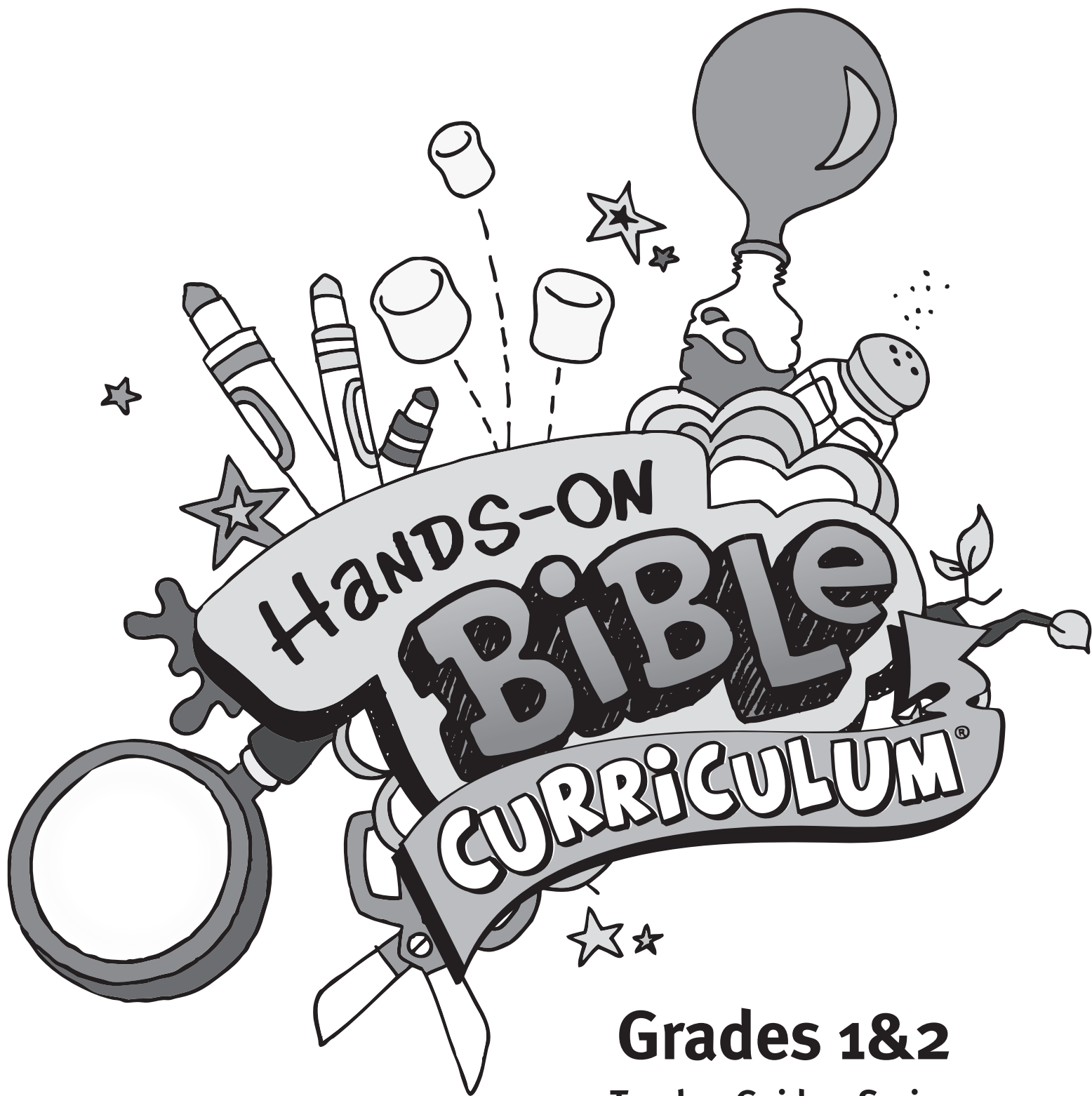


Group

**Teacher Guide**  
**GRADES 1 & 2**  
Spring



**Teach as  
Jesus Taught!®**



**Grades 1&2**

**Teacher Guide • Spring**

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## 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



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

### Experiential

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

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# Group

## Hands-On Bible Curriculum®, Grades 1 & 2, Spring

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Visit our website: [group.com](http://group.com)

Chief Creative Officer: Joani Schultz

Print Production Artist: Jeff Brunacci

Senior Designer: Jeff Spencer

Illustrators: Judy Love, Matt Wood

### Current Edition Credits

Contributing Authors: Karen Brown, Nancy

Wendland Feehrer, Lori Haynes Niles, Liz Shockey, Paul Woods

Project Manager: Owen Shattuck

Editors: Scott M. Kinner, Ann Diaz

Copy Editors: Lyndsay Gerwing, Becky Helzer, and Andrea Zimmerman

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ISBN 978-1-4707-6675-7

Printed in the United States of America.

