

Group

# Teacher Guide

## GRADES 1 & 2

Summer



Teach as  
Jesus Taught!®



**Grades 1&2**

**Teacher Guide • Summer**  
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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:



### Relational

Person-to-person interaction enhances spiritual growth and builds Christian friendships.

### Experiential

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

### Applicable

The aim of ministry is to equip people to be both hearers and doers of God's Word.

### Lifelong

Experiences transform the heart, moving faith beyond the walls of church and into everyday life for years to come.

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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.



# Group

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

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# 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.

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.

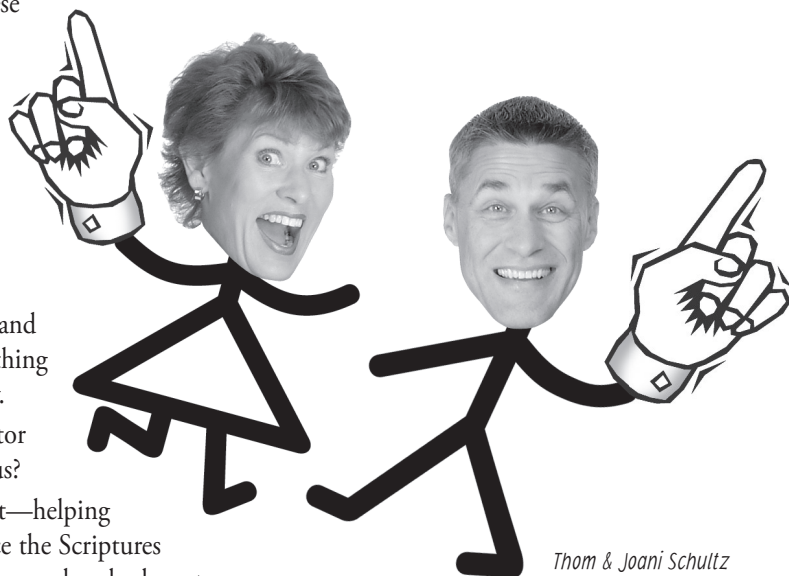
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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



Thom & Joani Schultz



# A Leader for God's People

Moses was one of Israel's greatest leaders, but he accomplished nothing by his own power. Born at a time when Egypt's Pharaoh killed all Israelite baby boys, his life was spared by God's providence and care. His powers of persuasion were hampered by a speech impediment, yet with God's help, he convinced Pharaoh to free the Israelites. As a leader, all his accomplishments pointed back to Israel's ultimate leader—the God who rescued his people from bondage and would lead them to a new land.

First- and second-graders often feel less than powerful. School is still new to them, and older children have more power and privileges. By looking at Moses' example, the children in your class can see that they don't have to be super strong or powerful if they have God on their side. The God who is more powerful than pharaohs, presidents, or bullies stands ready to help those who trust him. Use these lessons to help your first- and second-graders develop a trusting relationship with the all-powerful God.

## Five Lessons on A Leader for God's People

| Lesson   | Bible Point                                     | Page | Bible Basis        |
|----------|-------------------------------------------------|------|--------------------|
| <b>1</b> | God gives us courage to carry out his plans.    | 13   | Exodus 1:22–2:10   |
| <b>2</b> | God gives us help with difficult tasks.         | 23   | Exodus 3:1–4:17    |
| <b>3</b> | God is more powerful than presidents and kings. | 33   | Exodus 7:14–10:29  |
| <b>4</b> | God helps those who trust in him.               | 43   | Exodus 11:1–12:30  |
| <b>5</b> | Nothing is too difficult for God.               | 51   | Exodus 13:17–14:31 |

## The Signal

During the lessons on a leader for God's people, 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. 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.

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

## The Fidget Buster

When your students are too antsy to pay attention to the lesson, use this Fidget Buster to get the wiggles out.

Designate one end of the room as Egypt and the opposite end as the Promised Land.

Say: **When I call out "Egypt," run toward Egypt. When I call out "Promised Land," run toward the Promised Land. When I call out "Gather manna," drop to the floor and pretend you're gathering food into a basket.**

Play the game for two or three minutes, calling out the three commands in any order. Then say: **Now let's get ready for the rest of our lesson.**

## The Time Stuffer

This module's Time Stuffer will encourage children to pray.

Photocopy a "Passover Prayers" handout (p. 12) for each child in your class. Put the handouts, tape, markers, and crayons on a table near a wall or bulletin board. Have the children draw on the handouts pictures of ways God has taken care of them or of times they have trusted God. They might draw a picture of a storm, riding a bike, or being sick. Have children tape their handouts to the wall or bulletin board.

