.	35	Genesis 3
4	God wants us to live for him.	47	Genesis 6–7
5	God keeps his promises.	57	Genesis 8–9:17

The Signal



During the lessons on God's creation, your attention-getting signal will be blowing the *bird whistle*. Have children respond by raising their hands as they stop talking and focus their attention on you. Tell children about this signal before the lesson begins. Explain that it's important to respond to this signal quickly so the class can do as many fun activities as possible.

The Fidget Buster



When your students are too wiggly to pay attention to the lesson, play this game to use up their extra energy.

Say: God created lots of animals! These are the same animals that went on the ark with Noah during the Flood. Let's act like some of the animals God made. Have students scatter around the room while you take the *checkered*

mat from the Learning Lab. If I wave this checkered mat over your head, call out the name of an animal, and everyone else will act like that animal. When I wave the checkered mat over someone else's head, he or she will call out a different animal, and we'll all imitate it. Ready?

Wave the mat over a child's head, and have him or her call out the name of an animal. Encourage students to make motions and noises like that animal until you wave the mat over another student's head. Give several students a turn calling out animals. Then wave the mat over your own head and call out something quiet, such as "mouse" or "bunny." Lead children in hopping quietly back to the lesson.

The Time Stuffer

This module's Time Stuffer will encourage children to explore their own creativity as they consider the wonders of God's creation.

Hang a large piece of newsprint or butcher paper on the wall where children can easily reach it. Put a supply of markers and crayons nearby.

When children get to class early or finish a project before others do, encourage them to draw on the newsprint pictures of the things God created. Some ideas might include sun, moon, and stars; the sea; trees, plants, and flowers; animals; and people.

Digging Into the Bible



Every lesson in each four- or five-week module focuses on a key Bible verse that ties in to the Bible Point of the lesson. In addition, each lesson points to a related activity in the *Hands-On Bible*° to further illustrate your Bible teaching with fun and action. Since kids tend to remember only 10 percent of what they hear but recall 90 percent of what they do, including a *Hands-On Bible* experience with each lesson is a great way to help them remember what they've learned, long after class has ended.

Remembering God's Word

This module's key Bible verses will teach children that when God made them, he planned for them to do good things. Have fun using these ideas any time during the lessons on God's creation.

Robot Deeds

Tell children to walk around the room, acting like robots. Pretend to type on each child's back, and say: I'm programming you to do good things for other people. Find a friend and do something good for him or her.

Give children a couple of minutes to do something nice for a friend. Make sure no one is left out. Children can scratch each other's backs or shake each other's hands.

Then say: There's a Bible verse about serving God. One way we serve God is by doing good things for others. Listen to what it says.

Open your Bible to **Joshua 24:15b**, and read the verse to the children. Have the children walk around like robots again, saying the verse aloud together several times in their best robot voices.

Blow the *bird whistle* to get children's attention. After children raise their hands in response, have them sit on the floor.

Ask: • Are you like a robot? Explain. (No, I'm a kid!; yes, I have to do what I'm told.)

Say: A robot has to do what it's programmed to do—that is, what it is told to do. It can't think on its own because it's a machine, not a person. The Bible says we're special people, people who God cares about very much.

Ask: • How do you know you're a special person? (My mom tells me I am; because I can tie my own shoes; I learned to write my name.)

• How do you know you're special to God? (Because the Bible says I am; because God loves me; because my grandma tells me I am.)

Say: Each of us was created by God, and we are all special. God cares for us and watches over us. This week, say the verse to yourself to remind yourself how much God cares for you.

■ Jump-Rope Fun



Teach children this jump-rope verse to help them learn **Joshua 24:15b**. Have children count until they miss and then think of that many good things to do for others.

Children can use the *glow-in-the-dark shoelace* as a jump-rope or bring a jump-rope from home. Or they can throw a ball up in the air and catch it as they recite this version of the verse:

Joshua chapter 24 (pause), verse 15 says, "As for me and my family, we will serve the Lord." How many ways can we serve God? One, two, three...



Bible Point - Everything God made is good.

Bible Verse

"The heavens proclaim the glory of God" (Psalm 19:1a).

Growing Closer to Jesus

Children will ■ explore how God created the world,

- learn what it feels like to create something, and
- discover that God made everything and that God was pleased with his work.

