

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

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.

### Applicable

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

### Learner-based

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

## We know you care about kids...

We do, too!

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

### Let's keep kids safe!

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

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



## Group

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

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\* Due to the way Easter falls, we recommend moving the lessons as needed to line up Lesson 5 with the week of Easter.



# 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 photocopiable 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.

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.

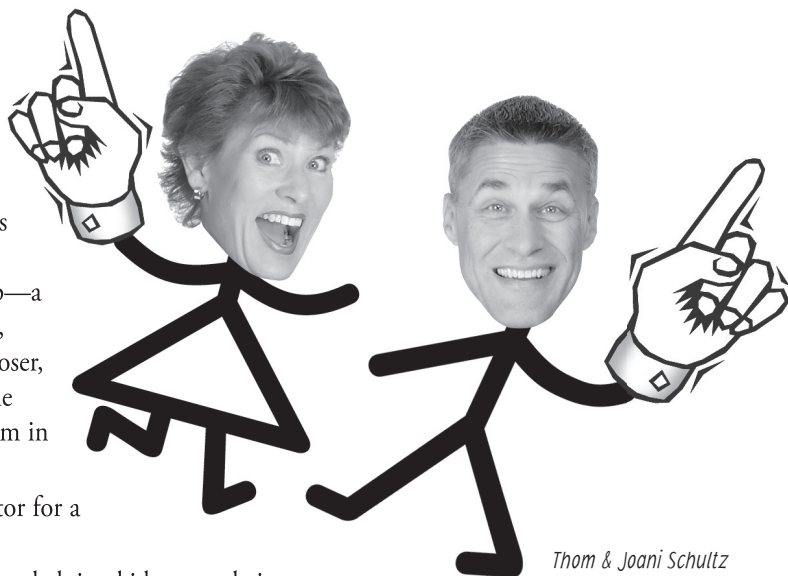
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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



# 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

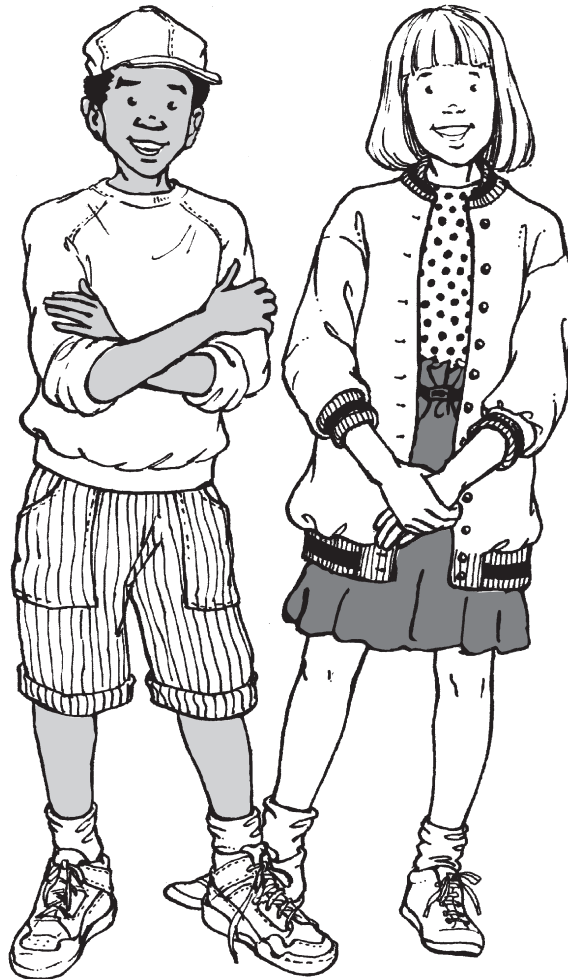
Most:

- 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.

