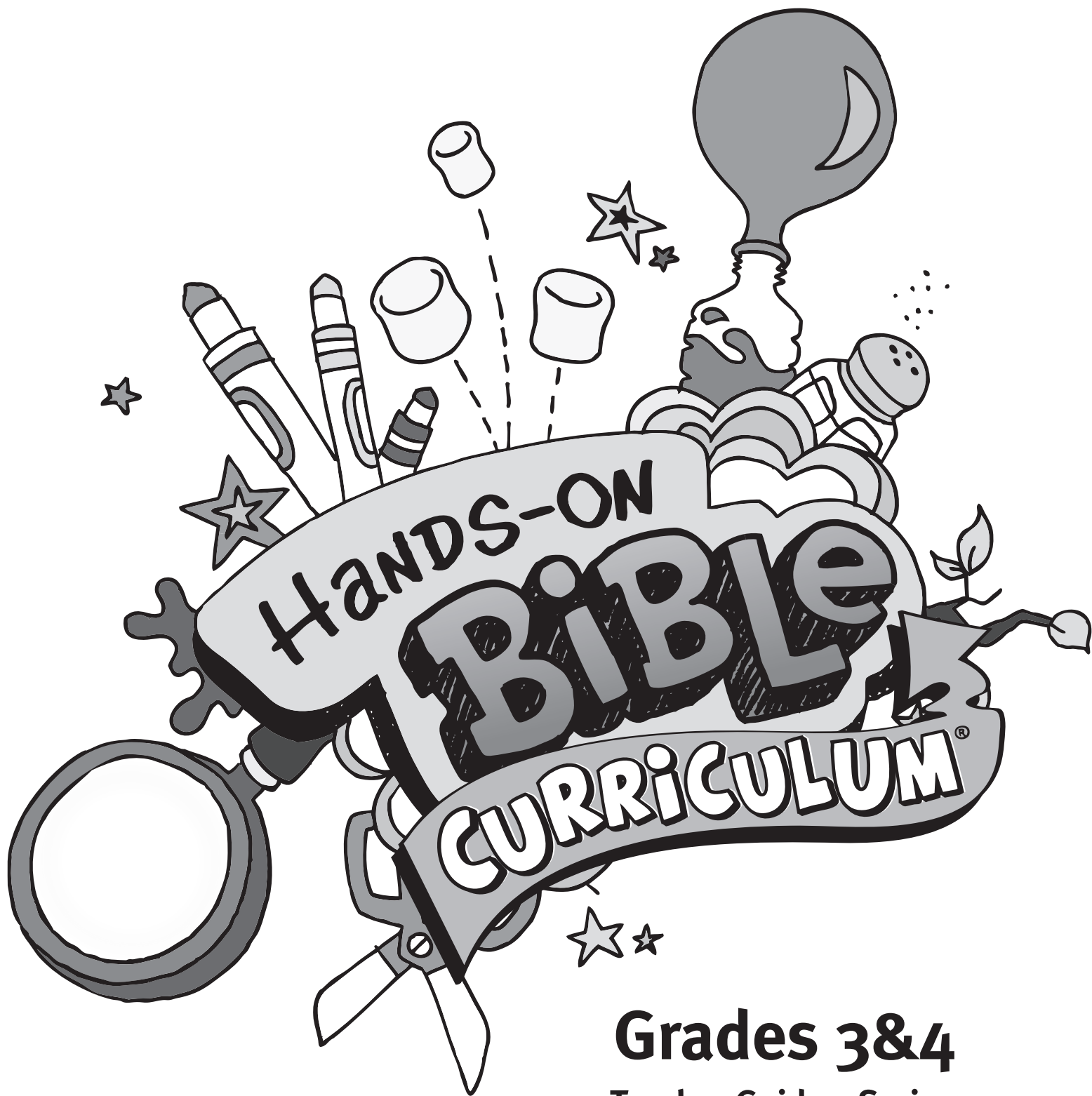


Group

**Teacher Guide**  
**GRADES 3 & 4**  
**Spring**



**Teach as**  
**Jesus Taught!®**



**Grades 3&4**

**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:



### 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.

### We know you care about kids...

We do, too!