Teacher Enrichment

The Bible Basis

■ God creates the world.

Genesis 1:1-2:3 The book of Genesis gives us the beginnings. That's the meaning of the Greek word from which the name *Genesis* came. Genesis 1:1–2:3 describes a vast variety of things God created, but the focus is not so much on the creation as it is on the Creator. Nine times in this passage, we read, "God said" and then some variation of "It was so." God spoke our universe, our planet, and humankind into existence. And what God did was good.

The word translated *good* here is a common Hebrew word that means "just as it should be." God looked at what he had done and knew that it was right. He didn't mess up. God knew what he was doing.

What God was doing was creating a bountiful, beautiful home for the treasured beings that he would create last. And then God created humans. We are a vital part of everything good that God made.

When God finished creating the heavens and the earth "in all their vast array," he rested. Why? God wasn't tired. God didn't need to rest. No, God rested as a signal that Creation was complete. It became a holy day—a day to reflect on the wonder of what God had done, a day to smile and to know that it was good.

Prayer

- Read Hebrews 1:10-12.
- When was the last time you took a walk through nature and considered your Creator and the works he has made? What thoughts came to mind?
- Pray: Lord, help me not take for granted this world you created for us to live in. Help me guide my students to learn about you through nature by...

Before the Lesson

- Collect items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart.
- Make photocopies of the "Growing Together" handout (at the end of this lesson) to send home with your children.
- Pray for your students and for God's direction in teaching the lesson.

This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
Welcome	Welcome! —Receive a warm welcome from the teacher, and make name tags.	"Tree Name Tags" (p. 23), safety scissors, markers, tape	
Attention Grabber	Interest Center 1: Creature Features—Design new creatures, name them, and describe their habits.	Resealable plastic sandwich bag	
	Interest Center 2: Paper Pillows—Create paper pillows of God's creations.	Paper, tape, markers, crayons, safety scissors	
Bible Exploration & Application	God Made It All —Listen to Genesis 1, and participate in a story about God creating the world.	Bible, CD player	
	A Dramatic Entrance— Re-enact the Creation story in simple drama, and talk about their favorite things that God created.	Fake flowers or plants, black construction paper, stuffed animals, dolls	
	Name That Animal —Learn about the special job God gave to people in Genesis 2:19-20; 1:26-27, and play a game to experience what Adam did.	Bible	
	God Made Me Good —Hear a special message from Psalm 139:14, and then decorate their hands with symbols to show they're special creations.	Bible, glass of water	
Closing	Work of His Hands —Learn a song that proclaims God's creation.	CD player	

Welcome

SUPPLIES: "Tree Name Tags" (p. 23), safety scissors, markers, tape



- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- Say: Today we're going to learn that ► <u>everything God</u> made is good.
- Help children make name tags. Photocopy the "Tree Name Tags" and follow the instructions.
- Tell the children that the attention-getting signal you'll use during this lesson will be blowing the *bird whistle*. Ask children to respond to the whistle by raising their hands. Rehearse the signal with the children, telling them to respond quickly so you'll have plenty of time for all the fun activities planned for this lesson.





It's important to say the Bible Point just as it's written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.

Attention Grabber

Interest Centers

Interest Centers include activities that are designed to run at the same time and be completed with minimal teacher supervision. Explain what's going on at each Interest Center, and allow children to choose which of the two Interest Centers they'll participate in. Circulate between the centers, offering help and directing conversation as needed.

■ Interest Center 1: Creature Features

SUPPLIES: resealable plastic sandwich bag



Have children design their own creatures using the *modeling* clay, ooze, linking shapes, and wooden beads from the Learning Lab. Be sure children don't mix the ooze and the clay together.

Have children name their creatures and describe the creatures' habits to a partner.

After everyone has shared, have children take apart their creations and put the gizmos away in the Learning Lab. To keep the *clay* from drying out, put it in a resealable plastic sandwich bag.



If you use only Interest Center 1, have children work in groups of three or four.

■ Interest Center 2: Paper Pillows

SUPPLIES: paper, tape, markers, crayons, safety scissors

Gather paper, tape, markers, crayons, and scissors. Tell children to each tape two sheets of paper together at each of the four corners. Then have them draw an outline of something God made, such as a living creature, a plant, or a cloud. Tell them to fill up as much paper as they can with the item. Then have them cut out their shapes so they each end up with two of the same shape.



