

Group

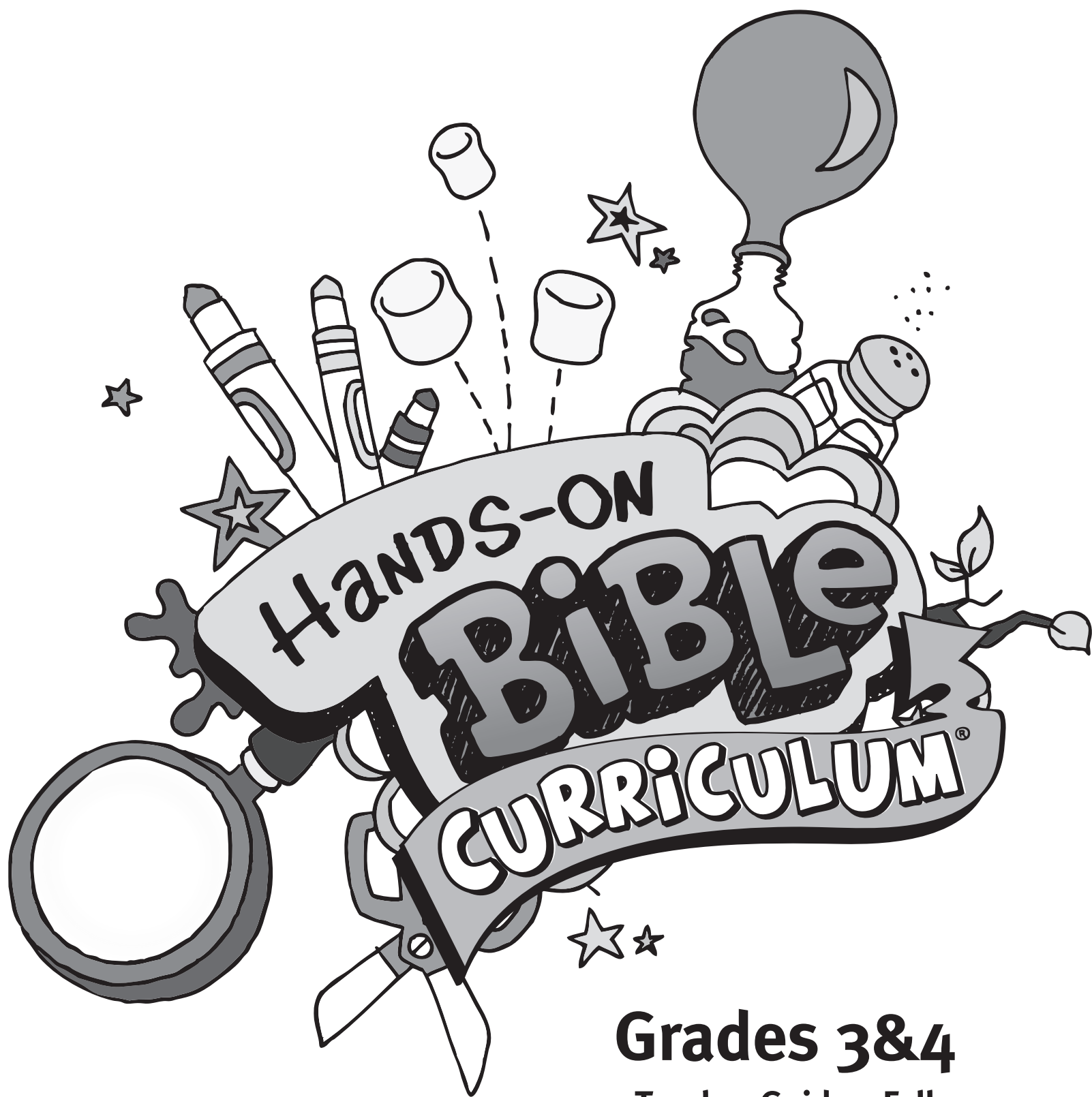
# Teacher Guide

## GRADES 3 & 4

Fall



Teach as  
Jesus Taught!®



**Grades 3&4**

**Teacher Guide • Fall**

[group.com/sunday-school](http://group.com/sunday-school)

## Group resources really work!

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



### Relational

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

### 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.



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

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# Contents

Welcome to the Adventure! .....	5
Making the Most of Your Hands-On Bible Curriculum® .....	6
Introduction .....	7