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\* Due to the way Easter falls, we recommend moving the lessons as needed to line up Lesson 8 with Easter Sunday.

# UNDERSTANDING YOUR FIRST- AND 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 self-esteem.
- 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.



# 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 life-long 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 can be dangerous. Know your children, and consult with parents about allergies your kids may have. Also, be sure to read food labels carefully as hidden ingredients can cause allergy-related problems.

# Making the Most of Your Hands-On Bible Curriculum®

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 **WARNING:**  
**CHOKING HAZARD—**

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

**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.

**What’s the “one thing”?** Many might say it’s Jesus. 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.

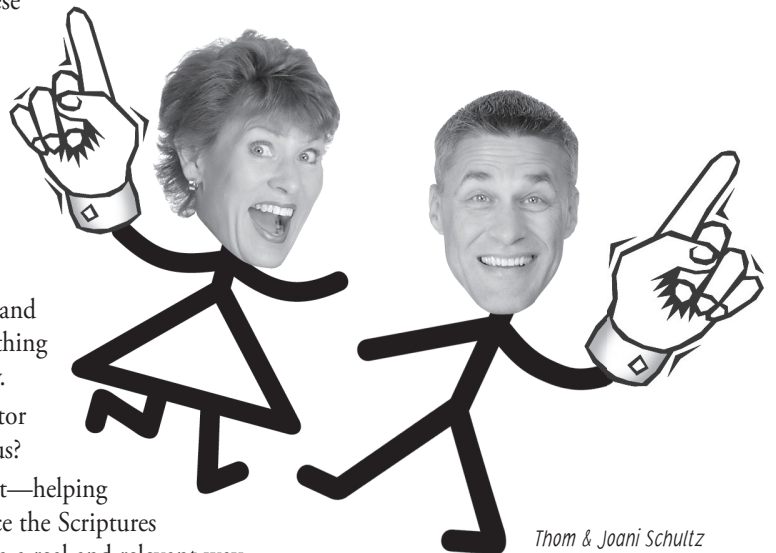
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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



Thom & Joani Schultz





# Acts

A look at the book of Acts, following closely on the heels of the gospel message of the Resurrection, brings new tales of excitement and drama. This period of church history is unique: Jesus' followers finally understood what Jesus' purpose on earth had been, and they formed the church body around that purpose. God moved among them in extraordinarily powerful ways. As the disciples shared the good news, the excitement it generated changed the course of world history.

You can create that same excitement for your first- and second-graders. Use these lessons to teach children that God has a plan for them, a plan that began with Jesus' death on a cross for their sins. God has the power to change their hearts and to heal them. And God wants them to show his love to others and to be joyful. Most of all, God wants to be a powerful and welcome part of their lives. You can help children see that Jesus came back to life to give us a way to be cleansed from wrong and to live with him forever.

## Three Lessons on Acts

Lesson	Bible Point	Page	Bible Basis
<b>1</b>	God has power to heal us.	13	Acts 3:1-16
<b>2</b>	God can change our hearts.	23	Acts 9:1-22
<b>3</b>	God wants us to show his love.	33	Acts 8:26-40

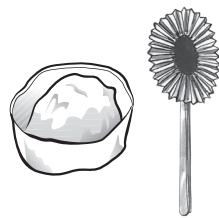
## The Signal

During the lessons on Acts, your attention-getting signal will be raising your hand. Have children respond by raising their hands as they stop talking and focus their attention on you.

Explain this signal before each lesson begins. Tell the children that it's important to respond to the signal quickly so the class can do as many fun activities as possible.

During the lessons, you'll be prompted when to use the signal.

## The Fidget Buster



When your students are too wiggly to pay attention to the lesson, get the wiggles out with Fan the Flame. You'll need the *paper fan*. You'll also need the *sailor hat*.

Arrange chairs in a circle, and have the children sit down.

Say: **God gives each of us special gifts that help us serve him. When you fan the flame of a fire, the fire gets bigger.**

**The Bible says we should fan the flame of our gifts to make our gifts grow bigger so we can help more people. For example, if your gift is to encourage others, you could fan the flame by encouraging lots of people. Let's play Fan the Flame.**

Tell children to pretend that they are all little flames. Have them make themselves as small as they can be by wrapping their arms around their knees. Show them the *paper fan*, and explain that when you fan it under their chairs, they should pop up and dance around the room like big flames in a fire. Tell them that when it's time to be quiet, you'll "put out" the flames by putting the *sailor hat* on their heads.