# The Christian Life

Kids today are exposed to a full range of “alternative” lifestyles—different religions, family structures, values, and priorities. To some, Christianity might appear to be just one of many acceptable alternatives. But God didn’t send Jesus to be just another option in the smorgasbord of society. We can help our third- and fourth-graders see that Christianity is much more than a way to live. It is the only right choice we can make. Our challenge is to guide children to choose God and then to help them live for him.

Your students need to discover what it means to live as followers of Jesus. As they explore and learn about the Christian life, they will be challenged to make faith commitments to Christ or to follow him completely. In these three lessons, kids will discover some basic practices of the Christian life that will help them remain faithful to the choice they have made. Those still on the way to making that decision will find that God awaits them with open arms.

## Three Lessons on The Christian Life

Lesson	Bible Point	Page	Bible Basis
<b>1</b>	The Bible teaches us how to live.	11	Psalms 119:11, 105
<b>2</b>	We can show God’s love by helping others.	21	Matthew 25:34-40; Hebrews 6:10
<b>3</b>	We can train every day to be God’s servants.	31	John 13:1-17

## The Signal



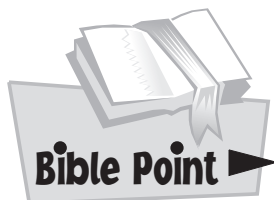
During the lessons on the Christian life, your signal to get kids back together will be to sound the *groan tube* found in the Learning Lab. Turn over the *groan tube* three times whenever you want to get kids' attention. In response to the *groan tube*, kids will immediately stop talking, raise their hands, and focus on you for their next instructions.

Tell kids about this signal—and practice it—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 Time Stuffer



This module's Time Stuffer is an affirmation activity. Open paper grocery bags completely by cutting down one side and around the bottom; then tape them together to cover a wall or part of a wall. When kids have extra time, they can use the *bendy pencils* to write thank you notes to each other on the grocery bags. Also provide crayons and colored pencils for more color. You may want to make this graffiti wall a giant thank you note to God.



Bible Point ▶

# The Bible teaches us how to live.

## Bible Verse

“Your word is a lamp to guide my feet and a light for my path” (Psalm 119:105).

## Growing Closer to Jesus

- Students will
- try to follow secret instructions,
  - realize that the Bible can guide them in times of trouble,
  - recognize that the Bible's instructions are valuable, and
  - commit to follow God's Word as it lights their way.

## Teacher Enrichment

### Bible Basis

- **God's Word is a gift to be treasured.**

**Psalm**  
**119:11, 105**



Psalm 119 is not only the longest psalm in the book of Psalms but also the longest chapter in the Bible. Although many psalms were meant to be sung, this one—because it is so long—may have been read instead of sung. Most of the psalm expresses thoughts directly to God, telling of the author's commitment to God's Word.

In Psalm 119:11 the psalmist refers to hiding God's Word in our hearts. What exactly does that mean? Some say hiding God's Word in our hearts means memorizing verses, and that is no doubt part of the meaning. However, the meaning of this phrase goes beyond memorizing to making God's Word the guiding force in our lives—having its principles flow from our hearts into our actions because we have so immersed ourselves in Scripture.

Before the invention of the electric light, nights were extremely dark for travelers unless the moon was shining brightly. Remembering that depth of darkness helps us understand the image in Psalm 119:105 of a lamp for our feet and a light for our path. An oil lamp with a small flame would give off enough light for a person to see the next step on the path. In the same way, God's Word provides the light and guidance we need to take the next steps in our lives.

Other Scriptures used in this lesson are Deuteronomy 6:5; Psalm 27:1; Proverbs 21:3; 25:21; Matthew 6:1-4, 7-8; John 14:25-26; 1 Corinthians 13:4-7; Ephesians 4:25; 6:1-3; Colossians 3:13; 1 Thessalonians 5:22; 1 Timothy 6:9-10; 2 Timothy 3:16; and 1 John 4:20-21.