Let children use pencils to stuff scrap paper into the far corners of their paper pillows. Have children tape their shapes together around the outside edge of the paper, leaving a 3-inch space open. Allow children to decorate both sides of their creation shapes with markers and crayons. Then have them crumple small pieces of scrap paper and stuff them inside the open space to fill the shapes.

When the paper pillows have been stuffed, instruct children to tape the open spaces shut. Set the paper pillows aside so children don't fidget with them during the rest of the lesson. Children may take them home after class.

After children have finished their Interest Center projects, get their attention by blowing the *bird whistle* and waiting for them to respond. Gather them in a central area of the room, and sit on the floor with them.

Ask: • What did you create today? (A new creature; a paper pillow.)

- Why did you decide to make what you made? (It sounded like fun; I wanted to.)
- What do you think about what you made—is it important to you? Why or why not? (Yes, I like what I made because of the colors I used; yes, it's the best one; no, my creation isn't too good.)

 $\ensuremath{\mathsf{Say}}\xspace$: You made interesting things! Now we're going to talk about the things God made.

- Ask: What things do you see every day that were made by God? (Everything; trees; flowers; grass; people; animals; families.)
- How do you know God made them? (My parents told me; I learned it at church; it says so in the Bible.)
 - What are your favorite things God made? (The stars; horses; rainbows.)

Say: God made everything, and ►everything God made is good. Let's find out more about what God made.



Understanding how your first- and second-graders develop spiritually will help you communicate with them effectively about what it means to believe in Jesus Christ and develop a personal friendship with Jesus. They understand God's love and God's world through personal experience. They don't comprehend the spiritual nature of God, but, rather, they think of God as a giant, a magician, or an invisible man. They don't comprehend the Bible's chronology except that the Old Testament came before Jesus and the New Testament talks about Jesus. They have a literal and concrete understanding of Bible stories and biblical truths. They don't comprehend abstract ideas such as the Trinity.

Bible Exploration & Application

■ God Made It all

SUPPLIES: Bible, CD player



Make sure the Learning Lab *CD* is cued to track 2, "Creation Sounds." Open your Bible to **Genesis 1**, and put the Bible in front of you as you tell the story.

Say: I'm going to tell the story of Creation, and I want you to help me. Every time I say, "God looked at what he made and said..." I want you to say, "That's very good." Let's practice that. God looked at what he made and said... Pause to let children say, "That's very good." Good job! Here's how the story begins:

A long time ago, before anything existed, God decided to make the world. Cover your eyes with one hand and your mouth with the other hand to find out what it was like before God decided to create the world. Pause. There wasn't anything to see. There wasn't any sound, either. There was nothing.

First God commanded, "Let there be light." Instantly (clap your hands quickly) there was bright light. Have children take their hands away from their eyes and mouths if they haven't already. What's the difference now that God created light?

Pause for children's responses. God separated the darkness from the light. He called the darkness "night" and the light "day." God looked at what he made and said... Pause for children's response. All this happened on the first day.

On the second day, God made this. Listen. Play the first part of track 2 on the *CD*. It will sound like wind. When the sound ends, pause the *CD*.

Ask: • What did God make on the second day? (Wind; air.)

Say: God made air. He put the air up above and called it "sky." God looked at what he made and said... Pause for children's response.

Next, God gathered up all the water so dry land appeared. He called the water "seas." He called the dry land "earth." Then God made plants grow all over the earth.

Ask: • What kinds of plants did God make? (Flowers; trees; vegetables; fruit.)

Say: On the third day, God created all the plants we just talked about. God looked at what he made and said... Pause for children's response.

On the fourth day, God made lots of little lights that hang in the sky. He called them "stars." He also made a big light for the daytime called (pause for children to answer) and a smaller light for the nighttime called (pause for children to answer). God looked at what he made and said... Pause for children's response.

Listen to what God created on the fifth day. Play the second part of track 2, "Creation Sounds." Children will hear sounds of the sea. Pause the *CD* when the sounds end.

Ask: • What did God create on the fifth day? (Seals; fish; owls; birds.)