When children get to class early or have free time during the lesson, have them work on their handouts.

## 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 encourage children to trust God's power in their lives. Have fun using the following activity anytime during the lessons on Moses to reinforce the Bible verse.

## ■ Floating Power



You'll need two bowls of water or a large sink for this activity.

Open your Bible and read **Isaiah 40:31** to the children. Have the children repeat the verse with you two or three times.

Ask: • **How does putting your trust in God help you?** (God gives me new strength; God helps me be strong.)

Form two teams. Give each team a bowl of water and one of the *flying discs*. Distribute the following Learning Lab items evenly between the two teams: *floating animals*, *animal nose*, a *design maker*, *twirlybird rings and launchers*, and the *wiggle eyes*. It's OK if teams don't have the same items as long as they have the same number of items.

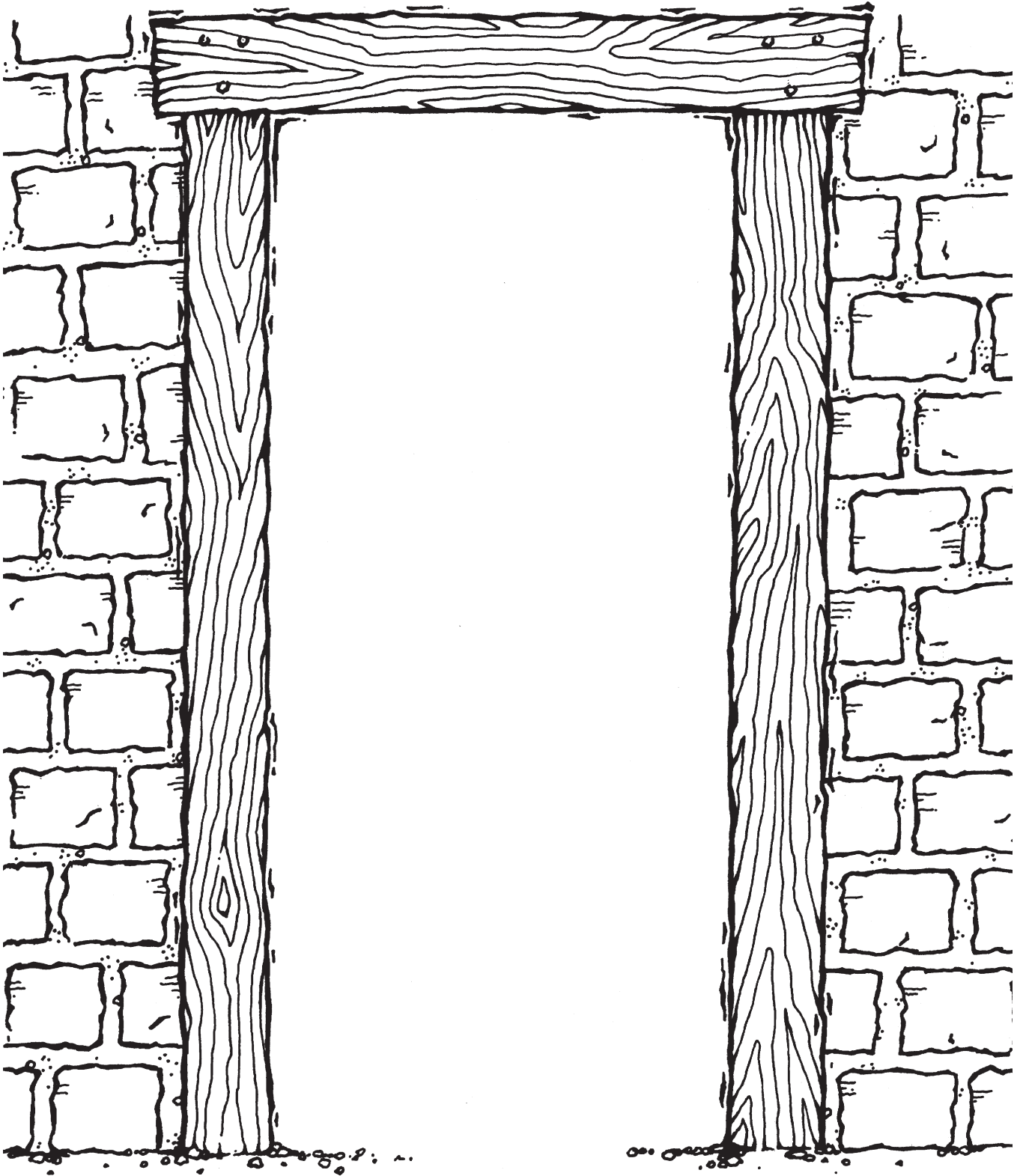
Say: **We're going to test the power of these *flying discs*. The discs will float in the water. We're going to see how many things we can float on top of the discs. Each time someone puts something on the disc, repeat the verse we just read together. If your disc sinks, or if something falls out, you must take everything out and start over. Let's say the verse once more so we'll remember it: "But those who trust in the Lord will find new strength."**