Go around the room, and fan each child into flame. Encourage children to sing "This Little Light of Mine" while they're dancing, but change the word *light* to *flame*. After a few minutes, douse the flames with the *sailor hat*, and have the children sit down. Then quietly return to the lesson.

## The Time Stuffer

This module's Time Stuffer will show children that the church is made up of all sorts of people. Put a supply of colored paper, scissors, glue sticks, and crayons or markers on a table. Hang several sheets of newsprint on the wall near the table. At the top of each sheet, write "The Church."

Encourage children to create a mural on the newsprint by drawing different kinds of people that make up the church. They could draw young people; old people; people of different shapes, sizes, and colors of skin; and people with different professions. Let children make colored-paper hats, shoes, and briefcases for the people they've drawn and then glue the extra items to the mural. Encourage children to draw pictures of people who they'd like to tell about God or who have helped them learn about God.

When children get to class early or finish an activity before others do, encourage them to work on this Time Stuffer.

## Remembering God's Word

This module's key Bible verses will help children see that belief in Jesus changes lives and that Christians should strive to please God with everything they do. Have fun using the following ideas any time during the lessons on Acts.

### ■ *What's Important*

Number sheets of paper from 1 to 10, and lay them in a line on the floor with lots of room between them. Say: **I'm going to read some activities we can do. You decide how important the activities are. If they're very important, stand near the 10. If they're kind of important, stand somewhere in the middle. If they're not very important, stand near the 1.**

Pause to give children time to respond after you read each of the following statements:

- going to church
- setting the table
- playing in the backyard
- getting the biggest piece of cake
- talking to my friends
- saying, "I'm sorry"
- cleaning my room
- watching lots of television
- hugging my parents
- having a fun party
- settling an argument

After you've read all the statements, have children sit down in a circle.

Ask: • **Why are some things more important than others?** (Because some things are good and some things are bad; because my parents tell me to do some things and not to do other things.)

• **What kinds of things does God want us to do?** (Go to church; pray to him; be nice to everyone; follow the Ten Commandments.)

Say: **It is important that we do what we can to obey and please God. But listen to what the Bible says about how serious it is when we try to please God without his help.**

Read **Romans 6:23b** from an easy-to-understand version of the Bible, such as the *Hands-On Bible* in the New Living Translation.

Say: **The Bible says we have all sinned. Without God's help, none of us can get it right. But with God's help, because of what Jesus did for us, we can live right with God. God wants us to do good things because he loves us. Let's draw pretend hearts on our chests to show that we want to live right with God.** Have children use their index fingers to draw hearts on their chests.

**God wants us to be loving to one another; the way God is loving to us, so let's hold hands with those next to us.** Have everyone in the circle hold hands.

**God wants us to have joy, too, for the free gift of eternal life he gives us through Jesus Christ, so let's flutter our hands in the air to show joy.** Have children flutter their fingers in the air to show joy.

**Now let's put all the actions together: "The free gift of God** (draw a heart on your chest) **is eternal life** (hold hands with everyone) **through Christ Jesus our Lord** (flutter your fingers)."

## ■ ***New Persons***

Have children form a circle and act out the following rhyme, repeating the actions with you as you recite:

**The old is out** (*extend your right arm into the circle, and then wave it above your head and outward*),

**The new is in** (*return your right arm to the circle*)

**When we confess** (*place right hand over mouth*)

**To God our sin.** (*Raise right hand from mouth upward toward ceiling.*)

**The reason why** (*point to forehead and nod*)

**Is Jesus' love.** (*Place right hand over heart.*)

**He fills us with his light from above.** (*Raise both arms in air and tilt head upward.*)

Say: **Listen to what the Bible says about becoming a new person.**

Read **2 Corinthians 5:17** aloud.

Say: **When the Bible says we become a new person, it doesn't mean that we become somebody other than ourselves. We still look the same on the outside. But on the inside, God changes us so we learn to do things that please him.**

Ask: • **What's one way people can tell we have changed?** (We go to church; we do nice things for people without being asked to.)

• **What can you do today to please God?** (I can get along with my sister; I can pick flowers for my mom; I can listen to my teacher.)

Pray and ask God to help the children live lives that please him.



**Bible Point** ▶

# God has power to heal us.

## Bible Verse

“He forgives all my sins and heals all my diseases” (Psalm 103:3).

