

Group

Teacher Guide

GRADES 3 & 4

Summer



Teach as
Jesus Taught!®



Grades 3&4

Teacher Guide • Summer
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Group resources really work!

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



Relational

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

Experiential

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

Applicable

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

Lifelong

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

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, Summer

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Current Edition Credits

Contributing Authors: Scott M. Kinner, Alison Simpson,
and Paul Woods

Project Manager: David Jennings

Editors: Debbie Gowensmith and Ann Diaz

Chief Creative Officer: Joani Schultz

Copy Editor: Erica L. Feucht

Senior Designer: Randy Kady

Cover Photographer: Rodney Stewart

Illustrators: Barbara Coté, Ray Medici, Steve Zipp and Judy Love

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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

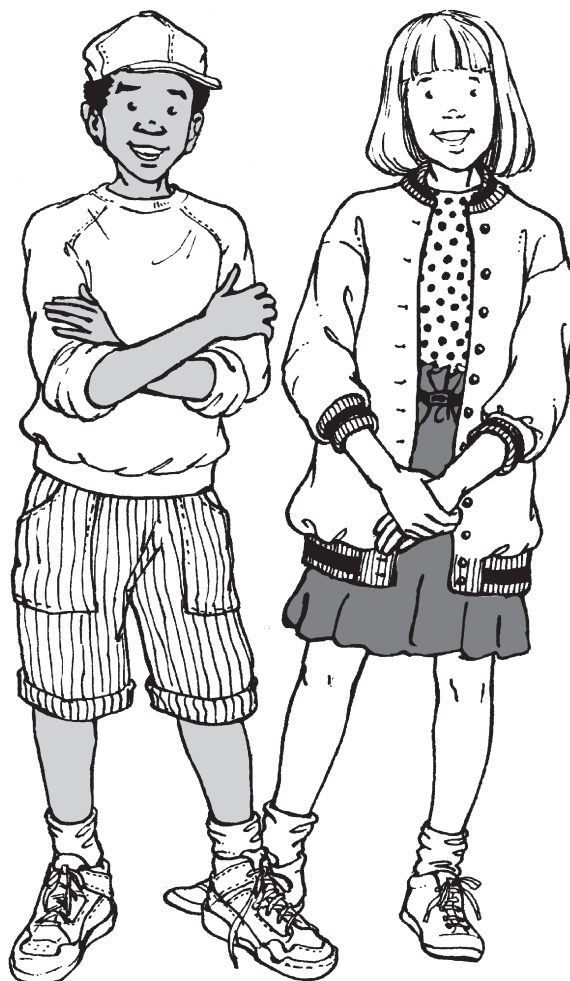
Most:

- 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 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.

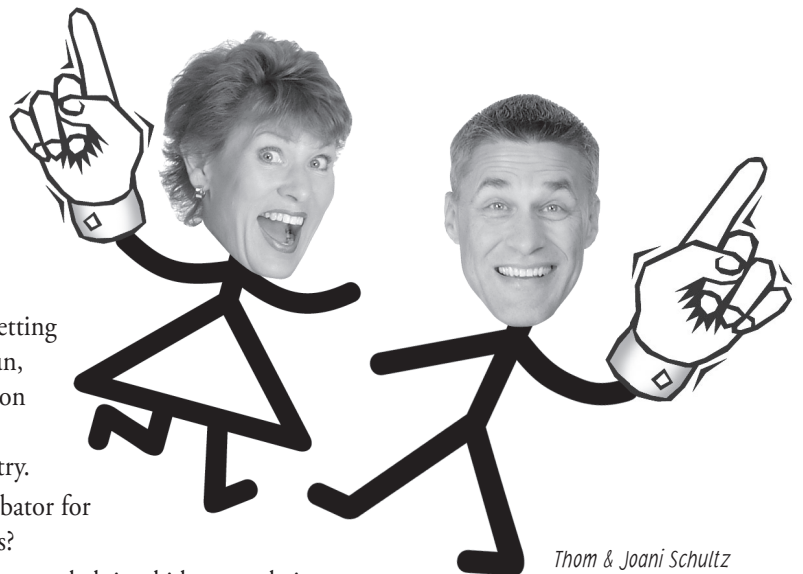
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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

Joseph

God loved and cared for Joseph throughout the ups and downs of his life. Up: Jacob, Joseph's dad, favored Joseph by giving him a coat of many colors. Down: His jealous brothers sold him into slavery. Up: Potiphar favored Joseph and made him household manager. Down: Potiphar's wife falsely accused Joseph of attempted rape.