Let children try several times to float all the Learning Lab items on their discs, and then twirl the *twirling groaner* to call time. Gather the children, and ask:

- **What happened when you put too many things on your disc?** (It sank; some of the things fell off.)
- **How is that like what happens when you forget to trust God?** (I get scared; things don't turn out right.)

Say: **When we trust God's power, no one can stand against us. But when we forget to trust God, things don't always turn out right. Let's remember to trust God to give us the strength and power we need this week.** Have children repeat the verse with you once more.

# Passover Prayers



“God answered, ‘I will be with you’” (Exodus 3:12a).



# God gives us courage to carry out his plans.

## Bible Verse

“Even when I walk through the darkest valley, I will not be afraid” (Psalm 23:4).

## Growing Closer to Jesus

Children will ■ discover that God has special plans for them,  
 ■ identify special things they can do for others, and  
 ■ receive medals of bravery to remind them that God gives them courage to carry out his plans.

## Teacher Enrichment

### Bible Basis

#### ■ Miriam looks out for her brother.

**Exodus  
1:22–2:10**



From the way Miriam acted when she boldly approached the Egyptian princess, we can see that, even at her young age, Moses’ big sister possessed poise and confidence. In those days, the Israelites were in disfavor with the Egyptian aristocracy. A new pharaoh had come to power and had taken paranoid measures to ensure that the growing Israelite prosperity and influence would not become a threat. He had enslaved the Israelites and burdened them with an inhumane workload. Worse, he had decreed that every male child of Hebrew women should be killed.

The princess’s compassion and God’s sovereignty, though, brought a favorable outcome from bleak circumstances. Miriam’s courage under pressure would later enable her to have a part with her two brothers, Moses and Aaron, in leading the tribes of Israel out of Egypt (see Exodus 15:20).

At various points in the history of redemption, God has made special use of women to bear his message to his people. Miriam watched God orchestrate circumstances so that her younger brother would survive and grow up to be God’s chosen instrument to deliver his people from Pharaoh. This must have convinced her that the God who had called her ancestors into a special covenant relationship with him was the same God who could deliver Moses—and her entire people—from slavery in Egypt.

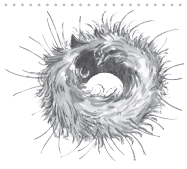
## Prayer

- Read Psalm 33:11 and Ephesians 6:8.
- Have you ever felt as if God’s plan must have derailed? How does Psalm 33:11 address that feeling?
- Pray: Dear God, even when the situation is bleak, you have a plan that stands forever. Thank you for protecting me, even when times are tough, 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                                                                 |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Welcome</b>                                                                                       | <b>Welcome!</b> —Receive a warm welcome from the teacher, and make name tags.                                                                                                            | “Pyramid Name Tags” (p. 21), scissors, markers or crayons, tape or safety pins                         |                                                                                       |
| <b>Attention Grabber</b>                                                                             | <b>Stand Forever</b> —Play a game in which it’s impossible to stay standing, and learn from Psalm 33:11 that God’s plans last forever and that God enables us to accomplish those plans. | Bible                                                                                                  |                                                                                       |
| <b>Bible Exploration &amp; Application</b>                                                           | <b>Courageous Miriam</b> —Discover how God gave Miriam courage to speak to Pharaoh’s daughter about a nurse for baby Moses.                                                              | Bible, CD player                                                                                       |    |
|                                                                                                      | <b>Lionhearted</b> —Learn from Proverbs 28:1 that good people are as courageous as lions, and decide if it’s easy or hard to be courageous in specific situations.                       | Bible, masking tape, marker                                                                            |  |
|                                                                                                      | <b>Courage Tag</b> —Play a game of tag that re-enacts today’s Bible story, and then discuss Isaiah 41:10a.                                                                               | Bible, old bedsheets, baskets for half the students                                                    |  |
|                                                                                                      | <b>Special Things</b> —Fill a basket with courageous-helper ideas, and learn from Psalm 23:4 that God helps us not be afraid.                                                            | Bible, index cards, pencils, markers, basket                                                           |  |
| <b>Closing</b><br> | <b>Courageous Kids</b> —Make courage medals, and realize that God will help them carry out his plans.                                                                                    | Construction paper, scissors, markers, stapler, courageous-helper cards from “Special Things” activity |  |

## Welcome

**SUPPLIES:** “Pyramid Name Tags” (p. 21), scissors, markers or crayons, tape or safety pins

- 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 gives us courage to carry out his plans.**
- Help children make name tags. Photocopy the “Pyramid Name Tags,” and follow the instructions.
- Tell the children 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 plenty of time for all the fun activities in this lesson.