## The Lessons

### **Module 1 Created by God. .... 9**

<b>Lesson 1</b>	Genesis 1:1–2:3 .....	11
<b>Lesson 2</b>	Genesis 3:1–24 .....	21
<b>Lesson 3</b>	Genesis 4:3–16 .....	31
<b>Lesson 4</b>	Genesis 9:1–3 .....	43

### **Module 2 Adventures With Abraham .... 53**

<b>Lesson 5</b>	Genesis 12:1–7 .....	55
<b>Lesson 6</b>	Genesis 20:1–17 .....	65
<b>Lesson 7</b>	Genesis 21:8–21 .....	77
<b>Lesson 8</b>	Genesis 22:1–19 .....	87

### **Module 3 Understanding the Bible .... 97**

<b>Lesson 9</b>	2 Peter 1:16–21 .....	101
<b>Lesson 10</b>	1 Timothy 4:12–13 .....	111
<b>Lesson 11</b>	Acts 13:16–23 .....	123
<b>Lesson 12</b>	John 20:30–31 .....	133
<b>Lesson 13</b>	2 Timothy 3:16–17 .....	143

### **Song Lyrics. .... 156**





# 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 contain 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.

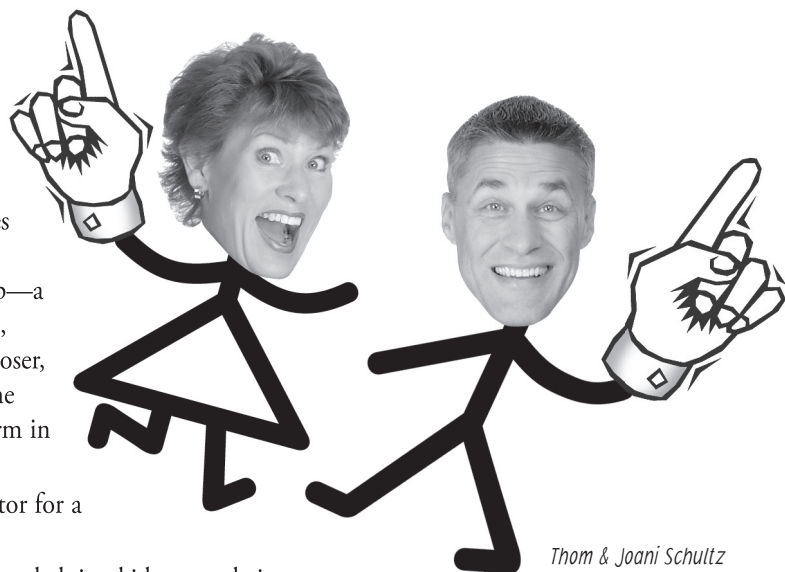
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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

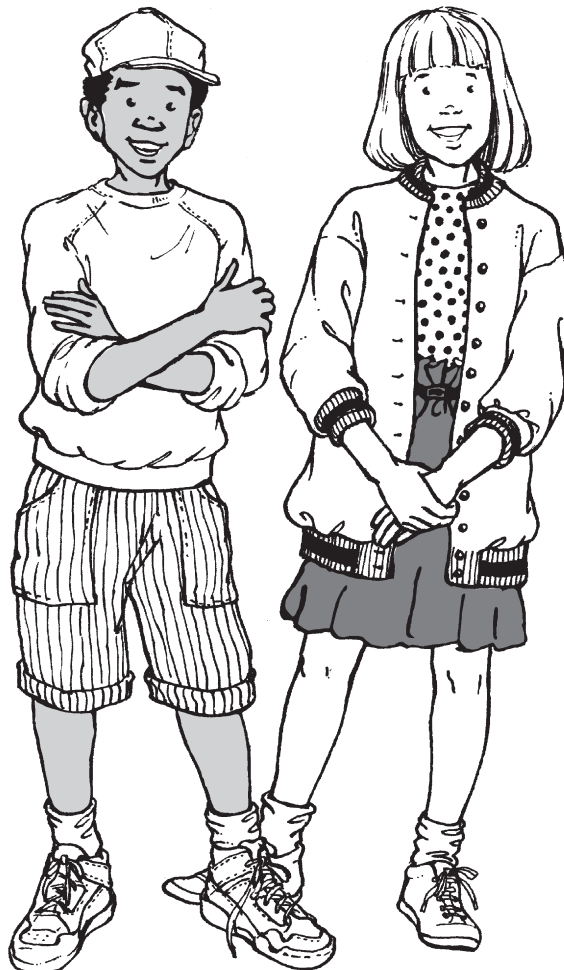
Most:

- 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.

