

Group

Teacher Guide

GRADES 5 & 6

Fall



Teach as
Jesus Taught!®



Grades 5&6

Teacher Guide • Fall
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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.



Hands-On Bible Curriculum®, Grades 5 & 6, Fall

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Welcome to the Adventure!

Whether you're a veteran or a novice teacher, fifth- and sixth-graders are full of surprises! You just can't predict whether they're going to be in their child mode or their adult mode. They've been exposed to more temptations and choices than we were at that age, and they're pretty savvy about the world! You have a major role at this significant development stage for these boys and girls as you help them grow in the most important relationship in their lives—their relationship with Jesus Christ.

These preteens need to discover the “why” behind what they are learning and to develop their emerging high-level thinking skills while still having fun. Using these active, hands-on, and participatory activities that involve you and them, learning can become an adventure. Our master teacher, Jesus, used active learning 2,000 years ago, and it still works today!

Preteens crave action, so we can get them on their feet and moving. They enjoy problem solving, so we can encourage them to think, to ponder, and to imagine. And they love to talk, an opportunity we can offer as we allow them to discuss and work together in pairs or small groups. Preteens want to be engaged in all forms of active learning: simulation games, service projects, experiments, construction projects, purposeful games, field trips, and, of course, the most powerful form of active learning of all—real-life experiences.

Here are a few helpful do's and don'ts to make experiential learning work best for you:

- **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 students 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 students.** 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 let the planned curriculum hinder ministry opportunities.** Listen to your students, encourage them, and address their questions.
- **Don't forget—experiential learning is fun and captivating!** 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 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 Labs 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.

"Takin' It Home" Papers These photocopyable pages suggest family activities that will reinforce what your students learned in class.

“There is only one thing worth being concerned about.”

—Luke 10:42

What is this one thing? It's the whole reason for this curriculum—

it's the whole reason for Sunday school. It's what we (and you) want your kids to know! Check out what Thom and Joani Schultz (Group's chairman and chief creative officer) have to say about the one thing and what it means in your life.

In Luke chapter 10, Jesus visits the home of Mary and Martha. As Martha worries about preparing dinner and being a busy servant, she gets upset because Mary isn't helping. But Jesus tells her, “There is only one thing worth being concerned about. Mary has discovered it, and it will not be taken away from her.”

Martha was doing good work. In fact, she was serving the Lord. But Jesus made his priority for us clear. He wants to have a loving relationship with us even more than he wants us to serve him.

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.

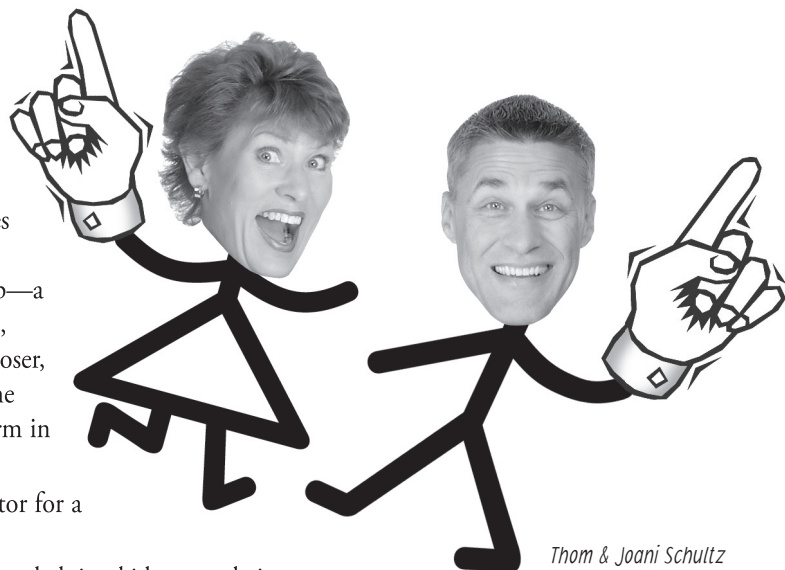
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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

MENTAL DEVELOPMENT

- ◆ Have well-developed critical-thinking and problem-solving skills.
- ◆ Are beginning to question authority figures; prefer to reason things through for themselves.
- ◆ Are interested in how past and present world events affect their lives.

SOCIAL DEVELOPMENT

- ◆ Spend a lot of time with one best friend.
- ◆ Usually prefer to stick to same-sex friendships but may also begin to explore boyfriend-girlfriend relationships.
- ◆ Thrive on organized games and group activities.