Through God's wisdom, Joseph interpreted the king's dreams and eventually was freed from prison and made second in command of all of Egypt. Through God's grace, Joseph and his brothers healed their broken relationship. No matter what happened to Joseph, God used the situation for good.

Like Joseph, third- and fourth-graders experience ups and downs in their lives. They feel the effects of jealousy and competition between siblings and classmates. They feel lonely when parents divorce, undecided about what's right and wrong, and unforgiving when they want to seek revenge. These four lessons about Joseph's life will provide your kids with hope and understanding about a God who loves and cares for them, just as he loved and cared for Joseph.

Four Lessons on Joseph

Lesson	Bible Point	Page	Bible Basis
1	Jealousy destroys relationships.	11	Genesis 37:3-36
2	God never leaves us.	23	Genesis 39:20–40:23
3	True wisdom comes from God.	35	Genesis 41:1-57
4	God can heal broken relationships.	45	Genesis 42:1–45:28

The Signal



During the lessons on Joseph, bring kids back together by sounding one of the *trumpets* found in the Learning Lab. Blow two blasts on the *trumpet* whenever you want to get kids back together. In response to the two blasts, kids should 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 kids 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 class mural illustrating Joseph's life.

Display several sheets of newsprint on a wall at a height kids can easily reach. Make crayons and colored pencils available nearby. When kids have extra time during the lessons, they can illustrate the lesson they're learning. By the end of the module, your class will have a mural illustrating Joseph's life and how God cared for him throughout.



Bible Point ▶

Jealousy destroys relationships.

Bible Verse

“Love is patient and kind. Love is not jealous or boastful or proud or rude” (1 Corinthians 13:4-5a).

Growing Closer to Jesus

Students will ■ explore what the Bible says about jealousy,
 ■ discover how jealousy can hurt people and relationships, and
 ■ understand that God can help them handle jealousy.

Teacher Enrichment

Bible Basis

■ Joseph is sold into slavery.

**Genesis
37:3-36**



Many have heard the story of the coat of many colors. But not all remember the trouble that coat caused. Jacob loved Joseph more than his other sons because Joseph had been born to him in his old age and he was borne by Rachel, Jacob's most loved wife. Joseph didn't help the situation when he gave bad reports to Jacob about his brothers. Then Joseph appeared in a special coat. This robe was designed to stand out from the work clothes the other brothers wore, and it may have prevented Joseph from doing unpleasant tasks that could have soiled it.

The relationship between Joseph and his brothers was bad enough before Joseph shared the dreams that indicated that he would rule over his family. Normally, the eldest brother would have held the role of a family leader.

Of course the brothers were jealous. They didn't have our perspective. Jacob and Joseph only fueled the problem. Jealousy causes big problems. God doesn't want us to cause it or harbor it. Jealousy can destroy our relationships with family and friends.

Another Scripture used in this lesson is Proverbs 14:30.

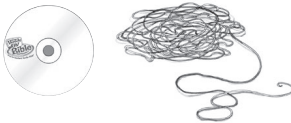
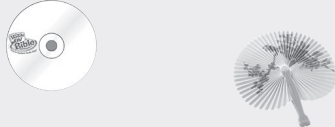
Prayer

- Read Proverbs 27:4.
- What experiences have you had with jealousy?
- How can jealousy be more dangerous than anger or wrath?
- Pray: Dear God, expose my jealousy if I don't see it. Help me deal with it properly. Show me ways to help my students deal with it, too. In Jesus' name, amen.