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

### Let's keep kids safe!

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

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



## Group

### Hands-On Bible Curriculum®, Grades 3 & 4, Spring

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ISBN 978-1-4707-6676-4

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 THIRD- AND FOURTH-GRADERS

## PHYSICAL DEVELOPMENT

Most:

- Work quickly and with good fine-motor coordination.
- Want frequent repetition of activities they've enjoyed.
- Are interested in active games and organized activities.

## EMOTIONAL DEVELOPMENT

Most:

- Have feelings that may be hurt easily.
- Are sensitive to praise and criticism from adults.
- Are developing the ability to empathize with others.

## SOCIAL DEVELOPMENT

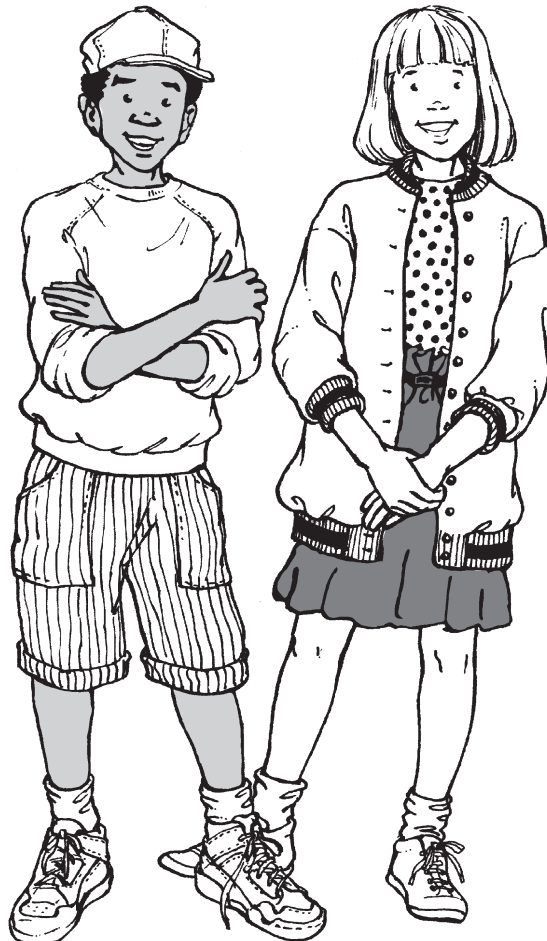
Most:

- Want to be part of a group.
- Enjoy extended group projects.
- Are able to accept limited constructive criticism.
- Naturally avoid interaction with the opposite sex.

## MENTAL DEVELOPMENT

Most:

- Can read well.
- Like to be challenged but don't like to fail.
- Need to feel independent; don't always want help from teachers.
- Understand cause and effect; like to arrange and organize information.



## SPIRITUAL DEVELOPMENT

Most:

- Are able to accept that there are some things about God we don't understand.
- Are ready to relate individual Bible events to the scope of Bible history.
- Recognize the difference between right and wrong; able to make deliberate choices about actions.



# Welcome to the Adventure!

Third- and fourth-graders are a ton of fun. They are discovering that their minds work in amazing ways. They are uncovering mountains of new concepts in school in math, science, literature, and relationships. They are determining their filters for the way they view the activities and people in the world around them. You have a most important role in helping them grow in the most important area of their lives—their relationship with Jesus Christ.

These children want to have fun while they are uncovering truths about God and his world. Using these active, hands-on, and participatory activities that involve you and them, learning can become an exciting adventure. Our master teacher, Jesus, used active learning 2,000 years ago, and it still works today!

Third- and fourth-graders learn quickly and don't want to sit still. They enjoy figuring things out and making choices, so we can give them situations to do just that. They want to use all of their senses, interact with others, and work together in pairs or small groups, so engage them in all forms of active learning and object lessons. They want to do it themselves, so allow for trial and error. These children want to belong, so involve everyone. Make sure no one is left out. Most of all just enjoy them. They will want to be with you if you want to be with them.

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 could 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®

**⚠ 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.

**"Hands-On Fun at Home" Papers** These photocopyable pages suggest family activities that will reinforce what your students learned in class.