**BIBLE POINT**



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

## Attention Grabber

### ■ Stand Forever

**SUPPLIES:** Bible

Say: **We’re going to play a game. The object of this game is for everyone to stay standing as long as you can. I’ll read the directions, and you follow them.**

Read the following directions, one at a time. Pause after you read each direction to give children time to respond.

- **Join hands and form a circle.**
- **Stand on one foot.**
- **Hop three hops toward the center.**
- **Switch feet so you’re standing on the other foot.**
- **Let go of hands, and hop two more hops toward the center.**
- **Bend down and touch the toes of the person on your left.**
- **While you’re still touching the toes of the person on your left, shake hands with the person on your right.**

After the game, congratulate the children for standing as long as they did.

Ask: • **What was it like to try to keep standing that whole time?** (Hard; impossible; I got tired; fun.)

• **What would it be like if you had to keep standing forever?** (That would really be impossible; I’d be very tired.)

Say: **There’s no way we could keep standing like that forever, but today we’re going to talk about something that does stand forever.** Read **Psalm 33:11** aloud from an easy-to-understand version of the Bible such as the *Hands-On Bible*. **God makes plans that stand forever, and ► God gives us courage to carry out his plans.** That means he helps us do what he wants us to do even if we’re scared. Let’s listen to a story from the Bible about how God gave courage to a girl.



Children will probably not be standing after you’ve given all the directions. If they’re still standing, add a few silly actions until no one in the class is standing.



**BIBLE POINT**

# Bible Exploration & Application

## ■ Courageous Miriam

**SUPPLIES:** Bible, CD player



Cue the CD to track 2, “Miriam’s Story.” In this story, Miriam tells how God gave her courage to take care of her brother Moses.

Gather children in an open area of the room, and have them sit on the floor. Open your Bible to **Exodus 1–2**, and show the chapters to the children. Say: **Our story today comes from the book of Exodus. It’s the second book in the Bible. Listen carefully for all the times people show courage in the story.**

**Exodus. It’s the second book in the Bible. Listen carefully for all the times people show courage in the story.**

Start the CD.

When the story ends, turn off the CD player.

Ask: • **How did Miriam show courage?** (By helping her mother take care of Moses; by talking to the princess; by watching Moses.)

• **What kinds of things does God give you courage to do?** (Make new friends; walk past my neighbor’s dog; sleep in a dark tent when we go camping.)

Say: **God gave Miriam courage to carry out his plan. ► God gives us courage to carry out his plans, too. Miriam did something special that was part of God’s plan for taking care of Moses. We can do special things for God, too. Let’s talk more about that now.**



### BIBLE POINT ►

#### Bible Insight

Exodus 2 doesn’t explain why Pharaoh’s daughter was able to save and raise a male Hebrew baby while Pharaoh was ordering these babies killed. Some theorize that slave adoption was a common practice or that her royal status put her above the law. Or she may have rationalized that she would be raising Moses as an Egyptian, not a Hebrew.

## ■ Lionhearted

**SUPPLIES:** Bible, masking tape, marker



Ask: • **What are some of the biggest animals you can think of?** (Elephants; hippos; giraffes.)

• **Which do you think are the most courageous animals on earth?** (Lions; tigers; gorillas.)

Say: **Those are some big animals you mentioned, and I think all those animals are bold and courageous. People can be bold and courageous just as animals are. The Bible says in Proverbs 28:1 that good people are as bold as lions. Read Proverbs 28:1 aloud. Let’s roar like lions to remind ourselves to be**

**bold and courageous this week. Roar! Being good isn’t always easy, but God can help us do what’s right. ► God gives us courage to carry out his plans.**

Use masking tape and a marker to number three *flying discs*, and place one on each of three sides of the room. Say: **I’m going to read some situations. After I read each one, think how hard it would be to do the right thing in that situation. If you think you would definitely do the right thing, even if it was really hard, go to this *flying disc* (point to disc 1) and roar like a lion. If you think it would be too hard to do the right thing, go to the opposite *flying disc* (point to disc 3) and meow like a cat. If you’re not sure what you’d do, go to the middle *flying disc* (point to disc 2) and growl like a dog. I’ll twirl the *twirling groaner* when it’s time for you to stop roaring, meowing, and growling.**



### BIBLE POINT ►

Read the following situations one at a time. After each situation, wait for children to go to one of the *flying discs*. After all the children have chosen one of the discs, have them tell the others at that disc why it would be hard to do the right thing in that situation.