## Growing Closer to Jesus

- Children will
- experience what it’s like to have a disability and be freed from it,
  - discover that God heals their minds as well as their bodies, and
  - pray that God will heal people they know.

## Teacher Enrichment

### Bible Basis

#### ■ Peter heals a man at the Temple gate.

**Acts  
3:1-16**



In today’s passage, several different factors regarding faith were in action in Peter and John’s healing of the lame man. When Peter said, “in the name of Jesus Christ the Nazarene,” he was using the name of one who had recently been nailed to a cross as a criminal. We know that it takes faith for a person to be healed, and Peter may have been testing the man’s faith in Jesus as a condition for being healed. We see in Acts 3:16 that Peter indicates that the man indeed must have had faith in Jesus to heal him. In addition, this miracle appears to be the first miracle performed by one of the apostles after the Holy Spirit had come upon them (see Acts 2).

So it took faith for Peter to make such a statement—faith that God would act in Jesus’ name to heal the man. And on top of all that, the healing was done by God—Peter and John claimed no credit for it but instead used the healing to encourage people to put their faith in Jesus.






### Prayer

- Read John 5:1-14.
- What similarities do you see between this healing by Jesus and the one by Peter and John in today’s passage?
- Pray: God, help my class understand how you can heal all our diseases. Help me to...

## 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
<b>Welcome</b>	<b>Welcome!</b> —Receive a warm welcome from the teacher, and make name tags.	“Church Name Tags” handout (p. 21), scissors, markers, tape	
<b>Attention Grabber</b>	<b>The Great Doctor</b> —Play a game to be healed of various afflictions to learn that Jesus is the great doctor.		
<b>Bible Exploration &amp; Application</b>	<b>Healed by God</b> —Act out the story from Acts 3:1-16 of Peter and John healing the man at the Temple gate.	Bible	
	<b>Puzzling Puzzles</b> —Create puzzles that are hard for a partner to put together, read Psalm 147:3-5, and learn that God has power to heal their hearts and bodies.	Bible, paper, scissors	
	<b>The Cure</b> —Listen to a story, read Psalm 139:13-16, and learn that God knows all about them.	Bible, CD player	
<b>Closing</b> 	<b>Pray for Help</b> —Try to count the hairs on their heads, read Luke 12:7a, and pray for God’s help.	Bible	

## Welcome

**SUPPLIES:** “Church Name Tags” handout (p. 21), 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 ► *God has power to heal us.***
- Photocopy the “Church Name Tags” handout, and cut apart the name tags. Have each child choose a name tag, decorate it with markers or crayons, and write his or her name on the welcome mat. Help the children attach the name tags to their clothing.
- Tell children that you’ll raise your hand to get their attention. They should respond by raising their hands and focusing their attention on you. Rehearse this signal, and encourage the children to respond quickly so you’ll have time for all the fun activities in this lesson.



### BIBLE POINT

## Attention Grabber

### ■ The Great Doctor

**SUPPLIES:** none



Move the furniture to clear an open area in the room.

Explain that in this variation of Tag, some children will have afflictions that will make them easy to tag. But a “great doctor” can heal and protect them.

Choose five volunteers. Put the *handcuffs* on one volunteer’s wrists, and say: **This means you can’t use your arms or hands in this game.** Have one volunteer sit on the floor. Wrap and tie the *Chinese jump-rope* around his or her ankles, and say: **This means you can’t use your legs in this game.** Put the *sailor hat* on the third volunteer so it covers his or her ears, and say: **This means you can’t hear in this game.**

Choose a fourth volunteer, and say: **We’re going to play Freeze Tag, and [child’s name] is “It.” If It tags you, you must freeze exactly where you are.**

Give the fifth volunteer the bag of *smiley rings*. Say: **You’re the great doctor. Everyone in the class will try to get a smiley ring from you without being tagged by It. Whoever gets a smiley ring is protected from It and is healed from whatever was wrong with him or her. If you are frozen by It, the great doctor can come and give you a smiley ring, and then you’ll be unfrozen. The great doctor can’t be frozen.**

Play until everyone has a *smiley ring*. Be ready to unlock the *handcuffs* for the child wearing them when he or she receives a *smiley ring*.

You may want to play the game again with different volunteers once the children have caught on to the rules.



### teacher tips

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.



### teacher tips

Hands-on, experiential activities are designed to help those who learn through movement understand and apply the lesson for today.