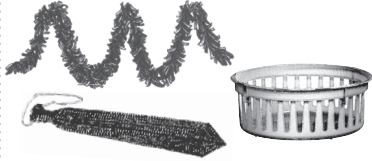



### Prayer

- Read Psalm 119:12-16.
- How do these verses help explain the main verses for today?
- How can you help your class to treasure and live by God's Word?
- Pray: God, help me to use your Word as my guide in leading the children you've placed in my care 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
<b>Attention Grabber</b>	<b>Secret Instructions</b> —Try to follow secret instructions before reading John 14:25-26.	Bible	
<b>Bible Exploration &amp; Application</b>	<b>God’s Little Instruction Book</b> —Create a book of Bible advice by reading Deuteronomy 6:5; Psalm 119:11; Proverbs 21:3; 25:21; Matthew 6:7-8; Ephesians 6:1-3; and 1 Thessalonians 5:22; then read 2 Timothy 3:16 and explore how the Bible is God’s instruction book for us.	Bibles, newsprint, marker, tape, scissors, pencils, “God’s Little Instruction Book” (p. 19), visitor with a baby	
	<b>Turn On the Light</b> —Follow instructions in the dark, read Psalm 119:105, and investigate how God’s Word is like a light.	Bibles	
	<b>Owners Manual</b> —Read Psalm 27:1; Matthew 6:1-4; 1 Corinthians 13:4-7; Ephesians 4:25; Colossians 3:13; and 1 Timothy 6:9-10; then listen to scenarios and share how the Bible could help those people.	Bibles, CD player	
<b>Closing</b> 	<b>Passing the Good Word</b> —Read Psalm 119:105, shine a light on a Bible in a darkened room, and commit to follow God’s Word as it lights their paths.	Bible, flashlight	

## Welcome

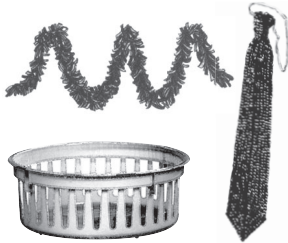


Warmly welcome kids as they arrive. Then gather everyone together and explain that whenever you sound the *groan tube*, they are to stop talking, raise their hands, and focus on you. Explain that it’s important to respond to this signal quickly so the class can do as many fun activities as possible.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

# Attention Grabber

## ■ Secret Instructions

SUPPLIES: Bible



Set out the *basket*, *glitter tie*, and *bendable noodle*.

Form two groups, and designate them Group 1 and Group 2.

Ask: • **How many of you can read minds?**

Pause for kids to respond. Then say: **Hmm, not too many of you seem to be able to read minds. I hope you don't have trouble with this activity. Here's how it works. Group 1 will have 30 seconds to huddle**

**together and decide what it wants Group 2 to do with the gizmos I've set out. Group 2 will have 30 seconds to figure out how Group 1 wants it to use the gizmos. But the two groups can't communicate with each other in any way. Then I'll sound the *groan tube*, and we'll all come together.**

Have Group 1 huddle apart from Group 2. If kids need ideas for ways to use the gizmos, you may suggest placing the *basket* on someone's head as a hat, using the *basket* to pass notes, using the *glitter tie* as a scarf, or using the *bendable noodle* as a belt or a jump-rope.

After 30 seconds, sound the *groan tube*, and have both groups gather in the middle of the room. Encourage members of Group 2 to experiment with the gizmos in hopes of finding the actions that Group 1 thought of. After 30 seconds, sound the *groan tube*, and have Group 1 tell whether or not Group 2 guessed correctly. Then have groups switch roles and play again.

Then form a circle, and ask:

- **What was it like trying to guess what the other group wanted you to do?** (Fun; frustrating; we didn't know what they wanted, so we were just guessing.)
- **What would have helped you perform the other group's action?** (They could have told us what they wanted us to do; they could have showed us.)
- **Have you ever tried to do something without any instructions? What happened?** (It was a disaster; it didn't work; I figured it out on my own.)
- **How is doing something without any instructions like trying to follow God without reading the Bible?** (We make it up as we go along; we guess; we do what we think is right, even though we don't know for sure.)