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
Attention Grabber	Chosen Few —Eat a snack, and experience jealousy.	Snacks, plate, sealed container, bowl, 3-inch squares of lightweight colored paper	
Bible Exploration & Application 	From Riches to Rags —Act out a modern-day version of Genesis 37:3-36.	Bibles, pair of shoes, hand towel	
	Friendship Ties —Experience an object lesson, explore Bible verses about jealousy, and listen to a song from 1 Corinthians 13:4-5a.	Bibles, scissors, CD player	
	Green With Envy —Discuss responses to jealousy-causing situations, and read Proverbs 14:30.	Bibles, construction paper, marker, masking tape	
Closing 	Blow It Away —Fan away jealousy.	Construction paper, paper squares from “Chosen Few” activity, masking tape, markers, CD player	

Welcome



As kids arrive, explain that whenever you blow the *trumpet* twice, 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.

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

Chosen Few

SUPPLIES: snacks, plate, sealed container, bowl, 3-inch squares of colored paper

Bring in a snack, such as cookies or graham crackers, that can be divided into individual servings. Place four servings of the snack on a plate, and set the plate on a table. Put four chairs around the table. Put the remainder of the snack in a sealed container, and place it out of sight. Make sure you have enough snacks to serve all of the students in your class.

Fold the colored squares of paper, and place them in a bowl. As you greet your students, ask each of them to pick a paper square from the bowl. After everyone has arrived and is holding a paper square, say: **Anyone with a yellow paper square may go to the table for a special treat. The rest of you must find a seat elsewhere in the room and wait patiently while the others enjoy a snack.**

Collect the paper squares, and place them out of sight for use later in this lesson.

After the kids have eaten their snacks, blow the *trumpet* twice. Wait for kids to respond, and then have them sit in a circle.

Ask: • **What was it like to be chosen to eat the special snack?** (Good, I was hungry; bad, I felt guilty eating in front of everyone else.)

• **How did it feel not to be chosen?** (Bad; frustrated; mad; jealous.)

• **When have you felt jealous in real life? Explain.** (When my sister got a gift and I didn't; when my best friend got a new bike and I didn't.)

• **Was it fair for me to give snacks only to the people who chose yellow paper? Why or why not?** (No, there weren't enough yellow paper squares for everyone; we didn't know which color to choose.)

• **What do you wish would have happened in this activity?** (That I would've been chosen to get snacks; that we all would've been chosen to get snacks.)

Say: **Don't worry. I brought snacks for everybody, and we'll eat them in a moment. If the rest of you never got a snack, you might go on feeling jealous throughout our lesson! ► *Jealousy destroys relationships.* Today we're going to learn what jealousy did to Joseph's relationship with his brothers, as well as what jealousy does to our relationships. But first, let's all eat our snacks.**

Bring out the sealed container, and distribute snacks to those students who didn't receive them earlier. Offer seconds to the students who already ate snacks if you have enough. After kids have finished eating, have them help you clean up.



teacher tips

- Make sure to include a variety of colors of paper squares, including four yellow squares, for this activity.
- This activity will probably cause kids to feel jealous. That's OK. Remember kids' remarks and refer to them later in the lesson.



Bible Exploration & Application

■ From Riches to Rags

SUPPLIES: Bibles, pair of shoes, hand towel



Blow the *trumpet* twice, and wait for kids to respond. Say: **I'm going to need your help to act out a modern-day version of today's Bible story. We'll all have roles to play in "The Special Shoes."**

Assign the following roles, and distribute the necessary props:

- Jake (the father)—Give him the shoes.
- Joey (the favored son)
- Baby Ben-Ben (the baby of the family)—Give him the towel to use as a blanket.
- Brothers and Sisters (half of your class)—Give them the *pompoms*. During the skit, they'll need the *curling ribbon*.
- Circus People (the other half of your class)—During the skit, you'll give them the *prism shapes*.

Designate one area of your room as the stage. Have everyone sit behind you, facing the stage. Say: **I'll read a story and cue each of you. When you are cued, step on stage, and do what I tell you to do.**

And now, ladies and gentlemen, on with the shoe...I mean show..."The Special Shoes"!