# Created by God

Third- and fourth-graders are full of creativity, energy, enthusiasm, and enormous curiosity about everything they see, hear, smell, taste, and touch. When these kids were younger, parents made all their decisions. But with their rapidly expanding capabilities, 8- and 9-year-olds are able to make choices about what to eat, what to wear, and what activities to enjoy. They understand how their choices affect their lives and impact the world around them.

What better time than now to talk about Creation? As their understanding of science increases, kids need to explore answers to their questions about how God created the world. In these four lessons, kids will have opportunities to practice making good choices about following God and taking care of his earth. And they will be affirmed in the knowledge that their actions can make the world a better place to live.

## Four Lessons on Created by God

Lesson	Bible Point	Page	Bible Basis
<b>1</b>	We are made in God's image.	11	Genesis 1:1–2:3
<b>2</b>	God gives us choices.	21	Genesis 3:1-24
<b>3</b>	God can help us handle angry feelings.	31	Genesis 4:3-16
<b>4</b>	We are called to take care of God's world.	43	Genesis 9:1-3

## The Signal



During the lessons on Creation, your attention-getting signal will be honking the *Harpo horn* found in your Learning Lab. Honk the *Harpo horn* twice whenever you want to get the kids back together. In response to the two honks, kids should immediately stop talking, clap their hands twice, and focus their attention on you. Tell kids about this signal 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 creation mural. Cover a section of a wall with large sheets of newsprint. Put crayons, colored pencils, and glitter glue nearby. You might want to provide other craft materials as well, such as yarn, buttons, fabric scraps, and glue. Whenever students have extra time, they can go to the mural and add trees, flowers, insects, birds, fish, and animals that are all part of God's creation. By the end of the module you will have a beautiful mural showcasing our Creator's genius!



**Bible Point**

# We are made in God's image.

## Bible Verse

“So God created human beings in his own image. In the image of God he created them; male and female he created them” (Genesis 1:27).

## Growing Closer to Jesus

- Students will
- learn more about one another and about God,
  - compare similarities and differences between God and people, and
  - commit to being more like God.

## Teacher Enrichment

### Bible Basis

#### ■ God creates the world.

#### Genesis 1:1–2:3



The book of Genesis gives us the beginnings. Note that this is not the beginning of God; God has existed eternally. Neither is it just the beginning of our world. It is, rather, the beginnings of God's working with humans. That's the meaning of the Greek word from which the name *Genesis* came. What better place to start a new Sunday school year than at the beginning of God's story!

*Elohim* is the Hebrew name used for God in Genesis 1:1. It's interesting that the name is plural, but the verb *created* is singular. Even though God existed in three persons, the action of creating the universe was a unified action. One God, three persons, one plan.

Genesis 1:1–2:3 describes a vast variety of things God created, but the focus is not so much on the creation as it is on the Creator. Nine times in this passage we read “God said” and then some variation of “And that is what happened.” God spoke our universe, our planet, and humankind into existence. And what God did was good.

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

Other Scriptures used in this lesson are Psalms 8:3-9; 24:1; and 104:1-4.







## Prayer

- Read Job 38:4-7.
- How often do you overlook God's miraculous creativity? What can you do to be more mindful of it?
- Pray: Dear Lord, thank you for the awesome earth you made for us. Please help me transmit some of the wonder and awe I feel when I see your creation to the children I teach.

## 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>Step Right Up</b> —Step under the <i>tinsel wand</i> , and learn about each other.		
<b>Bible Exploration &amp; Application</b>	<b>God Photo Gallery</b> —Draw pictures of God, and discuss Psalm 104:1-4.	Bibles, paper, crayons, tape	
	<b>And God Said</b> —Read the Creation story from Genesis 1–2, and use actions to bring the story to life.	Bibles, CD player	
	<b>Like Parent, Like Child</b> —Consider how they resemble their earthly parents, read Genesis 1:27, and consider how they resemble their heavenly Father. Praise God for his attributes.	Bibles, white paper, pencils or pens	
<b>Closing</b> 	<b>Creation Affirmation</b> —Celebrate the creation of each person, and commit to grow in God-like qualities.		