Say: **In this activity, you tried to guess what the other group wanted you to do. But it's not like that with God. We don't have to try to read God's mind or guess how God wants us to live.**

Ask: • **How can we know how God wants us to live?** (We can read the Bible and pray; we can talk to older Christians.)

Say: **In the Bible, God tells us how he wants us to live. If we don't read the Bible, we won't know what God wants us to do. In fact, understanding the Bible is so important that God even gives us help to understand the Bible.**

Ask a volunteer to read aloud **John 14:25-26**.

Ask: • **Who does God send to help us understand the Bible?** (The Holy Spirit.)

Say: ► **The Bible teaches us how to live. Let's learn more about how the Bible guides us in our lives.**



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



# Bible Exploration & Application

## ■ God's Little Instruction Book

**SUPPLIES:** Bibles, newsprint, marker, tape, scissors, pencils, "God's Little Instruction Book" handout (p. 19), visitor with a baby

Before class, photocopy "God's Little Instruction Book" for each student. Use the illustrations on this page to make an instruction book to use as an example. Tape a sheet of newsprint on a wall where kids can easily see it.

Also before class, arrange for a visitor to bring a baby into your classroom.

Invite your visitors into the classroom. Say: **We have an unusual visitor in our class today. This is [name of baby]. As you can tell, he [or she] doesn't have a lot of experience being a third- or fourth-grader. Please form a line, and one at a time give this visitor some good advice to remember during the next few years. Your advice might be about how to get along in school or with family or friends. For instance, maybe you'll want to share that you've noticed it's smart to raise your hand in school before you give an answer. Share one tidbit of wisdom with our visitor now, to help him [or her] be a great third- or fourth-grader some day.**

Have kids form a line, and let each student walk up to the baby and share some advice. Encourage everyone to participate.

When students have all offered advice, thank the parent and baby for visiting. Then say: **I think all that advice will come in handy—if the baby remembers it later! In fact, you gave such good advice that I think each of you should write a book—an instruction book full of wise advice. Let me show you how.**

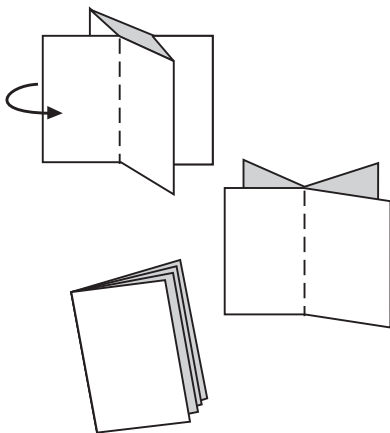
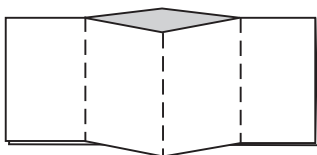
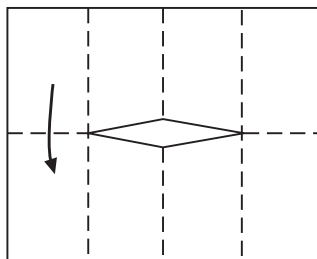
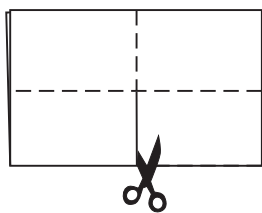
Distribute the handouts, pencils, and scissors. Demonstrate how to fold on the dotted lines and cut on the solid line. Show kids how to fold the paper the long way and then grasp the ends and push them together to form an eight-page booklet. The title, "God's Little Instruction Book," should appear on the cover. When everyone has made a booklet, say: **Now let's find some really wise instructions to put in our books. Put your books aside for a moment.**

Help kids form pairs, and give each pair a Bible. Ask each pair to look up and read one of the following Bible passages:

- Deuteronomy 6:5
- Psalm 119:11
- 1 Thessalonians 5:22
- Proverbs 21:3
- Proverbs 25:21
- Matthew 6:7-8
- Ephesians 6:1-3

Ask students to work in their pairs to summarize the wise advice from the Bible passage in their own words. Have each pair write the verse reference and sentence on a page of the "God's Little Instruction Book."