Once upon a time there was a big family. There was the father, Jake. Motion for Jake to step on stage, face the class, and take a bow. **He had many children.** Motion for the Brothers and Sisters—including Joey and Baby Ben-Ben—to step on stage, face the class, and take a bow. **But of all the kids, Joey was Jake's favorite.** Motion for Joey to take an extra bow.

One day, Jake decided to have a private talk with Joey. Have Jake hook arms with Joey. **The brothers and sisters decided to go play basketball.** Encourage the Circus People to step on stage and hold up their arms to form a circle "hoop." Have the Brothers and Sisters shoot baskets with their *pompoms*. **While the brothers and sisters played basketball, Baby Ben-Ben hugged his blanket and watched the action.** Motion for Baby Ben-Ben to do this. Have the Circus People leave the stage.

Meanwhile, Jake decided to give his son Joey a special gift. He bought Joey a new pair of Superstar Sport Shoes. Have Jake give Joey the pair of shoes. **Joey was so excited.** Encourage Joey to jump up and down, acting happy and excited. **Jake sent Joey to show his new shoes to his brothers and sisters, who were all playing basketball.** Have Jake step offstage and sit by you. Have Joey walk over to his Brothers and Sisters.

When the brothers and sisters saw Joey coming, they all stopped playing and started to whisper about him. Encourage the Brothers and Sisters to huddle and whisper. **Joey said, "Hi!"** Pause for Joey to say this. **The brothers and sisters responded, "Hi, hotshot!"** Pause for the Brothers and Sisters to say this. **Baby Ben-Ben waved.** Motion for Baby Ben-Ben to wave.

Joey showed his brothers and sisters his new shoes. "Hey, look what Dad gave me! Aren't they great?" Encourage Joey to show off his shoes. **The brothers and sisters all grumbled with jealousy.** Encourage the Brothers and Sisters to grumble. **Joey began to shoot baskets.** Have the Circus People briefly return; have Joey grab a *pompom* and shoot a basket.

teacher tips

- The "special shoes" could be the actor's own shoes. Have the person who plays Joey take off his or her shoes before the skit to use as props. Or you could bring a pair of sports shoes from home.
- You can assign either boys or girls to play any of the parts. You can assign as few as one or two kids to be brothers and sisters or circus people.

While Joey was shooting baskets, his brothers and sisters huddled together to think of a way to get rid of him. Have the Brothers and Sisters huddle and whisper. **Finally, they had an idea.** Motion for the Brothers and Sisters to stand straight and point to their heads as if they have a great idea. **They decided to tie him up and throw him down a sewer. Baby Ben-Ben had fallen asleep.** Encourage Baby Ben-Ben to sleep and snore. **So they took Baby Ben-Ben's blanket.** Have the Brothers and Sisters put the towel around Joey and wrap the *curling ribbon* around it several times, tying up Joey. One of the Brothers and Sisters should hold on to the end of the *curling ribbon*. **Then they threw him in the sewer.** Have Joey sit to show that he is “down” in the sewer.

All of a sudden, a traveling circus troupe passed by. Have the Circus People step on stage. **The brothers and sisters thought of a perfect solution to their problem.** Encourage the Brothers and Sisters to look at each other and smile. **They could sell Joey to the circus. They could make some money, and they'd be rid of their hotshot brother.** Have the Brothers and Sisters pull Joey up with the *curling ribbon* and hand him over to the Circus People. **The circus people paid very well for Joey.** Toss the *prism shapes* to the Circus People, and have them pay for Joey with the shapes.

Then the circus troupe led Joey away. Motion for the Circus People to hold Joey's *curling ribbon* “leash,” step offstage, and sit by you. **The brothers and sisters laughed all the way home when they thought of Joey as a circus clown. They hoped they'd never see him again.** Have the Brothers and Sisters laugh all the way off the stage and sit down with the rest of the class.

Following the performance, have students bow and clap for each other. Give them one minute to compliment each other on their performances. Encourage sincere compliments such as “Good job of acting jealous, Dave” or “You were a great Baby Ben-Ben.”