## Welcome



As kids arrive, explain that whenever you honk the *Harpo horn* twice, they are to stop talking, clap twice, 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.

### teacher tips

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

## Attention Grabber

### ■ Step Right Up

**SUPPLIES:** none



Have kids form a large circle. Stand in the center, and wave the *tinsel wand* in a circle over your head. Say: **I'm going to describe something. Everyone who fits that description can step under the *tinsel wand*. Then I'm going to ask a question, and everyone under the *tinsel wand* will get to answer.**

Practice the game first. Wave the *tinsel wand*, and say: **Everyone who is wearing red, step under the *tinsel wand*.**

Ask: • **What's your favorite animal?** Let everyone under the *tinsel wand* give an answer before joining the circle again.

Use these descriptions and questions to continue the game:

- **Everyone who helped clean up breakfast dishes at home this morning... what's your favorite sport?**
- **Everyone who is wearing blue...what's your favorite food?**
- **Everyone who had cereal for breakfast...if you could go anywhere this weekend, where would you go?**

Place the *tinsel wand* out of sight for use later in this lesson.

Ask: • **What did you learn about your friends in this activity?** (We like to play some of the same sports; we like different foods.)

• **What surprised you most about another person?** (Different places people would like to go; things people like to eat.)

Say: **In our lesson today, we're going to learn more surprising facts about each other. Although we're unique and enjoy different things, we all share one common trait. ► We are made in God's image. Let's learn more about what that means.**

### teacher tips

Encourage active participation in the discussion by following up kids' answers with questions such as, "What did you mean by that?" or "Can you tell me more?"



# Bible Exploration & Application

## ■ God Photo Gallery

**SUPPLIES:** Bibles, paper, crayons, tape



Bring out the *rainbow spring*. Pretend it's a camera, and ask kids to act like they're getting their pictures taken as you look at them through the hole in the spring. Have kids pose individually, in pairs, by gender, and as a class. Have them try zany poses, such as doing headstands, making funny faces, or hugging each other. After taking three or four "photos" of each child, place the *rainbow spring* out of sight for later use.

Honk the *Harpo horn* twice, and wait for kids to respond. Then say: **We've all had our pictures taken in real life. It's fun to look at them as we grow up. We all know what we look like because we've seen ourselves in mirrors and photographs. But we don't have any photographs of God.**

Ask: • **If you could take a picture of God, what do you think he'd look like?** (God would have white hair and a long beard; God would sit on a throne like a king.)

Say: **We all have ideas about what God looks like. Let's find out what one writer of the Bible thought God might look like.** Distribute Bibles. Have kids look up **Psalm 104:1-4**. Explain that the book of Psalms is near the middle of the Bible. After everyone has found the passage, ask four volunteers to each read a verse aloud.

Ask: • **Does this passage describe God the way you picture him? Why or why not?** (Yes, I picture God up in the clouds; no, I never thought God rode in a chariot.)

• **Why do we all have different ideas about what God looks like?** (We've never seen God; we have different imaginations.)

Distribute paper and crayons. Say: **Pretend you took a picture of God. Using the ideas we just read or one you think of yourself, draw a picture of God. Around the edges of your paper, write words that you think describe God, such as "loving" and "caring."**

After about three minutes, or as kids seem to be finishing their drawings, honk the *Harpo horn* twice and wait for kids to respond. Then say: **Now we're going to create an art-gallery exhibit with our "photos" of God.**

Have kids tape their "photos" of God to the wall. After your gallery is complete, let everyone stand back and admire the artwork.

Have kids form pairs and discuss these questions with their partners.

• **Since we don't have real photographs of God, how did you decide what God looks like?** (From the passage we read in the Bible; by remembering what parents, teachers, and pastors have told me; by remembering pictures from Bible storybooks.)

• **What words did several kids use to describe God?** (Loving; caring; awesome.)

• **Which descriptions of God were surprising to you?** (Some kids thought God was really serious; some kids thought God was laughing and surrounded by children.)

• **Do you think anyone in our class looks like God? Why do you think that?** (Yes, because we're made in God's image; no, because God's not a person.)

Honk the *Harpo horn* twice to bring everyone together. Then invite them to share the insights they gained in their discussions.

### teacher tips

Some third- and fourth-grade students are very sensitive about their artistic abilities. Encourage kids who are embarrassed about drawing to express their ideas about God with words. Your participation in this activity can also help lessen students' anxieties.