After the game, collect the *smiley rings*, *handcuffs*, *Chinese jump-rope*, and *sailor hat*, and return them to the Learning Lab. Gather the children, and ask:

- **Who was the game easier for? Who was it harder for?** (It was easier for the people who could run and hear; it was harder for the person who couldn't use his legs.)
- **What was it like before you got the *smiley ring*? What was it like afterward?** (Before I got the ring, I was scared that I would get caught; after I got the ring, I felt safe.)
- **What is it like in real life when you're sick or hurt?** (It's bad because I can't do the things I want to do; I feel like I want to sleep.)



### BIBLE POINT

Say: **Today we're going to talk about being healed. Sometimes people become sick or injured, and they need God's help to get better. ► God has power to heal us, just as the great doctor could give you a *smiley ring* to heal you in our game. In fact, sometimes we call Jesus the great doctor. Let's find out about a man who waited his whole life to be healed.**

## Bible Exploration & Application

### Healed by God

**SUPPLIES:** Bible

As you read the following story, have the children act out the story of Peter healing the man at the Temple gate.

To form the Temple gate, have two children join both hands and raise them overhead as though they were playing London Bridge. Have another child lie down by the gate and act out the role of the man who couldn't walk. Have two other children play the parts of Peter and John.

If you have fewer than five children, don't have anyone play the part of the gate. If you have more than five children, have several children form Temple gates, and have others play the crowd. Read aloud the story below, pausing to let the children act out what you've read.

Open your Bible to **Acts 3:1-16**, and say: **This story comes from the book of Acts. One day Peter and John went to the Temple for the afternoon prayer service. Pause. As they were going inside the Temple, they saw a man lying by the gate called the Beautiful Gate. The man had been unable to walk all his life. Every day people carried him to the gate and left him there to beg for money from the people coming to the Temple. The man saw Peter and John going into the Temple and asked them for money. Pause. Peter and John looked straight at him (pause) and said, "Look at us!"**

**The man looked at them. Pause. He thought they were going to give him money. But Peter said, "I don't have any silver or gold for you. But I'll give you what I have. In the name of Jesus Christ the Nazarene, get up and walk!" Pause. Then Peter took the man's right hand (pause) and helped him up. Pause. Instantly the man's feet and ankles became strong. He started walking! Pause. Then he started jumping and praising God. Pause. All the people recognized him as the man who couldn't walk, and they wondered how he had been made well. They were amazed! All the people came running to see the man who was healed. Pause.**

### Bible Insight

The Temple at Jerusalem referred to in Acts 3:1-16 is called Herod's Temple. The Temple complex was still under construction in the first year of Christ's ministry, A.D. 27, and had been under construction for 46 years. Christ predicted the Temple's destruction, which happened in A.D. 70 when Titus' Roman soldiers conquered Jerusalem. About 6,000 Jews taking refuge in the Temple died when it was burned down.

When Peter saw them, he said, “What is so surprising about this? And why stare at us as though we had made this man walk by our own power or godliness? It wasn’t us; it was God—the same God who sent Jesus to die for our sins. It was faith in Jesus that made this man well. You can see this man. You know that he couldn’t walk, and now he’s healed. Faith in Jesus’ name has healed him before your very eyes.”



Have your class give everyone a round of applause, and then have children sit in a circle. Say: **The man who was healed had been unable to walk his entire life.**

Ask: • **What do you think he thought when Peter told him to stand up?** (I think he believed that God would heal him; I think he was scared to stand up because he was afraid he’d fall down.)

• **If you had been in the crowd and had seen this man healed, what would you have done?** (I would have said thank you to God; I would have asked Peter to heal my grandma; I would have praised God.)

• **Have you ever known people who got better after they’d been sick for a long time? Explain.** (Yes, my brother’s arm was in a cast for a long time, but then his arm healed; no, I don’t know anyone who’s been sick for a long time.)

• **Why was it important that the man believed in Jesus?** (Because his faith helped him get better; because it was Jesus’ power that healed him.)

Say: **The people were amazed when the man started to walk. Peter said it was the man’s faith in Jesus Christ that helped him get well. When we put our faith in Jesus, good things happen! Jesus will live in our hearts and be our best friend, now and forever. Now let’s find out more about how God heals us.**



Young children often don’t understand the difference between minor and serious illnesses, so healing may not be as miraculous an act to them as it would be to an older child or adult. Use today’s Bible story and key Bible verse to teach kids that faith in God and the Holy Spirit is the first step in prayers for healing.