# “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.

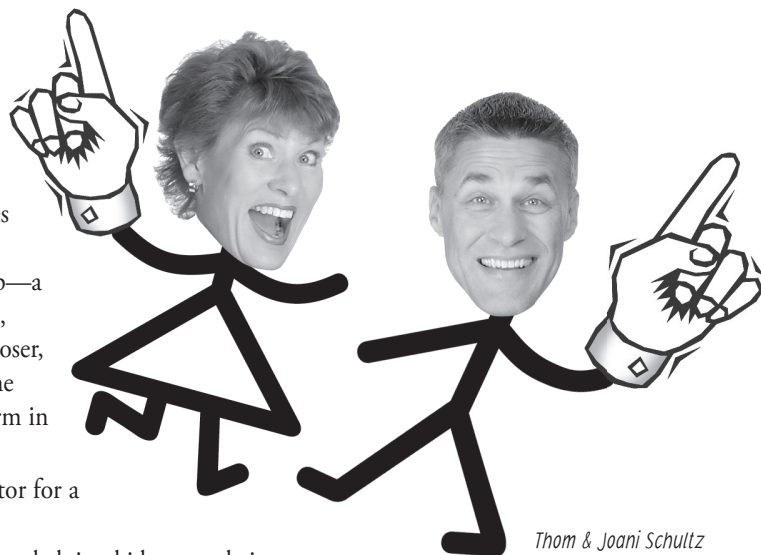
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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





# Paul's Journeys

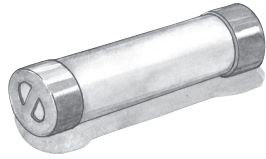
Earthquakes. Riots. Imprisonment. Shipwrecks. The account of Paul's journeys in the book of Acts reads like the script of a modern action movie. Like any good action hero, Paul never let people or circumstances stand in the way of his mission, which was spreading the good news about Jesus Christ. Paul's enthusiasm for his Lord kept him on the move as he traveled from place to place preaching and encouraging other believers.

Your energetic third- and fourth-graders will love learning about Paul and his adventures. In these three lessons, they'll travel with Paul to Galatia, Philippi, and Rome. They'll follow him to prison and through a dangerous voyage that ended in a shipwreck. They'll learn that they, too, can tell others about Jesus and that God will care for them just as he cared for Paul.

## Three Lessons on Paul's Journeys

Lesson	Bible Point	Page	Bible Basis
<b>1</b>	God calls people to be workers for him.	11	Galatians 1:11-18
<b>2</b>	We can tell people about Jesus wherever we are.	21	Acts 16:16-34
<b>3</b>	God takes care of those who follow him.	31	Acts 27:9-44

## The Signal



During the lessons on Paul's journeys, your attention-getting signal will be sounding the *groan tube* found in the Learning Lab. Sound the *groan tube* three times to get kids back together. In response to the sound, kids should immediately stop talking, raise their hands, and focus on you.

Tell kids about this signal—and practice it—before starting each lesson. 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 Time Stuffer

This module's Time Stuffer is a body of Christ mural. Cut a large paper-doll shape from newsprint or poster board. Hang this in a prominent place. Using a different color for each heading, write these three headings on three index cards, one per card: "Ways I can help at church," "Places I can tell others about Jesus," and "Ways that God takes care of me." Hang the index cards near the person-shaped poster. Have markers, crayons, and colored pencils in the same colors as the headings available nearby.

During their free moments, kids can go to the poster to write or draw their contributions to any or all of the above categories, using the same color as the heading of that category.



**Bible Point** ▶

# God calls people to be workers for him.

## Bible Verse

“Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless” (1 Corinthians 15:58b).

## Growing Closer to Jesus

Students will

- discover one another’s talents,
- learn about Paul’s call, and
- practice serving others in the church.

## Teacher Enrichment

### Bible Basis

■ **Paul is called by God.**

#### Galatians 1:11-18



The Apostle Paul, also known as Saul, was indeed an intense persecutor of the church in his earlier days—as he himself admitted in today’s passage. The event that Paul describes in Galatians 1:12, 15-16 happened as he was on his way to Damascus to carry out plans against the Christians. On the road, Paul was blinded by a bright light and spoken to by Jesus himself (Acts 9:3-8).

Notice that after Jesus confronted Paul on the road to Damascus, Paul went away for three years. The point he makes in Galatians 1:16 that he didn’t consult with any human being is intended to emphasize the fact that he received his call from God, not man. God had a special mission for Paul, and he carried it out diligently. Because of God’s working through Paul, we have most of the New Testament letters and a great deal of the theology and practice that guides the church today.