### teacher tips

Get to know the students in your class. When you meet your students for the first time, call them by name. Find out about their lives away from church. Learn and recognize their strengths. Make affirmation a regular part of your class. Be sure to compliment your students when you see them practicing what they've learned.

After kids have shared what they learned from their partners, ask:

- **If we don't *look* like God, what are some other ways we can be like him?**

(We can love people; we can be kind; we can create things.)

- **How do you think God feels when we do things that show we're made in his image?** (Proud of us; happy.)

Say: **Even though we don't know what God looks like, we do know that**

► **we are made in God's image.** Let's hear what the Bible tells us about God creating us to be like him.



## ■ **And God Said**

**SUPPLIES:** Bibles, CD player



Have kids sit in a circle. Help them find **Genesis 1:1–2:3** in the front of their Bibles. Read the passage aloud while the kids follow along. Explain that every time you come to the phrase, “And evening passed and morning came, marking the first (second, and so on) day,” the students should read aloud with you. This will help them to pay closer attention.

After the story, collect kids' Bibles. Bring out the *tinsel wand*, and say: **Now we're going to travel back to the time of Creation. As we listen to the story again, let's act out creation coming to life. Each time we hear a twinkling sound, one of us will wave the *tinsel wand*, and the rest of us will act out that day's creation coming to life. For instance, when we hear about God creating the sun, moon, and stars, we'll pretend we're hanging stars in the sky. After you've waved the *tinsel wand*, pass it to the person on your right.**

Hand the *tinsel wand* to one student. Play “Creation Story” (track 2) on the CD. Lead kids in acting out each day's creation.

After the story is finished, pass the *tinsel wand* around the circle. If there are kids who didn't wave it during the Creation story, let them wave it now and tell their favorite of the things God has made. Then put the *tinsel wand* out of sight for use later in the lesson.

Have kids stand. Say: **I'm going to ask some questions about God's creation. Raise your hands when you think of an answer to each question. I'd like to hear lots of different, interesting responses. When someone gives an answer you thought of and you don't have anything more to add, you may sit down. When everyone is seated, I'll ask you to stand again for the next question.**

Ask: • **What was it like to act out creation coming to life?** (It was fun; I felt good.)

• **How did God feel about all he'd created?** (God was proud; God was happy; God thought all of creation was good.)

• **What does it mean that God created us in his image?** (We are like God; we are different from fish, birds, and other animals.)

• **Did God make anything else in his image?** (No, people are special and different.)

• **How are people different from fish, birds, and other animals?** (We can love one another; we can create things; we can worship God; we can forgive others; we can help care for creation.)



Research shows that kids remember about 90 percent of what they *do*, but less than 10 percent of what they *hear*. Kids need to be actively involved in lively experiences that bring home the lesson's Bible Point!



## BIBLE POINT

• **Why do you think God made people different?** (God made people to love and worship him; God made people so we could have a relationship with him.)

• **Are you glad God made people different? Tell me why or why not.** (Yes, because we're smarter than animals; yes, because we can understand things and take care of the earth.)

Say: **Everything God made is good—fish, birds, other animals, and plants. But ► we are made in God's image. God made people to have a special relationship with him. God loves us, and we can love and worship God.**

**Let's listen to a song about God's creation.** Play "The Earth Is the Lord's" (Psalm 24:1) (track 5) on the CD. When the song is finished, play it again and invite kids to sing along. Lyrics are at the back of this Teacher Guide.

## Bible Insight

Until the eighteenth century, authorship of Genesis was indisputably attributed to Moses. Recent studies suggest there may have been two authors; however, traditional theologians maintain Moses is the author, citing continual references in Scripture: Joshua 1:7; Daniel 9:11-13; Luke 16:29; John 7:19; Acts 26:22; and Romans 10:19.

## HANDS-ON BIBLE

Give each student a sheet of black construction paper and a sheet of white art paper. Set out supply of colorful crayons, pencils, gel pens, glitter glue, and other art supplies. Make sure kids have their *Hands-On Bibles*.



Have students turn to Genesis 1 in their Bibles and complete the "Before & After" activity found there. When kids have finished, have them show off their creations.

Ask: • **How was creating these pictures like and unlike God creating the earth?** (We were creative just like God was creative; God created everything from nothing, but we created pictures of what God created.)

• **In what other ways, besides our creativity, are we created in God's image?** (We can love others; we can forgive others; we can have a relationship with God.)