While kids are complimenting one another, collect the props and return them to the Learning Lab. Then blow the *trumpet* twice, and wait for kids to respond.

Make sure all kids are standing, and then say: **Raise your hand when you think of an answer to each of the questions I'm about to ask. I'd like to hear lots of different, interesting answers. 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: • **How do you think Joey felt when he received the special shoes?** (Good; proud; happy.)

• **How did he probably feel at the end of the story?** (Terrible; sad; scared; lonely; excited to be in the circus.)

• **What caused the bad feelings between Joey and his brothers and sisters?** (Jake gave something special to just one kid; the brothers and sisters were mean to Joey; Joey showed off his shoes.)

Say: **The Bible tells us a story similar to the one we just acted out. The Bible tells us about a favored son named Joseph and his jealous brothers. Let's read the story in the Bible.**

Form pairs. Distribute Bibles and help the students find **Genesis 37:3-17**. Remind them that Genesis is the first book of the Bible. Have kids read the story with their partners. Encourage them to take turns reading the verses. When kids finish reading the passage, blow the *trumpet* twice. Wait for kids to respond.

Then have kids discuss the following questions with their partners. Pause after you ask each question to allow time for discussion.

teacher tips

Rely on the Holy Spirit to help you as you teach. Don't be afraid of kids' questions. Remember, the best answers are those the kids find themselves—not the ones teachers spoon-feed them.

teacher tips

As you teach third- and fourth-graders, keep in mind the following aspects of their spiritual development:

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

• **Why were Joseph's brothers jealous?** (Their father liked Joseph better; their dad gave Joseph a special coat.)

• **When have you been jealous of a brother, sister, or friend?** (When my brother got a letter from my grandpa and I didn't; when my friend got a better grade on a test than I did.)

Blow the *trumpet* twice, and wait for kids to respond. Then invite them to share the insights they discovered in their discussions.

Have partners take turns reading **Genesis 37:18-36**. When kids have finished, blow the *trumpet* twice and wait for kids to respond.

Then have kids discuss the following questions with their partners. Pause after you ask each question to allow time for discussion.

• **How do you think the brothers felt after Joseph was gone?** (Glad; relieved; guilty; scared to face their father; sorry.)

• **When have you felt sorry about something you did because you were jealous?** (I was sorry after I yelled at my brother; I was sorry I ignored my friend.)

• **What are bad ways to handle being jealous?** (Yelling; fighting; not talking to someone; being mean.)

• **What are good ways to handle being jealous?** (Going to my room and thinking about it; praying; talking to my parents.)

Blow the *trumpet* twice to bring everyone together, and wait for kids to respond. Invite kids to share the insights they discovered in their discussions.

After kids have shared what they learned, say: **This part of Joseph's story has a sad ending. Joseph was completely cut off from his family because of his brothers' jealousy. Jealousy is something that we all feel at times. If we don't keep it under control, ► jealousy destroys relationships. Let's make something to see how jealousy destroys relationships and how God's Word can help us put them back together.**

teacher tips

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

BIBLE POINT

Bible Insight

Semitic slaves such as Joseph often held domestic positions. They were considered more intelligent than their Egyptian counterparts and were thus allowed to rise to positions of higher trust in the household.

HANDS-ON BIBLE

Give each student an empty cardboard tube, a rubber band, a piece of wax paper, and scissors. Make sure kids have their *Hands-On Bibles*.

Have students turn to **Genesis 37** in their Bibles and complete the "Well, Well, Well!" activity found there. Then ask:

• **How can jealousy act like the wax paper?** (The wax paper made my voice strange; jealousy makes people act strange; it can mess up relationships.)



Friendship Ties

SUPPLIES: Bibles, scissors, CD player



Cut the *neon rainbow cord* into pieces about 7 to 12 inches long, depending on how many students you have. You'll need one piece for each child.

Have kids stay in their pairs from the previous activity. Give each pair two strands of the *neon rainbow cord* and a pair of scissors.