Say: **God looked at what he'd made and said...** Pause for children's response. **Now listen to what God created on the sixth day.** Play the third part of track 2, "Creation Sounds." Children will hear animals and humans. Stop the *CD* when the sounds end.

Ask: • What did God create on the sixth day? (Bears; lions; dogs; cats; people.)

Say: God looked at all the created things and decided that everything he made was very good. That was the end of the sixth day. The sky, the earth, and everything that filled them were finished. So on the seventh day, God rested from his work.

Let's give God a great big round of applause because ► <u>everything God</u> made is good.

Bible Insight

The Apostle Paul referred to Adam as a figure of Jesus Christ, "a symbol, a representation of Christ, who was yet to come" (Romans 5:14b). Therefore, Jesus is sometimes referred to as "the second Adam." They were similar in that Adam and Christ were both given dominion over the earth. They were different in that Adam served as a fountain of sin and death for all the world while Christ brought life and righteousness to all.



■ *a Dramatic Entrance*

SUPPLIES: fake flowers or plants, black construction paper, stuffed animals, dolls



Say: God made the world out of nothing. We can't make anything out of nothing the way God can, but we can use some fun things to retell the Creation story that we just heard and pretend that we were there at the time. I am going to give each of you something special to do. When I say your part, you are going to act out

something special about that day of Creation. Have one child stand by the light switches. Tell two or three children that they will be the air and they should blow hard when their part is called. Tell a few children that they will be water and they should make "swimming" motions for their part. Assign another two children to be land. They



If you don't have fake flowers or plants for children to use in this activity, you can have those children stand with their arms raised above their heads and pretend to be trees blowing in the breeze.

will stomp their feet when their part is called. Give two children fake flowers or plants. Give a child a piece of black construction paper and the *glow-in-the-dark paint pen* from the Learning Lab. Assign one or two children to be birds and to flap their arms like they are flying, and another one or two children to be fish and to make "fish faces" with their lips and cheeks. Finally, give the rest of the children stuffed animals, the *wiggle snake*, and dolls. Before you begin the story, turn off the lights in your classroom.

Say: **On the first day, God said, "Let there be light."** Encourage the child standing near the light switches to turn on the lights.

- Ask: What do you like best about light? (I like to play outside during the day; I like that it makes the dark go away; I like to see everything.)
- How can you thank God for light? (Thank God for the sun; watch the sunrise; play outside during the day.)

Say: And God said the light was good. On the second day, God made the air and the sky. Have the students assigned the part of "air" blow hard and make wind sounds.

- Ask: Why do you think God made the air? (So we can breathe; so birds can fly; so there would be a sky up above.)
- How can you thank God for air? (I can pray and thank God for air; I can fly a kite in the air.)

Say: And God said that the air was good. On the third day, God put all the water in one place and the land in another. Have the "water" students swim and the "land" children stomp their feet.

- Ask: What do you like best about lakes and oceans? (I like to swim in the lake; I like going to the zoo and watching big fish swim.)
- What do you like best about land? (I like parks; I like to run and play soccer on land.)

Say: **On the third day, God also made all the plants on the earth.** Have the children wave their flowers or fake plants in the air.

- Ask: What is your favorite plant? (Roses; pine trees; trees to climb on.)
- How can you thank God for your favorite plant? (I can thank God for the way roses smell; I can keep a pine cone to remember that God made pine trees; I can climb up high in a tree and thank God for the tree.)

Say: And God said that the lakes, the oceans, the land, and all the plants were good. On the fourth day, God made the sun and the moon and the stars. Have the child with the *glow-in-the-dark paint pen* draw the sun, moon, and several stars on the black construction paper. Then have the child standing near the light switches turn off the lights so all the children can see the ink on the construction paper. After a minute or so, have the child turn on the lights.

- Ask: What do you like best about the sun, moon, and stars? (I like how the sun makes me warm; I like it when the moon is big and orange; I like to lie on the ground and look at all the stars.)
- How can you thank God for the sun, moon, and stars? (Go outside at night and look at all the stars; tell God thank you when I see the moon at night.)

Say: And God said that the sun, moon, and stars were good. On the fifth day, God made the animals in the ocean and the birds in the sky. Encourage the "birds" and "fish" to act out their parts now.

Ask: • What is your favorite bird in the sky or animal in the ocean? (I like eagles best; I like dolphins.)