## ■ Like Parent, Like Child

**SUPPLIES:** Bibles, white paper, pencils or pens



Before class, inflate the *inflatable microphone*.

Give each person a sheet of white paper and a pencil or pen. Kids will be writing on both sides of the paper, so use good quality paper and don't provide markers that will bleed through.

Say: **Like it or not, we usually resemble our parents. Sometimes the resemblance is physical. If you live with your birth parents, maybe you can already see the resemblance in your hair color, your eye color, or your height—where family resemblances often show up by now. If you don't live with your birth parents, you can probably make some guesses about how they look based on how you look.**

**Other times the resemblance is in habits or how you do things. If you're raised in a house where everything is picked up and put away, maybe you're neat, too.**

**On one side of your paper, list ways you think you might resemble your parents. You can list physical things or other ways you're alike, such as traits you've learned. Try to come up with 10 ways you're like your older relatives.**



Be sensitive about nontraditional families during the discussion on resembling parents. Ask questions about learned behaviors in addition to questions about physical traits.

Allow kids time to complete their lists. Then sound the *Harpo horn*, and wait for kids to respond.

Say: **I'd love to hear how you resemble your older relatives, how you're made in their image.**

Invite volunteers to call out items on their lists. Keep encouraging participation until you've heard most or all of the unique resemblances.

Say: **Wow—we really *are* designed in the image of our parents, grandparents, and older relatives!**

Ask: • **In what ways do you think it's good to be made in the image of your older relatives?** (My grandfather lived to be 88, I want to live a long time, too; my Mom is kind; my Dad is tall.)

• **In what ways is it less fun to be made in the image of your older relatives?** (My grandpa had a heart attack; my uncle is an alcoholic.)

Distribute Bibles, and help kids find **Genesis 1:27**, which says, ► **“So God created human beings in his own image. In the image of God he created them; male and female he created them.”** Ask a volunteer to read the verse aloud.

Say: **Wow! The Bible says ► *we are made in God's image* so there must be ways we resemble him, too. On the other side of your paper, write the ways you think we're like God. In what ways can we “look” like, or act like, our heavenly Father?**

As kids work on their lists, bring out the *inflatable microphone*. As they complete their lists, hold the microphone and sound the *Harpo horn*.

Say: **I want to hear how you think ► *we are made in God's image*, but I want to be certain everyone *else* can hear, too. This is important stuff! That's why instead of just calling things out, I'll move around the room to anyone with his or her hand up, and we'll share with the world what's on our lists!**

Ask for volunteers to raise their hands. Briefly interview volunteers who share items on their lists. Using the *inflatable microphone* as a prop, ask follow-up questions that help kids dig deeper into their answers to explore how they have personally experienced the attributes of God they're describing and how they can show that attribute of God in their relationships with others.

For instance, if someone says we can be like God because we can be kind, ask, “In what ways has God been kind to you?” and “How could you be kind to someone else?” If a child says that we can be forgiving the way God is forgiving, ask the student to describe a time God forgave him or her and ask, “How can you show forgiveness to someone else today?”

After you've talked to everyone who wishes to share, place the *inflatable microphone* to one side. Open your Bible to **Psalms 8:3-4**.

Say: **Listen to how one writer in the Bible felt about being made in God's image.** Read aloud **Psalms 8:3-4**.

**He saw God's glory in nature and praised the God who made the stars for also making us.**

**Let's praise God for being all the things on our lists. For instance, we saw that we can be kind the way God is kind** (substitute another attribute of God that your kids identified). **Let's praise God for being *amazingly* kind and making us in his image.**

### ◀ BIBLE VERSE

### ◀ BIBLE POINT



### ◀ BIBLE POINT





Ask kids to bring their lists as they stand and form a circle, facing in. Bring the *inflatable microphone*.

Say: **This is a jump-in-and-praise time. I'll start, and then you take turns jumping into the middle of the circle and praising God for something on your list. We can go in any order, and you can jump in as often as you'd like. But, please—one person at a time. And make sure you use the microphone—we want everyone to hear what you have to say! I'll finish the praise.**

### teacher tips

Going first in jump-in-and-praise time lets you demonstrate what you'd like to see the kids do. And being in control of the closing lets you wrap up the activity while kids are still interested and before there's an awkward pause.