Say: **In our Bible story, Joseph's brothers were jealous of him because**

their father liked Joseph best and gave Joseph a nice, colorful robe. There are many things that can make us jealous and destroy our relationships with others.

I've given each of you a cord of many colors to help you remember Joseph's story. With your partner, talk about a time that jealousy destroyed a relationship you had with someone. Maybe your brother got something for Christmas that you really wanted and you did something that hurt your relationship with him. Or maybe a friend was jealous of you because you were the most valuable player on your soccer team.

While you share with your partner, hold up your neon cord. When you finish sharing, have your partner cut the string.

Give pairs time to share, and then ask:

- **How did you feel as you talked about a broken relationship?** (It was sad; it made me upset.)
- **How was cutting the cord like what happens when we allow jealousy in our relationships?** (Jealousy cuts our relationships; our relationships get broken like the cord when we're jealous.)

Say: **Relationships are fragile, so we must handle them with love and care—not jealousy. ► Jealousy destroys relationships. When we let jealousy into our relationships, someone gets hurt, and those relationships get cut apart. But God gave us the Bible to help us know how to put our relationships back together.**

Distribute Bibles and help kids find ► **1 Corinthians 13:4-5a: "Love is patient and kind. Love is not jealous or boastful or proud or rude."** Read the verse aloud together.

Ask: • **What does this verse tell us about love?** (Love is patient and kind; love is not jealous or boastful or proud or rude.)

• **What does this verse tell us about jealousy?** (Love is not jealous; if you're jealous, you're not being loving; jealousy and love don't mix.)

• **How does this verse help us put relationships back together?** (We can remember to love others instead of being jealous; we can show kindness instead of jealousy.)

Help kids tie their cut strands back together with a double knot.

Play "Love Is Patient and Kind" (1 Corinthians 13:4-5a) (track 2) on the CD. Have kids listen carefully to the words. The lyrics are printed in the back of this teacher guide.

After listening to the song, say: ► **Jealousy destroys relationships. But God's Word helps us put those relationships back together. Let's find more ways that the Bible tells us how to get rid of jealous feelings and build loving relationships instead.**

Help kids find the concordance in the back of their Bibles. Teach them how to look for words such as *jealous* and *jealousy*, which are listed alphabetically, and how to look up the verses listed with those words. Have each pair use the concordance to find two verses about jealousy. Encourage kids to look for verses that could help them turn jealous feelings into a loving relationship. Have pairs use their *neon rainbow cords* to mark the verses as they find them.

When all pairs have found their verses, have each pair read one verse aloud. It's OK if pairs read the same verse. When pairs finish reading, ask:

teacher tips

With a class of 20 students, you'll need to cut the *neon rainbow cord* into 7-inch pieces. With 12 or fewer students, you can make each piece 12-inches long.

BIBLE POINT

BIBLE VERSE

BIBLE POINT

teacher tips

Have kids leave their *neon rainbow cords* in class throughout the Joseph module so they can use them to mark various Bible references.

teacher tips

You could use these construction paper colors for your signs: bright or neon green: "Very Jealous"; light green: "A Little Jealous"; yellow: "Not at All Jealous"; white: "Unsure." Talk with kids about what the phrase *green with envy* means.

teacher tips

The pages in this Teacher Guide are perforated for your convenience. Tear out "Hands-On Fun at Home" and other handouts for easy photocopying, or tear out an entire lesson, and take it to class.

• **What do these Bible verses teach us about jealousy?** (We shouldn't be jealous of each other; love is not jealous; jealousy does not come from God.)

Say: **Think of something that makes you jealous. Now think of how you can put that jealousy aside when you feel it this week. Use your neon cord to mark one of these verses in your Bible as a reminder that you'll show love instead of jealousy to others this week.**

■ *Green With Envy*

SUPPLIES: *Bibles, construction paper, marker, masking tape*

Before class, make four construction paper signs. The signs should read "Very Jealous," "A Little Jealous," "Not at All Jealous," and "Unsure." Tape the signs to four different walls.

Gather kids in the center of the room. Point out each sign as you explain this activity.