Other Scriptures used in this lesson are Acts 9:1-19 and 1 Corinthians 12:4-7.

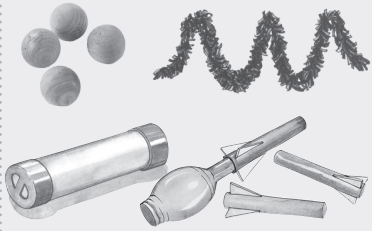


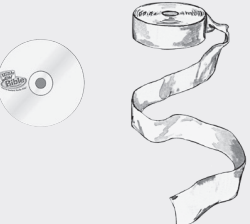
### Prayer

- Read Acts 9:3-19.
- What do you believe God has called you to do?
- How are you fulfilling God’s call in your life?
- How does teaching your class fit into that calling?
- Pray: Dear God, thank you for calling me to fulfill a mission for you. Help me to be faithful as I...

## Before the Lesson

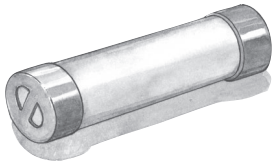
- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the “Hands-On Fun at Home” handout (at the end of this lesson) to send home with your students.
- Pray for your students and for God’s direction as you teach the lesson.

## This Lesson at a Glance

	What Students Will Do	Classroom Supplies	Learning Lab Supplies
<p><b>Attention Grabber</b></p>	<p><b>Called!</b>—Be called on to do fun things with Learning Lab items.</p>	<p>Slips of paper, pencils, bowl or basket</p>	
<p><b>Bible Exploration &amp; Application</b></p>	<p><b>Initials, Please!</b>—Listen to ways that some people use their talents to help their church, discover one another’s talents, and read 1 Corinthians 12:4-7.</p>	<p>Bibles, CD player, “Worker Bingo” handout (p. 18), pencils, newsprint and marker</p>	
	<p><b>On the Go!</b>—Hear an interview with Paul, and read Acts 9:1-19 and Galatians 1:11-18.</p>	<p>Bibles, CD player</p>	
<p><b>Live It!</b></p>	<p><b>In God’s Service!</b>—Practice ways they can respond to God’s call, read 1 Corinthians 15:58b, and promise to be workers for God.</p>	<p>Bibles, slips of paper, pencil, paper towels, glass cleaner, garbage bags, poster board, markers</p>	
<p><b>Closing</b></p> <p><b>Live It!</b></p>	<p><b>Go and Serve!</b>—Encourage one another to be God’s special workers this week.</p>	<p>CD player</p>	



## Welcome



As kids arrive, explain that whenever you sound the *groan tube*, they are to stop talking, raise their hands, and focus on you. Explain that it's important to respond to this signal quickly so the class can do as many fun activities as possible. Practice the signal two or three times.

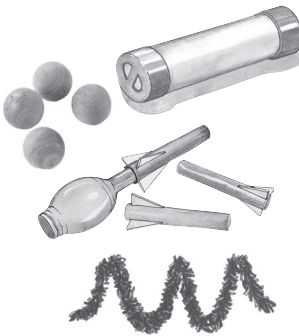
The Bible Point for this lesson is ► God calls people to be workers for him.



## Attention Grabber

### Called!

**SUPPLIES:** slips of paper, pencils, bowl or basket



As kids arrive, distribute slips of paper and pencils, and ask kids to write their names on the papers. Collect the names in a bowl or basket, and then gather kids in a circle. Say: **I'm going to be calling on each of you to have a little fun today. When I call out your name, step forward to receive your instructions.**

Read kids' names aloud, one at a time. Each time you read a name, give one of the following instructions. Distribute any Learning Lab items kids will need to complete their tasks.

- Play "Old MacDonald Had a Farm" on the *groan tube*.
- Launch one of the *pop rockets*, and shake as many hands as you can before it drops.
- Tie yourself to the person on your left with the *paper festooning*.
- Toss a *cedar ball* in the air, clap two times, and then catch it again.

After you've called on all the kids, have them give each other a round of applause and then sit down. Collect the Learning Lab items, and place them out of sight for use in future lessons.