• What do you like about birds and fish? (I like to watch the birds fly; I like to eat fish; I have a goldfish, and I like to watch it swim.)

Say: And God said that all the birds in the sky and animals in the ocean were good. On the sixth day, God made all the animals *and* people. Have the children holding the stuffed animals, the *wiggle snake*, and the dolls make a sound that reminds them of the objects they are holding: a hiss for a snake, a baby's cry for a doll, a roar for a lion, or whatever animal they are holding.

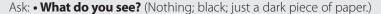
- Ask: Why do you think God made animals and people? (Because God wanted to have more friends; because God likes animals.)
- How can we thank God for making the animals and people? (I can thank God for making my family; I can play with my dog and thank God for her; I can be nice to other people because God made them.)
- Say: And God said all the animals and people were good. On the seventh day, God rested. Encourage kids to put down their props and lie down in a circle.
- Ask: Why do you think God rested on the seventh day? (Because God was tired; because God wanted to watch his creation; because God wanted us to rest, too.)
- **How can you rest like God rested?** (I can take naps; I can lie down and pray; I can spend time with my family.)

Say: ► <u>Everything God made is good</u>—from the smallest fish in the ocean to the biggest elephant on land to all the stars in the sky to each of *you!*



HANDS-ON BIBLE

Before starting the activity, set out sheets of light-colored or white paper and crayons or colored markers. Hand each child a sheet of dark construction paper, and say: **Before God created the world, nothing existed at all. Let's look at our pieces of paper.**



Say: There's nothing there, is there? It's all dark. That's a little bit what it was like before God created our world. Help children look up Genesis 1:1 in their Hands-On Bibles, and point out the "Before & After" activity. Read Genesis 1:1 aloud. Then say: But God started creating things, and suddenly there was a world full of sunlight and trees and water and stars and animals and people—all sorts of things! Let's color some nice pictures of all the wonderful things God created.

Distribute the light-colored sheets of paper and crayons or markers, and encourage the children to draw things God made, such as trees, birds, stars, the ocean, family members, or their dogs. Have them fill their pages with many things.

Say: What great pictures you made! You drew many wonderful things God made.

Ask: • What's your favorite thing God made that you drew a picture of? (My dog; my family; grass; flowers; fish; elephants.)

• What else can we thank God today for making? (Sky; the ocean; butterflies; stars.)

Say: God made many, many things, and ▶everything God made is good!





You may want to play three or four rounds of the game as time allows.



Faith in a God they can't see comes relatively easily to first- and second-graders, as kids this age also believe in the tooth fairy and the Easter bunny. It's not difficult for kids to accept that God created everything. Help your children solidify their faith so when they outgrow blind faith in things they can't see, they'll still hold on to their faith in God.

■ Name That Animal

SUPPLIES: Bible

Say: God named the first person Adam and gave him a job to do. Listen to what the Bible says about Adam's job, and see if you can tell me what it was. Read Genesis 2:19-20 aloud from an easy-to-understand version of the Bible such as the *Hands-On Bible* in the New Living Translation.

Ask: • What was Adam's job? (To name the animals.)

• What were some of the names Adam gave to animals? (Grasshoppers; dogs; zebras; bunny rabbits; goldfish.)

Say: Let's play a game about naming all the animals God created.

Choose a volunteer to be Adam. Adam is "It" during the first round of a game of Tag. When Adam tags a child, Adam calls out an animal name, and the tagged child must stay in place, acting and sounding like that animal for the remainder of the round. For example, when Adam tags Kristen and calls out "elephant," Kristen must stay in place and act and sound like an elephant. To keep this game from getting too rowdy, have Adam take giant steps instead of running. Have all the other children crawl on their hands and knees.

Challenge Adam to come up with a new animal name for each person tagged. Continue playing until Adam has tagged and named every child in the room. The last child tagged becomes the new Adam for another round of the game.

After the game is over, get children's attention by blowing the *bird whistle* and waiting for their response. Have children sit down to catch their breath. While they're resting, ask:

- What would've been hard about Adam's job? (There were too many animals to name; it would've been hard to think of new names; I would've forgotten what names I'd already used.)
- Why do you think God gave this important job to Adam when God could've named the animals himself? (Maybe God needed help because he was too busy; maybe God wanted to teach Adam how to take care of things.)