Say: **I'm going to read different situations that might cause jealous feelings. After I read a situation, decide how you would feel in that situation, and then go stand under the appropriate sign—"Very Jealous," "A Little Jealous," "Not at All Jealous," or "Unsure." When I blow the trumpet twice, move back to the center of the room. Then I'll read another situation.**

Read each of these situations, and let kids respond by choosing a sign. Have kids form pairs with a person standing close to them under the same sign and briefly answer these questions after each situation:

Ask: • **Why did you choose this sign?**

• **Has a similar situation happened to you or to someone you know? What happened?**

Blow the *trumpet* twice, and then wait for kids to return to the center of the room before you read the next situation.

• **Situation 1—You're in class, and the teacher hands out yesterday's test papers. You studied with your best friend all weekend to prepare. Now, when you look at his paper, you see that your friend got an A and you got a C-. How do you feel?**

• **Situation 2—The newest, hottest movie is playing at a theater near you. All your friends are going to see it on Friday night. Everyone is going! It's rated PG-13. Your parents say you can't go, but your older brother gets to go. You are...**

• **Situation 3—While you're walking around the store, you see one of your friends buying some new jeans and a jacket. Those clothes cost so much; you know your parents could never afford to buy you stuff like that. Just looking at the jeans makes you feel...**

• **Situation 4—Friday night is the birthday of one of your friends. She's planning a big party. You have not been invited, but you find out that two of your friends have been invited. You feel...**

After you have read the last situation and kids have briefly discussed their choices, blow the *trumpet* twice. Wait for kids to return to the center of the room, and then have them sit in a circle.

Say: **We've just discovered some situations that made us feel jealous. ► Jealousy destroys relationships. Let's discover what else jealousy destroys.**

Distribute Bibles and help kids find **Proverbs 14:30**. Tell kids that Proverbs is in the Old Testament near the middle of the Bible, right after Psalms. After kids find the verse, ask a volunteer to read it aloud.

Ask: • **What does this verse say jealousy is like?** (Jealousy is like cancer in the bones; your body won't be healthy.)

Say: **Proverbs 14:30 says, "Jealousy is like cancer in the bones." ► Jealousy destroys relationships, and jealousy can destroy our bodies. This verse tells us that we can be physically hurt if we hold on to a negative emotion like jealousy.**

Ask: • **How does your body feel when you're jealous?** (I get a stomachache; I'm nervous; I get a headache.)

• **What do you do when you feel jealous?** (Go to my room; yell; talk to my parents; cry.)

• **How can you get rid of jealous feelings?** (Think about other things; talk to someone; ride my bike; pray and ask God for his help.)

Say: **God understands that we all feel jealous sometimes. Let's see how we can get rid of jealousy with God's help.**



Closing

■ Blow It Away

SUPPLIES: masking tape, folded paper squares from "Chosen Few" activity, construction paper, markers, CD player



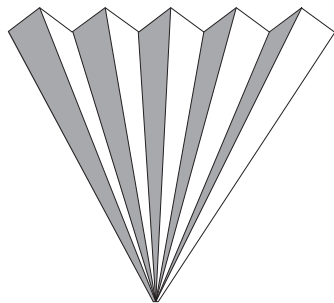
Have kids help you use masking tape to make a large cross outline on the floor. Then form a circle around the cross, and give each student a paper square. Be sure to keep a paper square for yourself.

Say: **These paper squares started our discussion about jealous feelings today. In this activity, we'll use the paper squares to represent the things that make us feel jealous. Take a moment to think of something that makes you feel really jealous.**



Say: **Today we saw from the story of Joseph and his brothers that ► jealousy destroys relationships. But there's good news: Jesus can help us deal with feelings of jealousy. When we pray to him, Jesus can give us peace and help us to act out of love instead of jealousy.**





Bring out the *fan*, and say: **I'll pass this *fan* around the circle. As you hold the *fan*, say what makes you jealous. Then fan your paper square into the masking-tape cross to remind you that Jesus helps us handle jealousy if we ask him.**

Say one thing that makes you jealous, fan your paper square into the cross, and then pass the *fan* to the person on your right. Once everyone has fanned away jealousy, place the *fan* back into the Learning Lab for use in future lessons.