When kids have finished, ask pairs to share what they wrote. Write kids' responses on the sheet of newsprint. Ask students to copy down the references and sentences so their own books are filled with wise advice from the Bible.




### teacher tips

If you can't recruit a mother or father to bring a baby to your class, consider asking the church nursery if someone could bring a baby to the door for some "drive-through" advice from your students. Or bring a doll or a picture of a baby to class.

Then have kids form a circle, and ask:

• **How is the advice you gave the baby in our activity different from the advice God gives in the Bible?** (Our advice was only for kids, but the Bible's advice is for everyone; the Bible's advice is about all of life, not just about school and stuff.)

• **How can the advice you found in the Bible help you this week?** (I can make God happy by doing what's right; I can make my life longer and better by obeying my parents; I know how to pray better.)



• **What are some wise instructions you remember from all that Jesus said?** (Treat others the way you would want them to treat you; don't worry about tomorrow; pray about everything; love our enemies.)

• **How did God know what instructions to put in the Bible?** (God knows everything; God created us, so he knew what instructions we would need for life.)

• **How did the people who wrote the Bible know what to write?** (The Holy Spirit told them; the words came from God.)

Ask a volunteer to read aloud **2 Timothy 3:16**. Then say: **God's Word comes from God. God led the people who wrote the Bible to share his story and his instructions about how to live. That's why knowing what's in the Bible is so important: ► The Bible teaches us how to live. It's God's instruction book for us. But when we ignore the words in it or don't even take the time to read it, the Bible can't help us! This week, as you look through the little instruction book you made, remember that the Bible is a much bigger instruction book filled with God's Word!**



If you have more than 14 students, let some of them form trios instead of pairs. If you have fewer than 14 students, assign some pairs to look up more than one verse.

**Bible Insight**

Psalm 119 is often referred to as a poem of revelation, especially revealing God's Word as an historical and eternal communication with God's people. In this specific psalm, the author stresses our restoration and acceptance before God and delights in the importance and relevance of God's Word.




**HANDS-ON BIBLE**

Give each student a piece of yarn or string at least a foot long. Make sure children have their *Hands-On Bibles*.

Say: ► **The Bible teaches us how to live. In your *Hands-On Bible*, turn to the "It's Knot a Problem" activity found in **2 Timothy**.** Children will do an experiment to demonstrate the value of having instructions to follow.

Encourage kids to show the knot trick to three people in the coming week and to explain the Bible verse to them. Also encourage kids to look to the Bible this week for instructions on how to live.






## ■ Turn On the Light

**SUPPLIES:** Bibles



Before this activity, set the *critter poppers* in a line near one wall.

Say: **Remember our opening activity? You would have had to be a mind reader to succeed. So I'll make this activity easier by telling you exactly what I want you to do, but you'll have to close your eyes until I say you can open them. To make sure no one peeks, I'm going to turn off the lights, too.**

Turn off the lights, and have kids close their eyes. Give the following instructions, pausing for 30 seconds after each statement to give kids time to respond:

- **Line up from tallest to shortest.**
- **Find someone wearing blue and give him or her a high five.**
- **Pop a critter popper.**

Pause long enough to allow kids to attempt each task, but don't wait more than 30 seconds. When you've read all of the instructions, turn on the lights and tell kids they can open their eyes. Have kids sit down, and ask:

- **Was this activity difficult or easy? Why?** (Hard because we couldn't see; not bad because I remembered what people are wearing and where the *critter poppers* are.)
- **How could we have made following the instructions easier?** (You could have let us open our eyes; we could have had guides who could see.)

Say: **Being able to see helps us know what to do and where to go. Let's play again—this time with our eyes open and the lights on.** Repeat the instructions, but this time with the lights on and students' eyes open. When you've given all of the instructions, collect the *critter poppers*. Have kids form a circle.