Say: God not only told Adam to name the animals but also gave Adam another important job. Listen to what the Bible says, and see if you can figure out what other job God gave to Adam. Read Genesis 1:26-27.

Ask: • What other job did God give Adam? (God told Adam to be boss over creation; God told Adam to be in charge.)

 $\ensuremath{\mathsf{Say:}}$ God put people in charge of all the good things he created. That means we're supposed to take care of God's creation.

- Ask: Has anyone ever put you in charge of something? Tell me about it. (Yes, I'm in charge of watching my little brother; I'm in charge of setting the table; no, I don't have to do anything.)
- What do you do when you're put in charge? (I have to remember to do my job; I have to do my job right; I have to be responsible.)
- What's it like to be responsible for taking care of something? (It makes me feel important; I get tired of always having to remember.)
- What kinds of things do we do to take care of God's creation? (We recycle; we don't use too much water; we make sure we don't waste things.)

Say: Let's say the Bible Point together. ► <u>Everything God made is good.</u>
And God has put us in charge of taking care of it. We need to be careful to keep God's creation clean and beautiful.



■ God Made Me Good

SUPPLIES: Bible, glass of water



Say: ►<u>Everything God made is good.</u> That means each of you is special and important. The Bible tells us that God created us in a special, wonderful way. Listen while I read Psalm 134:14. Then think of one thing that makes you a special creation.

■BIBLE POINT

Read **Psalm 134:14**, and then have children form pairs and tell their partners why they're special. If children have difficulty thinking of reasons they're special, tell them why you think they're special. For example, you might say, "Micah, you're a special creation because God made you with a super-friendly smile."

Then have children take turns drawing symbols on the backs of their hands that represent how special they are. Children might draw suns, happy faces, smiles, or stars.



Say: Everything God made is good—including people! We know that we are the most special creations of everything God ever made because he sent us his Son, Jesus, to die on the cross for our sins. If we believe in Jesus, we can become special friends with him and live with him forever!



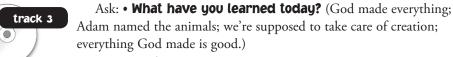
After class, have children show their symbols to their families and explain why they're special. Tell the children that the symbols will wash off with water.

Collect the washable markers for use in later lessons.

Closing

■ Work of His Hands

SUPPLIES: CD player



Say: Our Bible verse for today comes from Psalm 14:1, and it says, ►"The heavens proclaim the glory of God." When we proclaim something, we tell everybody about it. Everything in the world tells and shows how wonderful God is. Let's listen to a song about that.

Teach your children the song "The Work of His Hands" (Psalm 19:1) by playing track 3 on the *CD* a couple of times and letting children listen to it. Encourage the children to sing along with the *CD*. Lyrics are at the back of this book.

Afterward, have children stand in a circle. Pray: God, ►<u>everything you made</u>
<u>is good.</u> Thank you for making such a wonderful world. We especially thank
you for... Have children shout out their favorite parts of creation. Then say: In Jesus'
name, amen.



■BIBLE VERSE



We believe that the one thing needed in our lives is a relationship with Jesus. Because of this, a Jesus Connection is provided in every lesson to help children get in touch with Jesus. These connections are based on the Bible Point for the lesson but are not necessarily related to the actual story.