Ask: • **What was it like to be called on to do things in front of the class?** (Embarrassing; fun; silly.)

Say: **Let's take a vote. Which one of my instructions do you think was the most fun? Raise your hand if you liked the *groan tube* best. Raise your hand if you liked the *pop rocket*. Raise your hand if you liked the *paper festooning*. Raise your hand if you liked the *cedar balls*.**

Ask: • **Why didn't you all like the same activity?** (Because we're different; because we didn't get to try everything.)

Say: **You liked different activities because you're different people. You each have your own unique personality, interests, likes, and dislikes. Because God knows everything about you, he can use each one of you in a**



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.



If you have a large class, call out several names at once, and have kids take turns following your instructions.

special way. Today we're going to be learning about some ways that ► God calls people to be workers for him.

## Bible Exploration & Application

### ■ Initials, Please

**SUPPLIES:** Bibles, CD player, "Worker Bingo" handout (p. 18), pencils, newsprint and marker



Say: **No two people are exactly alike, but God gives each of us abilities that we can use to serve him. Let's listen to the CD to find out how some people at one church use their talents and interests to help that church.**

Play "Church Helpers" (track 9) on the CD.

After kids have listened to the track, distribute photocopies of the "Worker Bingo" handout and pencils. Say: ► God calls people to be workers for him. God knows what we do best, and he wants us to use our talents and abilities to serve him. We're going to play a game to help us discover one another's talents. Walk around the room, and try to find people who fit the descriptions on your handout. When you find someone who fits a description, ask that person to write his or her initials in that box and answer the questions there. Try to fill in as many boxes as you can before you hear me sound the groan tube.

Give kids several minutes to collect initials. Then sound the *groan tube*, and wait for kids to respond. Congratulate the person who collected the most initials.

Ask: • **What are some things you found out about each other as you filled in the squares on your handout?** (I didn't know anyone in our class played an instrument; a lot of people in our class have special hobbies.)

• **Which of these talents do you think God can use? Why?** (Prayer and Bible reading, because those are things God wants us to do; if I played an instrument, I could play it in church.)

Say: **It's easy to see how God can use abilities like Bible reading and prayer. But how can God use musicians and athletes and good helpers at home? The Bible says God works in each one of us in everything we do. Let's read about that together.**

Distribute Bibles, and have kids look up **1 Corinthians 12:4-7**. When everyone has found the passage, ask a volunteer to read it aloud.

Say: **Find a partner who initialed one of the same boxes you initialed. Talk with that partner about how you could serve God with the gift God has given you.**

After several minutes, sound the *groan tube* to signal kids to wrap up their discussions. Wait for kids to respond, and then invite pairs to share ways they could use their talents to serve God. Write kids' responses on newsprint.

Say: ► God calls people to be workers for him. You've just come up with a whole list of ways you can respond to that call. Let's see how someone in the Bible responded to God's call.



#### BIBLE POINT ►



Make your class a "safe zone" for kids with special needs and learning disabilities. Avoid calling on students to read or pray aloud if they find it embarrassing or difficult.



If kids can't find partners who share the same talents, have them pair up with people who have talents they admire.



#### BIBLE POINT ►

## ■ On the Go

SUPPLIES: Bibles, CD player



Say: **The Apostle Paul was called by God in a very unusual way. Let's listen to an interview to find out more about him.**

Play "Good Morning, Galatia" (track 10) on the CD.

Stop the CD player at the end. Say: **Paul has a very exciting story. Let's get all the details by reading the story ourselves. It's found in Acts 9:1-19. Read the verses with the same partner you had in the last activity. Be ready to explain the story to the class.**

After kids have finished reading the verses, sound the *groan tube* to regain their attention. Have pairs take turns telling parts of the story. After pairs have recounted the whole story, ask:

• **How do you think Paul felt when God called him as he was walking on the road?** (Scared; terrified; confused; excited.)

Say: **Now let's find out what Paul wrote to the people of Galatia about his call from God.** Have pairs take turns reading the verses of **Galatians 1:11-18**.



Ask: • **Why did God call Paul?** (To tell people about Jesus; to spread the news about Jesus; to change his life.)

• **Why does God call people today?** (To keep telling people about Jesus; to do his work; to help other people.)