## HANDS-ON BIBLE

Say: **We are learning today that ► *God has power to heal us.* In our Bible story, we learned how God was able to work through an ordinary man like Peter to do something really extraordinary. With God’s help, Peter was able to heal a man. Let’s read some more about Peter.**



Have children open their *Hands-On Bibles* to the section called “The Disciples’ Inner Circle,” which is located on the Bible Bios page near **1 Timothy 4**. Read the section together with the children, asking for volunteer readers to take turns. The section gives background information on Simon Peter, James, and John. Then ask:

• **What was Peter’s biggest mistake, according to what we just read?** (He denied that he knew Jesus; he didn’t believe what Jesus had predicted would happen.)

• **Did Jesus forgive Peter? How do we know?** (Yes, he did, because Peter told other people how great Jesus was; yes, because later on Peter could do special things because of Jesus.)



Say: **Peter was an ordinary guy, and he made some silly mistakes, but Jesus forgave him. And later on, Peter was able to work in very special ways to heal people because Jesus gave him special power to do so. It wasn't Peter's own power. It was Jesus' power working in Peter to help others.**

Ask: • **Do you think that with Jesus' help, you could help others, too? Why or why not?** (Yes, I think Jesus could help me be brave and tell others about him; yes, I think that with Jesus' help, I could do special things for my friends, too.)

Have children turn to a friend and share one way they want Jesus to help them help someone else this week. Close in prayer, thanking God for his power to forgive our sins and heal us and then work through us to help others.



We encourage you to work with the open-ended questions. This helps children discover for themselves the answers that God is placing on their hearts. Each question may mean something different for each individual child. Guiding them through the questions, instead of giving them answers, allows them to apply what they learn to their lives in a unique way.

## ■ Puzzling Puzzles

**SUPPLIES:** Bible, paper, scissors



Have children form pairs and sit down.

Give each student a sheet of paper and scissors. Encourage each child to make a puzzle by cutting the sheet of paper into several random puzzle pieces. Tell children not to make the pieces too small. Give them a few minutes to complete their puzzles, and then raise your hand to get their attention. Wait for children to raise their hands and stop talking. Collect the scissors.

Say: **Trade puzzles with your partner. When I say “go,” you'll have a minute to put your partner's puzzle together. Don't talk to your partner while you're working. Ready? Go!**

After a minute, hum into the *kazoo*, and raise your hand to call time and get children's attention. Wait until children raise their hands and stop talking. If some of the puzzles aren't completed, have partners help each other finish. Then ask:

• **Was it hard or easy to put the puzzles back together? Explain.** (Hard because I couldn't figure it out; easy because I'm good at putting puzzles together.)

• **What was your reaction when the person who made the puzzle helped you put it together?** (I was glad my partner helped me; it made it lots easier; I felt relieved, because I couldn't do it by myself.)

Say: **Sometimes when people are sick, we say their bodies are broken, just as your puzzles were broken into pieces. But God has the power to put us back together. He made us, so he knows how to fix us, just as the partner who made the puzzle knew how to put it together. Listen to what the Bible says about God's healing power.**

Read **Psalm 147:3-5**. Say: **Tell your partner about a time you were sick or hurt and what happened to make you better.** Give partners a minute to share.

**The Bible says God is so powerful that he counts all the stars and knows them by name. This same big, wonderful God cares enough to heal us! ► God has power to heal us because God created us and loves us.**



## ■ The Cure

**SUPPLIES:** Bible, CD player



Cue the CD to track 7, “The Cure.” Have the children sit in a circle.

Listen to the CD with the children. At the end of the story, turn off the CD player, and ask:

- **What are some things you do to get rid of the hiccups?** (Hold my breath; blow into a paper bag.)
- **What’s silly about this story?** (None of those things really gets rid of the hiccups; nobody has a hiccup space.)

Say: **This story is fun, but it’s not fun to be really sick. When you or someone you love is really sick, you’d probably look for someone to help, just as the person in the story did.**

Ask: • **What happens when you get sick?** (My dad puts me to bed and gives me juice; my mom takes my temperature a lot; I have to take medicine that tastes funny; sometimes I have to go to the doctor.)

- **What’s it like to go to the doctor?** (Scary; OK because my doctor is really nice.)
- **What do parents and doctors tell you to do when you’re sick?** (Stay in bed; drink orange juice; take medicine; don’t go outside.)
- **Can doctors cure everything?** (Usually; no, sometimes people die.)