Twirl the *twirling groaner* when you need to regain children's attention. You may need to twirl it several times if children are growling or roaring loudly. Say:

• **A friend at school wants to copy the words from your spelling test. You don't want to make your friend mad, but it would be cheating, and you'd get in big trouble if you got caught.** Pause for children's discussion.

• **When you were playing ball in the living room, you broke the glass in one of your mom's picture frames. You know you weren't supposed to be playing ball in the living room, but you don't want to get in trouble. Maybe you should tell your mom that the picture frame just fell over.** Pause for children's discussion.

• **Your parents can't afford to buy you a new lunchbox this year, so you're stuck using your brother's old one. It's really old and beat-up. The Thermos smells like sour milk. On your way out of the classroom after school, you notice that someone has forgotten to take home a really great lunchbox. No one would know if you took it.** Pause for children's discussion.

Twirl the *twirling groaner* to regain children's attention. Raise your hand and wait for children to raise their hands and stop talking.

Ask: • **What would be hard about doing the right thing in those situations?** (I'd be scared of getting in trouble; I'd be worried about losing my friend.)

• **How can God help us do what's right?** (By answering our prayers; by showing us in the Bible what God wants us to do.)

Say: **Sometimes doing the right thing can be scary, but God wants us to do what is right. ► God gives us courage to carry out his plans. With God's help, we can be as courageous as lions and do what's right. Roar if you want to do what's right this week. Pause. Roar louder if you want to do what's right for the rest of the year. Pause. Roar as loud as you can if you want to do what's right for the rest of your life!** Pause.

Put away the *flying discs* and *twirling groaner*.



The story of Moses and the Exodus is a wonderful story to teach children about God's power and might. As children learn about courage in this lesson, watch for teachable moments when you can reassure them that God cares for them and is with them always, so they need not be afraid.



## HANDS-ON BIBLE

For this activity, you'll need two glasses filled with water, a teaspoon, salt, and two raw eggs. Say: **Sometimes we are faced with scary challenges, and we might wonder how things are going to turn out all right for us. It can be like falling into the deep end of the pool when you aren't sure you can swim! But ► God gives us courage to carry out his plans, so even if we feel like we're in water over our heads, God will help us. We are going to try an experiment to help us understand how that works.**

Have the children open their *Hands-On Bibles* to **Exodus 3** and locate the activity called "Sink or Swim?" Complete steps 1 and 2 together with the class, and discuss examples from the children's own lives of when they thought they might be in over their heads in a situation but then God gave them courage to complete his plans.



Ask: • **Why is it important to trust God to give you courage to carry out his plans even when you feel afraid?** (Because God will help me; because God is with me; because God wants me to trust him.)

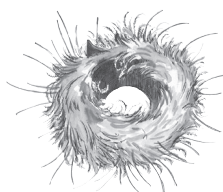
• **What plans are you trusting God with today?** (I want to play soccer on the school team; I want to visit my cousin, but I have to ride on a plane by myself to get to his house.)

Have volunteers take turns completing the following prayer: "Dear God, thank you for holding me up. I need some help with..."

Close in prayer, thanking God for holding us up and giving us courage to carry out his plans.

## ■ **Courage Tag**

**SUPPLIES:** Bible, old bedsheet, baskets for half the students



Spread an old bedsheet on the floor on one side of the room. Choose one child to be Miriam. Give "Miriam" the *furry bracelet* to wear on his or her wrist. Have the rest of the class form two groups: the Egyptians and the Israelites. Give a basket to each of the Israelites.

Say: **Today we are learning that ► God gives us courage to carry out his plans.** In our Bible story, the

Israelites tried to save their babies by getting them to the water. Moses was saved because Miriam had the courage to put her brother Moses' basket in the water to keep him away from the Egyptians who were trying to hurt him.

Imagine that our bedsheet is a river. If you are an Egyptian, your job is to keep the Israelites from getting to the water. You stop them by tagging them. Israelites, your job is to get your basket to the water without being tagged. If you are tagged, you must freeze right where you are.