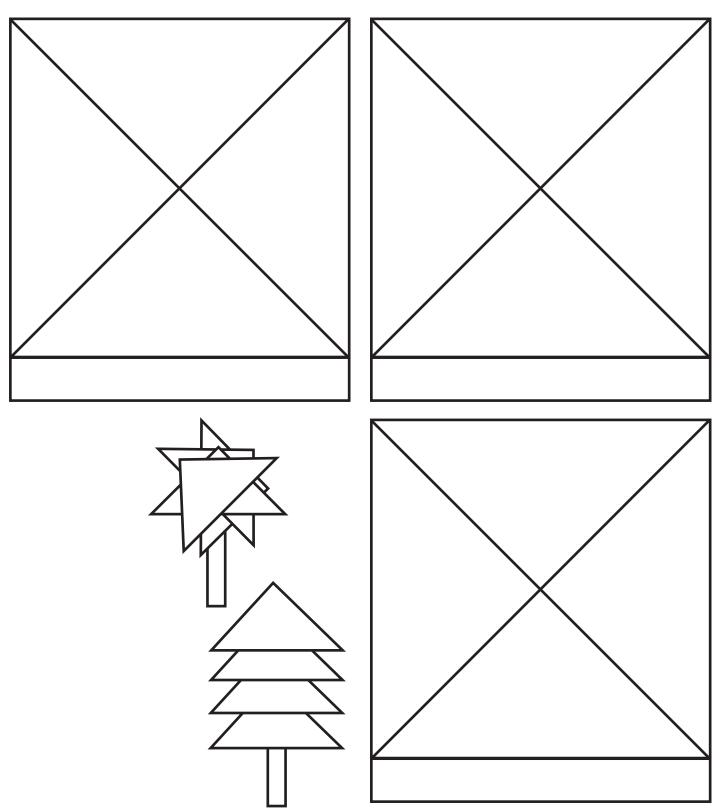


Growing closer to Jesus extends beyond the classroom.

Photocopy the "Growing Together" handout (at the end of this lesson) for this week, and send it home with your children. Encourage children and parents to use the handout to plan meaningful activities on this week's topic. Follow up the "Growing Together" activities next week by asking children what their families did together.

Tree Name Tags

Photocopy one handout for every three children, plus a few extras for visitors. Cut out each shape on the solid lines, and then give each child the resulting four triangles and one rectangle. Have children arrange the triangles on top of the rectangles to make tree name tags like the ones shown below. Have children tape the shapes together and write their names on the trees. Tape the name tags to children's clothing.







Today your child learned that God created all kinds of wonderful, special things—including people! Children discovered that God gave people an important position in his creation. They shared ways they are special creations and sang about some of the things God created.

Talking to God

After dinner, praise God with alphabet prayers. Say, "Thank you, God, for things that begin with A." Encourage everyone to contribute at least one word to the list. Do four letters of the alphabet each night.

God's Garden



In today's lesson, children learned that God created our beautiful world and then put us in charge of it. Dig into family fun by planting bulbs or flower seeds together. Visit a garden

shop, and enjoy the beautiful plants God made. Let your child choose which bulbs or seeds to buy. As you're planting, explain that God will care for the bulbs as they "sleep" under a blanket of soil. Wonder together at God's miracles when the flowers bloom!

Bedtime Animals



Tuck a different stuffed animal into bed with your child each night. Ask about the stuffed animal's name and why your child chose that name. Talk about how God let Adam name

all the animals, just as your child named his or her stuffed animals. Thank God together for animals—stuffed and real!

Growing Up

Take a tour of your indoor plants. Tell your child how to care for each one. (Remember, kids learn best by *doing*.) Explain that green plants "eat" pollution and give us healthy air to breathe. Mark a weekly "plant day" on your calendar, and let your child take charge.



Teacher Guide GRADES 1& 2 Fall

Teach as Jesus Taught!®

JESUS USED EVERYDAY OBJECTS—a mustard seed, a fig tree, a lost coin—to teach his disciples the truths that would change the world. With Hands-On Bible Curriculum, you can teach as Jesus taught, using fun surprises that children can touch, see, and smell to relate eternal truths they won't forget.

This quarter your 1st- and 2nd-graders will learn these important Bible lessons:

GOD'S CREATION

Genesis 1:1-2:3 Everything God made is good.
Genesis 2:7-22 We're all special to God.
Genesis 3 God loves us no matter what.
Genesis 6-7 God wants us to live for him.
Genesis 8-9:17 God keeps his promises.

LEADERS OF THE FAITH

Genesis 12:1-7 We can trust God.

Genesis 18:1-15 Sometimes God says wait.

Genesis 26:12-33 God wants us to get along.

Genesis 25:24-34 and more God wants us to forgive others.

PRAYER

Judges 13:1-25 We can ask God to show us the right thing to do.

Judges 16:1-31 God hears us when we pray.

1 Samuel 1:1-20 We can ask God to help us with our problems or needs.

1 Samuel 1:21–2:11 It's good to tell God how much we love him.

Also available:

AWARD-WINNING HANDS-ON BIBLE®

God's Word comes alive with hundreds of fun, interactive activities. It also coordinates with Hands-On Bible Curriculum!

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