Say: **We may not hear a call from God, but we know that God has a special job for each of us, just as he had a special job for Paul.**

Ask: • **How does that make you feel?** (Important; confused; excited.)

Say: ► ***God calls people to be workers for him.* The Bible tells us that Jesus called Paul, and we know that Jesus also calls each one of us to serve him with the gifts God has given us. When we see opportunities to serve God, we can respond quickly and with enthusiasm, just as Paul did. Remember, when we serve others, we're serving Jesus. Let's practice some ways we can serve God right now.**

### Bible Insight

Before his conversion, Paul was by no means weak or spiritually unsound. He was a sincere, devout Jewish rabbi, well versed in Old Testament Scriptures, and a persecutor of the early Christians because he thought they were teaching false doctrines. He was convinced Jesus died as a criminal. Thus Jesus' appearance to Paul near Damascus proved to be a tremendous vindication from God. It didn't take Paul long to realize that to refuse Jesus was to refuse the fulfillment of Scriptural prophecy.



### HANDS-ON BIBLE

Give each pair of students a banana, two wooden toothpicks, and a small bowl of chocolate syrup. Have paper towels available, too. Make sure kids have their *Hands-On Bibles*.

Have students turn to Acts 9 in their Bibles and complete the "Inside Out" activity found near there. When kids finish, ask:

• **How was your banana like a person?** (My banana was different on the inside, but I couldn't see the changes on the outside; we can't always tell what a person is like on the inside just by looking at the outside.)





## ■ In God's Service

**SUPPLIES:** Bibles, slips of paper, pencil, paper towels, glass cleaner, garbage bags, poster board, markers

Before class, write the following assignments on slips of paper. Feel free to add to or adapt the assignments to fit your class or church facility.

- Teach a new song to the preschool Sunday school class.
- Clean the bathroom mirrors.
- Pick up trash in the churchyard or parking lot.
- Make an appreciation poster for the pastor or other church leader.
- Walk around the halls of the church, and pray for the groups of people you pass.

Form pairs or trios. Let each pair or trio choose one of the assignments.

Say: **One way Paul served God was by serving the people in the churches he visited. We can serve God by serving the people in our church, too. Work together in your groups to complete your service assignment.**

Give groups their assignments and any supplies they might need. Tell kids they have 10 minutes to complete their assignments. Circulate among the groups to help kids get started, and then send them out to complete their acts of service. Supervise any group going outside to make sure kids stay in a safe area.

Allow no more than 10 minutes for kids to complete their activities. When all the groups have returned, sound the *groan tube* to regain kids' attention. Wait for kids to respond, and then ask:

- **What was it like to help serve others at church?** (It was fun to play with the little kids; cool, because I know the pastor will like our poster.)
- **How did people respond to your acts of service?** (They were happy; they wondered what we were doing; nobody saw us.)
- **How did your actions make a difference in other people's lives today?** (The kids will know someone at church cares about them; no one will know we cleaned the mirrors.)

Say: **Our acts of service do make a difference, even if they seem small and insignificant to us. Let's look up 1 Corinthians 15:58b to see what advice Paul gave about the work we do for the Lord.**

### BIBLE VERSE ►

Help kids look up ► **1 Corinthians 15:58b**. When everyone has found the verse, ask a volunteer to read it aloud. Then ask:

- **What did Paul say about the work we do for the Lord?** (We should work enthusiastically; it's never useless.)

### BIBLE POINT ►

### BIBLE VERSE ►

Say: ► ***God calls people to be workers for him. It doesn't matter if you're young or old, if you're 8 or 9 or 80 or 90. God has given you special abilities that you can use for his service. And you should ► "always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless" (1 Corinthians 15:58b).***

Point out the list you made during the "Initials, Please" activity. Say: **Earlier we listed some ways we could serve God with our talents. Find a partner, look over this list, and pick one thing you'll promise to do this week to serve God. Tell your partner what you picked. Next time you see each other, you can ask each other how you did.**

Give kids a few moments to talk with their partners. Then sound the *groan tube*, and wait for kids to respond. Say: ► ***God calls people to be workers for him.*** Remember to follow through with your promise and be a worker for God this week.



## Closing

### ■ Go and Serve

SUPPLIES: CD player



Say: ► ***God calls people to be workers for him.*** Paul worked for God in a very special way by telling people about Jesus. We can all do different things for Jesus every day, wherever we are. Let's encourage one another to be God's special workers.