Say: **You all did a good job of fanning your jealousy away to Jesus. Jesus helps us deal with jealousy. Let's make our own fans to take home so we can remember this lesson on jealousy.**

Give each person a sheet of construction paper and a marker. Say: **Write on your paper one thing you want to remember to do the next time you feel jealous. For example, you could write, "Pray," or "Talk to my parents," or "Thank God for the person rather than be jealous." But don't fold your paper yet.**

Have kids quickly find a partner and share what they've written on their construction paper.

Blow the *trumpet* twice to bring kids together. Wait for kids to respond, and then invite them to share insights they discovered in their discussions.

Say: **Partners, help each other fold your paper to make a fan to take home. Fold the paper in 1-inch pleats back and forth, back and forth, so it looks like a fan. Remember the idea you wrote on your fan the next time you feel jealous.**

After the fans are complete, have kids sit in a large circle. Say: **A fan has different uses. We can fan a fire to get it going.** Have kids act as if they're fanning a fire in front of them. **Or we can cool things off when we get too hot.** Have kids fan themselves. ► ***Jealousy destroys relationships.* When you're feeling jealous, use your fan to cool off, and fan your jealousy away to Jesus. Let's close with a song and a silent prayer. While the music plays, silently ask God to help you handle your jealousy in the way you wrote on your fan. God helps us handle our jealousy.**

Play the song "Love Is Patient and Kind" (1 Corinthians 13:4-5a) (track 2) from the CD, while kids pray silently. When the song is finished, have kids give a group hug as they shout "amen!"

BIBLE POINT ►

teacher tips

If you have adult volunteers in your class, have them help the kids fold their fans. If not, see which kids catch on quickly to the folding, and have them help others.



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



Jealousy destroys relationships.



Bible Verse:

"Love is patient and kind. Love is not jealous or boastful or proud or rude" (1 Corinthians 13: 4-5a).



Idea!

Have family members make coats (or shirts) of many colors in honor of Joseph. Search through drawers and closets to find old shirts. Decorate

the shirts with wild buttons, glitter, and fabric paints. Decorate an old handkerchief to give your dog or cat a coat of many colors, too. If everyone has a shirt, no one can get jealous!



Question: What did Joseph say when his brothers threw him into the well?

Answer: This is the pits.

Faith Walk

Have each family member keep a "Jealousy Journal" this week.

Here's how: On a sheet of paper, write the name of any person who makes you jealous. Next to the person's name, write things about that person that you're thankful for. Share your discoveries with your family at the end of the week. See how focusing on things you're thankful for can ease the green-eyed jealousy monster.

Check It Out

Read Matthew 20:1-15.

When was the last time you thought something wasn't fair? What did you do?

Read Galatians 5:19-23.

Copy the verses onto a sheet of paper, and then circle your personality traits. How many fruits of the Spirit do you show? Is your life filled with the Spirit or with your sinful self?

Talk It Over

1 Corinthians 13:4-7 tells us what true love looks like.

- How can your family members love each other better?
- What can your family do together this week to show this kind of love to someone else?



Teacher Guide

GRADES 3 & 4

Summer

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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:

JOSEPH

Genesis 37:3-36

Genesis 39:20-40:23

Genesis 41:1-57

Genesis 42:1-45:28

Jealousy destroys relationships.

God never leaves us.

True wisdom comes from God.

God can heal broken relationships.

THE TEN COMMANDMENTS

Exodus 20:3-7

Exodus 20:8-11

Exodus 20:12, 14

Exodus 20:13, 15-16

Exodus 20:17

We please God by our worship.

We please God by respecting the Lord's day.

We please God by treating our families right.

We please God with our actions.

We please God with our thoughts.

JOSHUA

Numbers 13:1-14:30

Joshua 1:1-9

Joshua 3:1-4:24

Joshua 2:1-21; 6:1-27

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True heroes trust in God.

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