Ask: • **How did being able to see clearly help in this activity?** (We could see who was shorter and taller, where the *critter poppers* were, and who was wearing blue.)

- **When have you needed more light?** (When I was at a sleepover and had to find the bathroom; when I was camping and couldn't find my way back to the tent.)
- **What difference does light make in our lives?** (It helps us to find our way; it lets us see what things are.)

Say: **In the Bible, the author of Psalm 119 compared something to a light. Form pairs, and look up Psalm 119:105 with your partner to discover what the Bible says is just like a light.**

Distribute Bibles, and have pairs read **Psalm 119:105** together: ► **“Your word is a lamp to guide my feet and a light for my path.”** Then ask:

- **How is having the Bible like having a light?** (The Bible helps us see which way to go, so we don't go the wrong way and get lost; the Bible is a guide.)
- **In what specific situations would third- or fourth-graders need the light of God's Word to help them stay on the right path?** (When we feel like lying to get out of trouble; when we might want to cheat or gossip.)

Collect the Bibles, and say: ► ***The Bible teaches us how to live.* God's Word lights up the dark places in life where we may not be sure what to do. By following God's words in the Bible, we can be sure we're walking in the light.**

### teacher tips

If students start bumping into each other, remind them to walk slowly as they attempt each task. And make sure kids keep their eyes closed. You may even want to provide clean blindfolds.

### teacher tips

Remember that kids learn in different ways. Don't shy away from an activity just because you've never done anything like it before. It may be just what's needed to help one of your students get the point.

### BIBLE VERSE ►

### BIBLE POINT ►



## ■ **Owners Manual**

*SUPPLIES:* Bibles, CD player



tracks 2-7

Say: **When you buy a new bike or a game system, there's usually a little book that comes with it: an owners manual. The book has helpful information about how to take care of the product, what not to do with the product, and instructions for using the product. If you**

**follow what the owners manual says, you can expect the product to work well and last a long time.**

**The Bible is like an owners manual. God, who created us, tells us how to take care of the life he's given us, what to do and not to do with it, and how to make sure our lives can last forever with him.**

Help kids form six groups, and distribute Bibles to each group. (One student can be a group.) Assign each group one of the following Scriptures:

- **Psalm 27:1**
- **Matthew 6:1-4**
- **1 Corinthians 13:4-7**
- **Ephesians 4:25**
- **Colossians 3:13**
- **1 Timothy 6:9-10**

Say: **Choose a Reader to read your passage aloud for the class. Listen carefully to what he or she reads from the Bible—God's owners manual.**

When all groups have read their passages, say: **I'm going to play several messages left on an imaginary answering machine. I'll pause between messages. If your group thinks your passage in God's owners manual will be helpful for the person who left the message, raise your hands.**

Play "Owners Manual, Part 1" on the CD (track 2). Pause the CD after the message. Ask the groups that respond to explain how their passages apply. Then play the rest of the messages, pausing between each to invite participation.

After the last message, ask:

- **How was the Bible useful for all of these people?** (The Bible gave helpful advice; it told people where to turn and what not to do.)
- **How can the Bible help you in your life?** (The Bible tells me what to do and what not to do; the Bible gives lots of good advice.)
- **How well do you know what's in the Bible? How could you learn more?** (I could read the Bible more; I could study the Bible, especially a children's version; I could go to church and Sunday school and stuff like that.)

Say: ► ***The Bible teaches us how to live. Without it, we'd be lost. Let's take a few minutes to thank God for giving us his special instructions.***

Choose a few volunteers to pray and thank God for his Word.

Return the CD to the Learning Lab for future lessons.



## Closing

### ■ *Passing the Good Word*

**SUPPLIES:** Bible, flashlight

Turn off the classroom lights or go into a darkened room for this closing activity. Have kids form a circle. Turn to **Psalm 119:105**, and shine the flashlight on the verse as you read it aloud. You might want to ask a student to hold the flashlight for you while you read.