Miriam is wearing a special **Courage Bracelet**. Have Miriam hold up the *furry bracelet* for everyone to see. **It's Miriam's job to look for frozen Israelites, tag them, and share courage with them. If Miriam tags you, you are unfrozen and can move around again. Whoever is holding the Courage Bracelet can't be tagged while he or she is wearing the bracelet.**

Allow a few minutes for play. Have children change roles, and appoint a new child to be Miriam and to wear the Courage Bracelet. Play several times so children can experience different roles. Return the *furry bracelet* to the Learning Lab, and gather children in the middle of the room.

Ask: • **How did it feel to be an Israelite?** (It was hard to get the basket to the water; it was fun to try to get away from the Egyptians; I felt important because I wanted to save the babies.)

• **How did it feel to be an Egyptian?** (It was fun to chase the Israelites; it was hard because they kept getting unfrozen.)

• **In what ways did you have to have courage during our game?** (To get past the Egyptians; to get the basket across the room even though I was being chased.)

• **Why was it important for Miriam to have courage?** (So she could help other people; so she could unfreeze people.)

• **How did she spread her courage to others?** (By tagging people; by passing on her courage.)



### **BIBLE POINT** ►



If your room is small, instruct children to use baby steps or walk on their knees.

• **How can we spread our courage to others?** (By telling them they are doing a good job; by offering to help them; by telling them about Jesus' love.)

Read **Isaiah 41:10a** aloud to the class.

• **How does God encourage us in this verse?** (He tells us he is with us; he says not to be afraid.)

• **What's one thing you can do today to get courage?** (I can ask God for courage; I can ask my parents to pray with me.)

Say: **Just as God gave Miriam courage to carry out God's plans, ►God gives us courage to carry out his plans, too. Let's learn some more about special things we can do with God's help.**



## ■ Special Things

**SUPPLIES:** Bible, index cards, pencils, markers, basket



Say: **Miriam did a courageous thing for God when she helped her mother take care of Moses. We can do courageous things, too.**

Turn to the person next to you, and talk about what courageous things you could do for God this week. For example, you might make friends with a bully or tell your neighbor about Jesus. I'll twirl the *twirling groaner* to call time.

After about a minute, twirl the groaner. Raise your hand, and wait for children to raise their hands and stop talking. Give each child several index cards. Say: **Now write or draw a picture of your ideas on your cards.**

Distribute pencils and markers, and let children draw or write their ideas on the index cards. When they've finished drawing or writing, twirl the groaner again. Hold up a basket. Say: **Moses' mother did a courageous thing when she put Moses in a basket in the river. Miriam did a courageous thing when she watched Moses until he was pulled out of the river. Let's put our courageous-helper ideas in this special courage basket now. We'll draw them out and take them home at the end of our class today.**



Have children take turns reading or explaining their index cards as they place them in the basket. Say: ►**God gives us courage to carry out his plans. Sometimes God's plans are hard to follow, but God never leaves our side, so we don't ever have to be afraid. Listen to our Bible verse for today. Read Psalm 23:4 aloud: ►“Even when I walk through the darkest valley, I will not be afraid.”**

Have the children repeat the verse with you. **God's Son, Jesus, must have felt afraid when it was time for him to die on the cross. But God gave Jesus courage to carry out his plans. If we believe in Jesus, we don't have to be afraid, either. Jesus promises to be our forever friend who is with us always.**

At the end of class, each of you will have a chance to choose one



◀ **BIBLE VERSE**

of these courageous-helper cards so you can follow God's plans this week. Right now, let's learn more about being courageous.

## Closing

### ■ *Courageous Kids*

**SUPPLIES:** construction paper, scissors, markers, stapler, courageous-helper cards from "Special Things" activity



Cut *shiny ribbons* into 4-inch pieces, enough for each child to have one. Give each child a ribbon piece and a quarter-sheet of colored construction paper. Distribute scissors, and have each child cut a favorite shape out of the construction paper and write his or her name on it. Have each child fold over the *shiny-ribbon* piece into a loop and staple it to the bottom of his or her medal.

Say: **These are our medals of courage. We'll take our medals home today. Keep your medal by your bed this week to remind you that God will help you do what's right. ► God promises to give us courage to carry out his plans.**

Collect all the medals, and gather the children in a circle. Call one child into the center, and say: **As I give you your medal, the rest of us will remind you that God will help you: "[Name of child], God gives you courage to carry out his plans."**

Continue until all the children have their medals, and then close in prayer.

Pray: **God, thank you for helping us be courageous so we can do what you want us to do. Make us as bold and courageous as lions so we can follow you even when it's scary or hard. In Jesus' name, amen.**

Make sure children each draw a courageous-helper card as they leave class. Have them look at their cards before they take them home to make sure they can do the ideas this week. If a child draws an idea that won't work, let him or her draw again or make a new card with another idea. Collect name tags for next week's use.