Say: **Sometimes God uses doctors and nurses and parents to help us get better. Sometimes we don’t understand the things that happen to our bodies—like the hiccups! But God made us and knows all about us. Listen to what the Bible says about how God made us.** Read **Psalm 139:13-16** aloud. **Because God is our creator, ► God has power to heal us.**



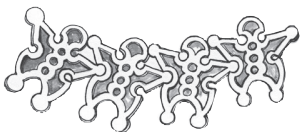
Understanding how your first- and second-graders develop spiritually will help you communicate with them effectively about what it means to believe in Jesus Christ and develop a personal friendship with Jesus. They understand God’s love and God’s world through personal experience. They don’t comprehend 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.



## Closing

### ■ Pray for Help

**SUPPLIES:** Bible



Ask: • **What did you learn today?** (I learned that God can heal me; I learned that God is powerful.)

Form pairs, and have partners try to count the number of hairs on each other’s head. After a minute, ask if anyone knows how many hairs his or her partner has. Say: **Listen to**

**what the Bible says about how well God knows us.** Read **Luke 12:7a**.

**God cares about you and knows everything there is to know about you, including the number of hairs on your head. He is ready to help everyone who asks for help. But our bodies aren’t the only things God can heal. God can heal people who are sad, people whose hearts are broken, and people whose lives are broken by sin. Here is our Bible verse for today, from Psalm 103:3: ► “He forgives all my sins and heals all my diseases.”**



◀ **BIBLE VERSE**

**God loves us and will forgive us and help us if we ask for his help. We can tell him about everything we need and everything that bothers us. Let's think of people who need God's help right now. We'll ask God to help them.**

Have the children sit in a circle and pass around the bag of *stackable clowns*. Have the children take one *stackable clown* for each person they can think of who needs God's help. Have children put their clowns in the middle of the circle. Ask God to heal the minds and the bodies of the people the children have thought of. Invite the children to pray: "God, you have the power to heal us. Please help [person's name]." Close by saying together, "In Jesus' name, amen."

Return the *stackable clowns* to the Learning Lab for use in later lessons.