Then say: ► ***The Bible teaches us how to live. God’s Word lights our way. Without it, we’d be in the dark. This week, let’s commit to look to the Bible for guidance and light instead of staying in the dark. If you’re ready to make that commitment, take this Bible and this flashlight when they come to you, and say, “The Bible will light my path.”***

Give the student standing next to you the Bible and the flashlight. Have that student shine the flashlight on the Bible and then pass the Bible and flashlight to the next person. When everyone has held the Bible and flashlight, say: ► ***God’s Word is a lamp to guide our feet and a light for our path. Let’s live in God’s light!***



Encourage kids to bring their Bibles to class with them next week. Bringing their own Bibles will help kids become familiar with using and turning to the Bible.

#### **BIBLE VERSE** ►



### **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.

GOD'S  
LITTLE  
INSTRUCTION  
BOOK



# Hands-On Fun at Home



**The Bible teaches us how to live.**



**Bible Verse:** “Your word is a lamp to guide my feet and a light for my path”  
(Psalm 119:105).

## Talk It Over

Does your family regularly read the Bible together? Every day? If not, why not start today?

- What’s your goal? Do you want to read through the entire Bible? If so, you might want to try a “one-year” Bible.
- Would you rather concentrate on individual books of the Bible one at a time? Some very practical books to get you started are James and Proverbs. After that, some great reads include any of the Gospels (Matthew, Mark, Luke, and John), Acts, Psalms, Ruth, Esther, Galatians through Titus, and 1 Peter through 3 John. Enjoy!

**ETC.  
ETC.  
ETC.**

You’ll need two similar potted houseplants. Place one near a well-lit window and the other in a dark closet or cabinet. At the end of the week, compare the colors of the two plants. With your family, talk about how the light of God’s Word helps us grow healthy and strong as Christians.



**Idea!**

Make a Bible bookmark to remind you how important the Bible is. Cut a 1x5-inch strip from an old map. Write, “My Bible, a map for my life,” on both sides. Cover both sides with adhesive-coated clear plastic and trim the edge. As you read your Bible, think how the words you’re reading are like a map, showing you the right way to go.

## Faith Walk

For the next month, keep a journal of Bible reading. Read one chapter of the book of Proverbs each day—there are 31, so you should have one for each day of the month. After you’ve read each chapter, write one or two things you’ve learned from that passage. How can what you’ve learned help you each day?

## Check It Out

**Read Luke 4:1-12.**

How did Jesus’ knowledge of Scripture help him in a difficult situation? What decisions or situations would knowing Scripture help you with?

**Read 2 Timothy 2:16.**

What kind of godless chatter do people your age say? How does knowing Scripture help you avoid it?

**Read James 1:22-25.**

What parts of the Bible are the hardest for you to remember? What could help you remember them?



# 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:

#### THE CHRISTIAN LIFE

Psalms 119:11, 105

Matthew 25:34-40; Heb. 6:10

John 13:1-17

The Bible teaches us how to live.

We can show God's love by helping others.

We can train every day to be God's servants.

#### JESUS' RESURRECTION AND BEYOND

Mark 11:1-11

\* Luke 23:26-24:12

John 20:24-31

Luke 24:50-53; Acts 1:8-11

We can praise and honor Jesus.

Jesus conquered death to set us free from sin.

Jesus helps us believe in him.

Jesus has power to give eternal life.

#### BECOMING PART OF GOD'S FAMILY

Romans 3:23-24

1 John 1:7-9

1 John 4:7-21

Matthew 6:5-15

John 16:5-16

Acts 11:22-30

We're not able to earn God's love.

God wants us to confess our sins.

Because God loves us, we can love others.

Jesus teaches us how to pray.

The Holy Spirit helps us do what's right.

Jesus wants us to encourage each other's faith.

\* Due to the way Easter falls, we recommend moving the lessons as needed to line up Lesson 5 with the week of Easter.

### 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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