**BIBLE POINT ►**

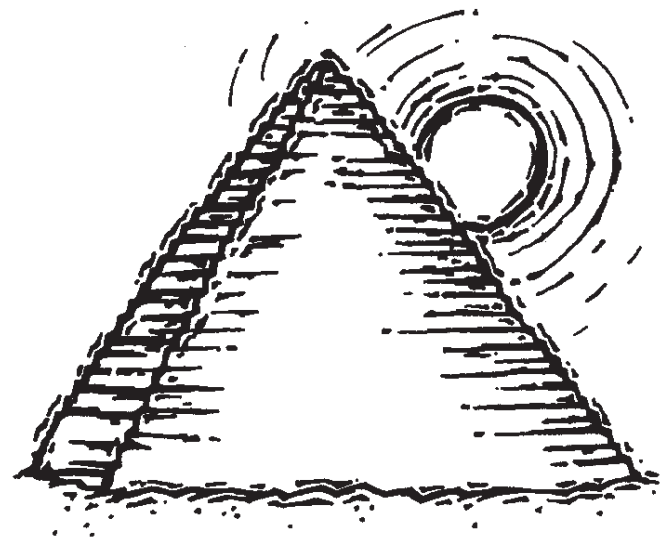
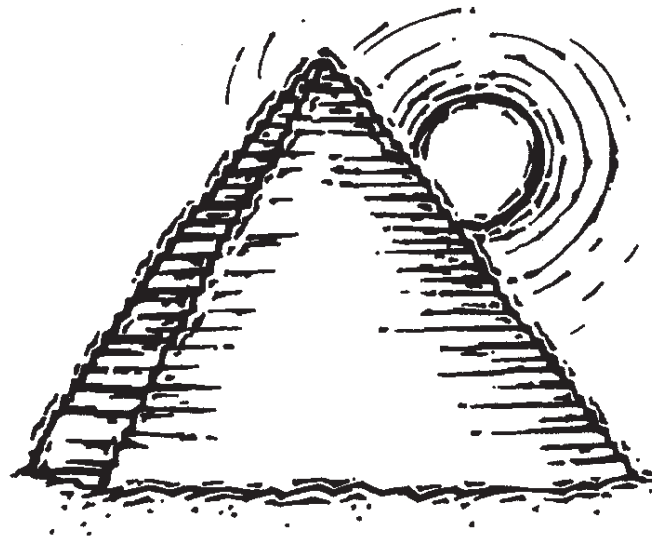
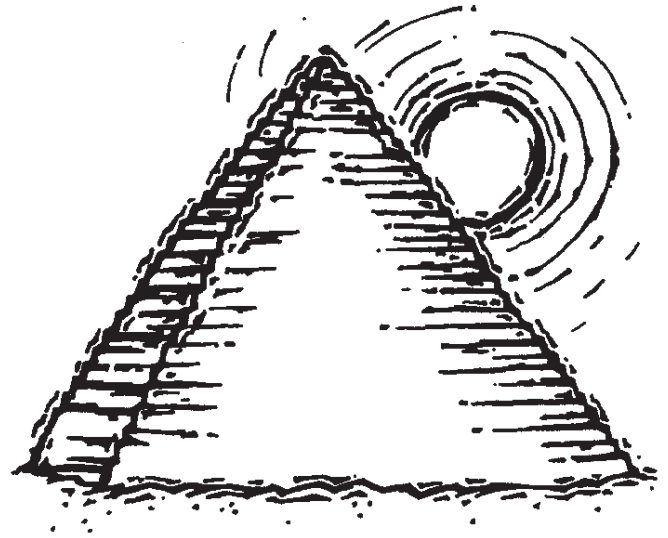
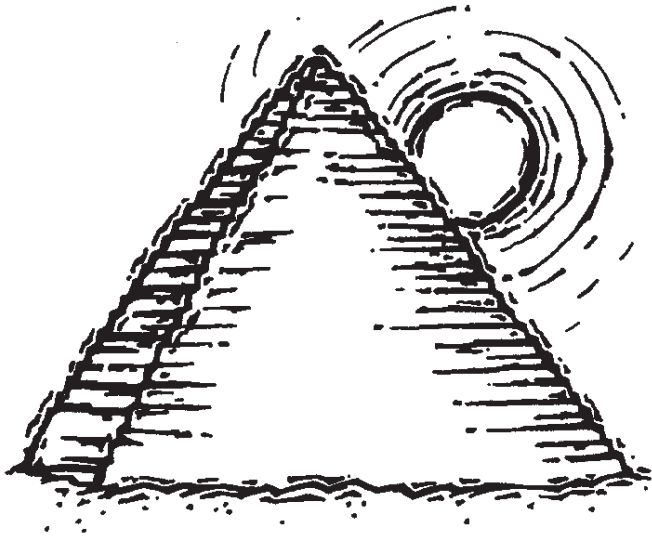


### **Growing closer to Jesus extends beyond the classroom.**

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.