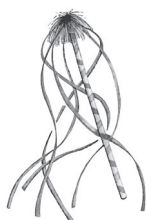


After everyone has had a chance to jump and praise God, say: ► **We are made in God's image. God created us to be like him so that we can have a relationship with him. After that relationship was damaged by sin, God sent his Son, Jesus, to repair our relationship with God. That's how important we are to our heavenly Father!**

## Closing

### ■ Creation Affirmation

SUPPLIES: none



Have kids form a circle. Ask one person to sit in the center. Lead kids in affirming that person by naming God-like qualities he or she exhibits. If kids can't think of God-like qualities, refresh their memories by reading descriptions from the "God exhibit" on the art-gallery wall. Swirl the *tinsel wand* around the person in the center as you lead the kids in affirming him or her. For instance, kids might say he or she is a good listener, a caring friend, or a creative artist.

Hand the *tinsel wand* to the person who was just affirmed, and have him or her choose another person to sit in the center. Continue the activity until everyone has had a chance to sit in the circle of affirmation.

Then set the *tinsel wand* aside for use in later lessons.

Say: ► **We are made in God's image. God created all of us to be like him—loving, caring, forgiving, and creative. Let's celebrate God's creation of each of us.**

Lead kids in singing the following words to the tune of "Happy Birthday":



**God created me.**

**God created me.**

**I thank you, dear God, for making me.**

### BIBLE POINT ►



### BIBLE POINT ►



Let kids take home their drawings of God. Suggest that they tape their pictures on a mirror as a daily reminder that ► **they are created in God's image.** Each time they look at the pictures, they'll remember to practice growing in God-like qualities, such as love, caring, and forgiveness.



### **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.

# Hands-On Fun at Home

LESSON 1



## We are made in God's image.



**Bible Verse:** "So God created human beings in his own image. In the image of God he created them; male and female he created them" (Genesis 1:27).



**Idea!**

Thank you, God,  
for creating me in  
your image. Help  
me become more  
like you every year.  
Amen.

Ask your mom or dad to help you buy a picture frame with several openings. Display pictures of yourself as a baby and of you growing up. Leave some openings empty so you can fill them as you keep growing in God's image. Cut out the prayer to the left, and place it in one of the openings.

## Check It Out

- **Read Psalm 139:14.**

Tell someone you know how he or she is wonderful.

- **Read Ephesians 4:21-24.**

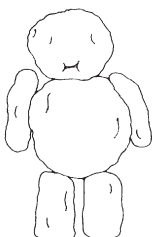
What does it mean to be like God? Name someone who is like that.

- **Read Genesis 1:27.**

How are we made in God's image? What qualities do we have that are God-like?

## Faith Walk

Line up your whole family in front of the biggest mirror in your house. Say, "I spy brown eyes," and then race to touch all the brown eyes in the mirror. Name other ways you're the same, and then race to touch those things in the mirror. Finish up with a big family hug. Then offer to clean the mirror!



**Image Ideas** Use a chunk of modeling clay to make a model of yourself. As you work, think about what God might have felt as he made us in his image. On a sheet of paper, list as many qualities of God as you can think of. You might include such qualities as "loving," "kind," and "powerful." Then think of ways you can live out some of those qualities in your own life. Keep your clay person and list as reminders that you were made with God's own hands!



# Teacher Guide

## GRADES 3 & 4

### Fall

## Teach as Jesus Taught!®

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

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

#### CREATED BY GOD

Genesis 1:1-2:3

Genesis 3:1-24

Genesis 4:3-16

Genesis 9:1-3

We are made in God's image.

God gives us choices.

God can help us handle angry feelings.

We are called to take care of God's world.

#### ADVENTURES WITH ABRAHAM

Genesis 12:1-7

Genesis 20:1-17

Genesis 21:8-21

Genesis 22:1-19

God is in control of the future.

God forgives us when we do wrong.

God protects us when we're afraid.

God wants us to trust him, even if we don't understand at first.

#### UNDERSTANDING THE BIBLE

2 Peter 1:16-21

1 Timothy 4:12-13

Acts 13:16-23

John 20:30-31

2 Timothy 3:16-17

God inspired people to write the Bible.

The Bible is divided into testaments, books, chapters, and verses.

The Old Testament tells about God's people, Israel.

The New Testament tells about Jesus and his followers.

You can find answers to your questions in the Bible.

### 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!



Group



**THIS IS A SAMPLE**  
**The number of pages is limited.**

Purchase the item for the complete version.