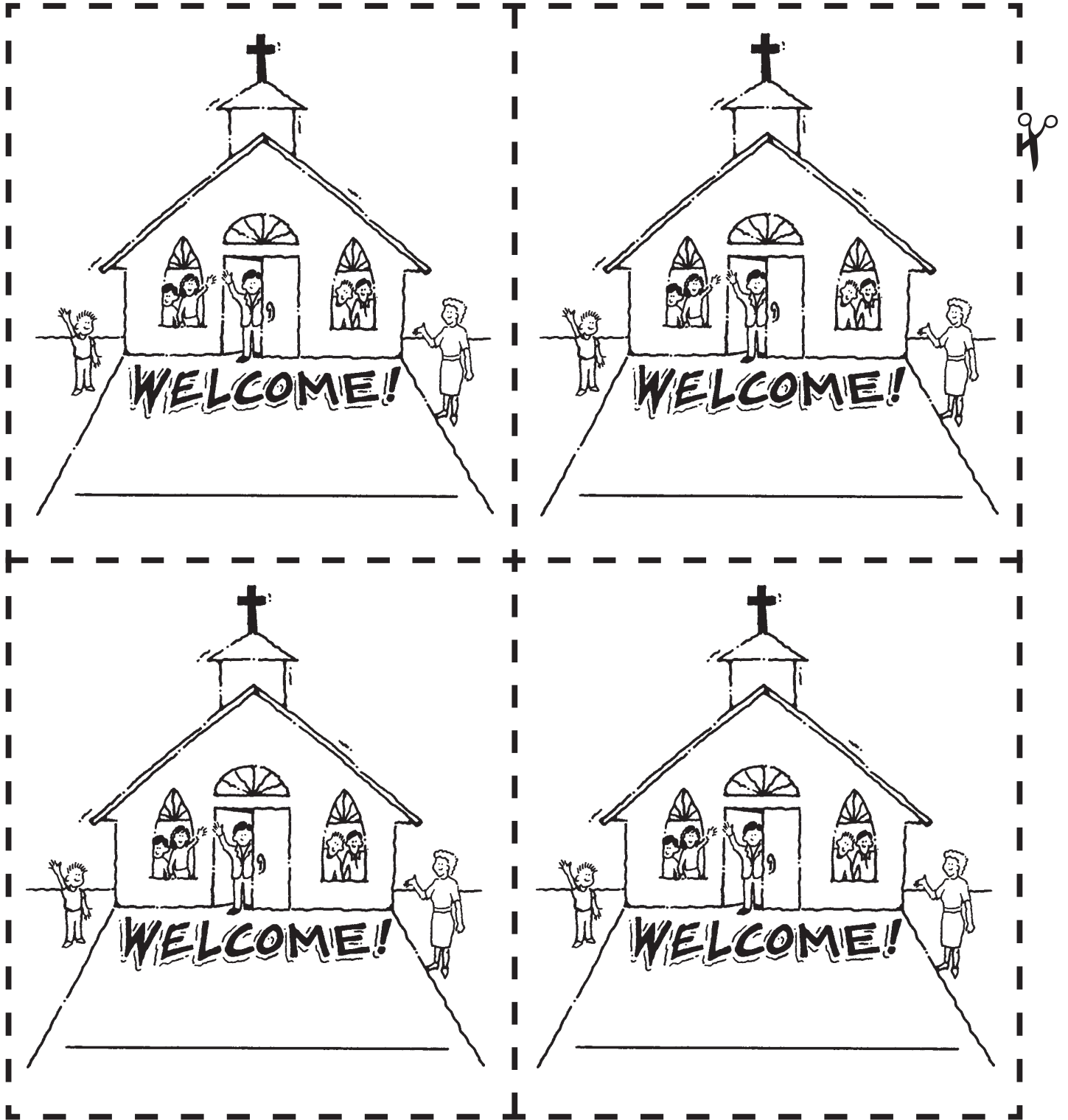


### **Growing closer to Jesus extends beyond the classroom.**

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.

# Church Name Tags

Photocopy this page, and cut apart the name tags. Have children color the name tags and write their names on the welcome mats. Help children attach the name tags to their clothing.



# Growing Together

## Bible Story

Peter heals a man at the Temple gate. Acts 3:1-16

**Acts Lesson 1:**  
God has power to heal us.

## Bible Verse

"He forgives all my sins and heals all my diseases" (Psalm 103:3).

## In Touch

Today your child learned that God has power to heal us. Children learned that God sometimes heals people through miracles. They also learned that God can heal people's minds and hearts. Use these ideas to teach your child to trust God's healing and help.

### Bandage Cards

Make a bandage card to give to a sick friend who needs cheering up. Fold a piece of paper in half to make a card. Attach adhesive bandages in the form of a stick person to the cover. Use a round bandage for the face. Use a marker to draw facial features and clothes on the figure. Write a get-well message on the inside, and be sure to let the person know you're praying for him or her.

### Wellness Prescriptions

Gather a clean, empty jar; paper strips; and pencils. Together with your child, write prescriptions for staying healthy, such as "Eat an apple every day," "Walk around the block five times," and "Pray about your worries." Invite a family member to pull out one strip each morning, and plan a time that day for your family to fill the prescription together.

### Worry Talks

God wants to heal us from worry as well as from sickness. Let your child know that when worries come, you're always available to help. Have your child cut one circle out of green construction paper and one out of red construction paper and then glue the two circles together. Attach a string to the circle, and hang it on the door of your child's room. The green side indicates that all is well. The red side indicates that your child is worried and needs to talk and pray with you. Check the signal often, but don't wait until the signal is turned to the red side before you talk with your child. Ask frequently how things are going.

### Cookie Hospital

Make gingerbread-people cookies with your child. Break them in two after they've cooled. Create a hospital for your broken cookies by laying the pieces of each cookie on a napkin "hospital bed" on your kitchen table or counter. Have your child "heal" the cookies by pasting the pieces together with icing. As you eat the healed cookies, joyfully praise God for taking care of our bodies.



# Teacher Guide

## GRADES 1 & 2

### Spring

## 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:**

### ACTS

- |              |                                |
|--------------|--------------------------------|
| Acts 3:1-16  | God has power to heal us.      |
| Acts 9:1-22  | God can change our hearts.     |
| Acts 8:26-40 | God wants us to show his love. |

### JESUS' CRUCIFIXION AND RESURRECTION

- |                  |   |
|------------------|---|
| Matthew 21:1-11  | It's good to praise God.                            |
| John 13:1-17     | Jesus wants us to serve others.                     |
| Matthew 26:36-56 | Jesus did the right thing, even though it was hard. |
| Matthew 27:32-61 | God sent Jesus to take the punishment for sin.      |
| * Matthew 28:1-7 | Jesus died and came back to life.                   |

### WORSHIP

- |                      |  |
|----------------------|--|
| John 4:4-28          | We can worship God anywhere.             |
| Exodus 19:3—20:21    | God wants us to worship him.             |
| Psalms 23; 122; 150  | Worship is showing God that we love him. |
| 1 Chronicles 16:1-36 | It's good to worship God with others.    |
| 2 Chronicles 5:1-14  | God is with us when we worship.          |

\* Due to the way Easter falls, we recommend moving the lessons as needed to line up Lesson 8 with Easter Sunday.

## 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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