# Pyramid Name Tags

Photocopy this page, and cut apart the name tags. Have children decorate them and write their names on the lines. Help the children attach the name tags to their clothing with safety pins or tape.



# Growing... Together

## Bible Story

Miriam looks out for her brother (Exodus 1:22-2:10).

**A Leader for God's People 1:**  
God gives us courage to carry out his plans.

## Bible Verse

"Even when I walk through the darkest valley, I will not be afraid" (Psalm 23:4).

## In Touch

This week your child learned that God gives us courage to carry out his plans, even when it's hard. The children learned that they can do special things for others, just as Miriam did when she talked to Pharaoh's daughter about finding a nurse for Moses. Use these ideas to inspire your child to have courage to carry out God's plans.

## Yearly Plans

Write down your child's answers to the following questions, and put the list in a safe place. Every year, record your child's answers to the same questions. Then read all the previous years' answers to show how your child's plans have changed over the years. Read Jeremiah 29:11 together, and thank God for making good plans for your child.

Ask: • What would you like to be when you grow up?

- Where will you live when you grow up?
- Will you get married?
- Will you have children? How many? What will their names be?
- What kinds of pets will you have?
- What will be your favorite thing to do on the weekends?

## Courage Flags

Many countries' flags are designed to give courage to their citizens. Make dip-dye flags to remind your child to be courageous. Pour food coloring in muffin tins. Fold a white paper towel into a small square or triangle. Dip the corners into the food coloring, and watch the paper absorb the liquid. Read Joshua 1:7. Talk about how Christians "absorb" God's courage when they obey God, pray, read the Bible, and talk with other Christians. Unfold the paper towel carefully, and lay it on newspaper to dry. Hang the flag in your child's room.

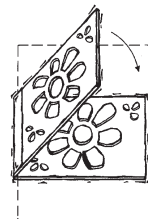
## Lionhearted

Make sugar cookies, and decorate them to look like lions, using candies for the face and coconut for the mane. Read Proverbs 28:1 and talk about ways to be good and courageous; then "devour" the lion cookies together.

## Friendly Impressions

Make embossed encouragers. Cut two rectangles of the same size from a piece of cardboard. Have your child draw a symbol of encouragement, such as a smiling sun or a flower, on one of the rectangles. Carefully cut out the shape. Put one cut rectangle on top of the other. Have your child smear glue on the back of the cutout shapes, replace them in the holes like puzzle pieces, and then tape one edge of the two rectangles together with masking tape so the rectangles open like a book. When the glue has dried, place a sheet of stationery between the two cardboard rectangles.

Hammer gently around the edges of the holes. When your child takes the paper out, there will be a sheet of embossed stationery. Help your child write an encouraging note and include the reference Joshua 1:7.





# Teacher Guide

## GRADES 1 & 2

### Summer

## 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:**

#### **A LEADER FOR GOD'S PEOPLE**

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Exodus 1:22–2:10   | God gives us courage to carry out his plans.    |
| Exodus 3:1–4:17    | God gives us help with difficult tasks.         |
| Exodus 7:14–10:29  | God is more powerful than presidents and kings. |
| Exodus 11:1–12:30  | God helps those who trust in him.               |
| Exodus 13:17–14:31 | Nothing is too difficult for God.               |

#### **GOD'S PEOPLE IN THE WILDERNESS**

|                           |                                               |
|---------------------------|-----------------------------------------------|
| Exodus 16:1-35            | God wants us to be content with what we have. |
| Exodus 20:1-17            | God makes rules to help and protect us.       |
| Exodus 32:1-35            | We sin when we break God's rules.             |
| Exodus 13:17-22; 40:36-38 | God guides his people.                        |

#### **GIDEON**

|                |                                    |
|----------------|------------------------------------|
| Judges 6:11-24 | God uses people like you and me.   |
| Judges 6:36-40 | We can share our worries with God. |
| Judges 7:1-8   | God helps us make wise choices.    |
| Judges 7:9-21  | God's plans turn out for the best. |

### **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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