Set a chair in the center of the room, and place the *foil banner* on the back. Have kids take turns sitting in the chair. Drape the *foil banner* around the shoulders of whoever is in the chair, and say: [Name of child], **you are God's special worker.** Then have the children say with you: **Go and serve Jesus.**

Repeat the affirmation until all the children have had a turn in the chair. Then gather kids in a circle. Say: ► ***God calls people to be workers for him. Let's thank God for calling each one of us.***

Pray: **Dear God, thank you for giving each of us special gifts and abilities. Help us to use them to serve you every day. In Jesus' name, amen.**

Return the *foil banner* to the Learning Lab for use in future lessons. Close the lesson by playing "Come, Follow Me" (Matthew 4:18-19) (track 11) on the *CD*. Have the kids sing along. Lyrics can be found in the back of this teacher guide.



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

Photocopy the "Hands-On Fun at Home" handout (at the end of this lesson) for this week, and send it home with your kids. Encourage kids and parents to use the handout to spark meaningful discussion on this week's topic.



# Worker Bingo

## A

## B

## C

### 1

I read my Bible this week.

What did you read?

---

I can play a musical instrument.

What instrument? How long have you played?

---

I've invited a friend to church with me.

How did your friend like it?

---

### 2

I play on a sports team.

What sport?

---

I enjoy school.

What's your favorite subject?

---

I prayed this week.

What did you pray for?

---

### 3

I helped my parents around the house this week.

What did you do?

---

I have a special hobby.

What is your hobby?

---

I've shared something this week.

What did you share? Who did you share it with?

---

# Hands-On Fun at Home

LESSON 1



**God calls people to be workers for him.**



**Bible Verse:** “Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless” (1 Corinthians 15:58b).



On a large sheet of paper draw the outline of your head, but instead of drawing a solid line, write your name again and again in small letters. Then use colored markers to write all the things you’re good at inside the outline of your head. Show the picture to your mom or dad. Talk about the kinds of things you think God would like you to do. Pray for God’s help in being a worker for him.

## Faith Walk

Put a pint of whipping cream in a large, clean jar with a lid that screws on tightly. Shake the cream until it turns into butter. Spread your butter on a slice of bread. Spread on some honey, too. Did you know that a bee has to fly about 13,000 miles to make a pound of honey? That’s four times the distance across the United States. While you eat your bread with butter and honey, think about how much work it took to make the butter and honey. Did you get tired while you were making the butter? God has called you to be a worker for him. Do you think that will be easy or hard? What happens if you get tired? Read Hebrews 4:9-11. Then thank God for rest.

## Check It Out

**Read Luke 10:1-4.**

What is the harvest that Jesus talked about? Why are more workers needed? Why do you think Jesus gave the workers warnings about what to take and who to talk to?

**Read Ephesians 6:7-8.**

What’s the difference between working for people and working for God? How will you change your work habits now that you’ve read these verses?

## Talk It Over

God calls people to be workers for him. We can serve Jesus in a variety of ways.

- What are some things your family could do together to serve God?
- How can your family serve God within your church? outside your church?



# Teacher Guide

## GRADES 3 & 4

### 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 3rd- and 4th-graders will learn these important Bible lessons:

#### PAUL'S JOURNEYS

Galatians 1:11-18

Acts 16:16-34

Acts 27:9-44

God calls people to be workers for him.

We can tell people about Jesus wherever we are.

God takes care of those who follow him.

#### JESUS' CRUCIFIXION AND RESURRECTION

John 13:1-20

Mark 14:32-42

John 18:28—19:16

Matthew 27:32-60

\* Matthew 28:1-10

Jesus came to show us God's love.

Jesus understands our feelings.

Jesus came to show us the truth about God.

God sent Jesus to take the punishment for our sin.

Jesus is alive today.

#### WHAT GOD WANTS

Acts 2:1-12, 38-41

Matthew 21:12-17

Acts 2:41-47; 4:32-37

Acts 6:1-7

Acts 18:18-26

God wants all people to worship him.

God wants our worship to be genuine.

God wants us to encourage each other.

God wants us to include everyone.

God wants us to work together to tell others about Jesus.

\* 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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