EMOTIONAL DEVELOPMENT

- ◆ Frequently get mixed messages about being children or being mature and ready to accept responsibility for choices and actions.
- ◆ Are subject to strong fears about losing parents, being abandoned, being rejected by friends, being victims of violence, or becoming ill.
- ◆ Are strongly influenced by heroes and role models.

PHYSICAL DEVELOPMENT

- ◆ Have high energy levels and demand a lot of physical activity.
- ◆ Girls tend to be taller and more physically developed than boys.
- ◆ Boys often find this intimidating and tend to avoid physical contact with girls.



SPIRITUAL DEVELOPMENT

- ◆ Want everything to be fair.
- ◆ Want to test what they've been taught about God against their own experiences.
- ◆ Are able to make choices about finding God's will and following it.

Kids All Around Me

A glance back at one of your high school yearbooks would probably provide an amusing reminder of how you responded to peer pressure during your high school days.

Today that desire for peer approval is felt at earlier ages. In a recent survey of fifth-through ninth-graders, the fifth-graders reported feeling the most pressure from friends who try to get them to do things they believe are wrong.

It's easy to see the downside of this report. But there's also an upside. Our fifth- and sixth-graders can be an important positive influence on kids around them. Instead of fearing pressure to do wrong, our students can confidently influence their friends to do what's right.

These four lessons will help your fifth- and sixth-graders develop healthy, Bible-based attitudes and actions toward kids they interact with daily.

Four Lessons on Kids All Around Me

Lesson	Bible Point	Page	Bible Basis
1	Because God values us, we can value others.	11	Colossians 3:9-11
2	God's approval matters most.	25	Luke 18:9-14
3	Fads come and go, but our relationship with Jesus lasts forever.	35	Joshua 24:14-18
4	Cliques are not a part of God's plan.	45	Luke 9:49-50

The Signal

During the lessons on kids all around me, your signal to get kids back together during activities will be for you to clap your hands. Give three to five loud claps whenever you want kids' attention. In response to your clapping, have kids stop what they're doing and focus on you for their next instructions.

Tell kids about this signal before the lesson begins. Explain that it's important to respond to the signal quickly so the class can do as many fun activities as possible.

The Time Stuffer

This module's Time Stuffer will encourage kids to put into action the things they're learning in the lessons. Create a "Helping Kids All Around Me" poster, and hang it in a prominent place in the room. You'll also need to have pencils and index cards nearby.

To make the poster, write "Helping Kids All Around Me" at the top of a sheet of poster board. Then have kids brainstorm ways they can help other kids. For example, kids might say "Write a note to a friend who needs encouragement" or "Write down ways you and your friends can keep from becoming a clique." Have kids come up with as many ways as possible. Let kids write their ideas on the poster.

When kids have a few moments before, during, or after a lesson, they can each complete or plan how to complete an instruction on the poster. When they've completed an instruction, they can write their initials beside it. Encourage kids to have all the instructions checked off before the end of the module.

Digging Into the Bible



Every lesson in each four- or five-week module focuses on a key Bible verse that ties in to the lesson's Bible Point. In addition, each lesson points to a related activity in the *Hands-On Bible* to enhance your Bible teaching with fun and action. Since kids tend to remember only 10 percent of what they hear but recall 90 percent of what they do, working a *Hands-On Bible* experience into each lesson is another great way for them to remember what they've learned long after class has ended.



Bible Point

Because God values us, we can value others.

Bible Verse

“Therefore, accept each other just as Christ has accepted you so that God will be given glory” (Romans 15:7).

Growing Closer to Jesus

- Students will
- investigate people’s differences,
 - examine the characteristics they share with people of different cultures,
 - experience prejudice due to differences in appearance or ability, and
 - explore similarities and differences between themselves and their classmates.

Teacher Enrichment

Bible Basis

■ Tearing Down the Walls

Colossians 3:9-11



The first admonition in today’s passage is really the last of a list of things Paul spells out as part of our earthly nature, beginning in Colossians 3:5. Lying is something we’re to strip off with all the other things in the list—as if we were taking off a dirty shirt. Through Christ we’ve all put on a new shirt—the new life we have as we follow the way he’s laid out for us.

As we look at this passage, it’s important to note how difficult Paul’s message of oneness in Christ would have been to accept in the culture of the day. The Greeks felt they were above everybody else, especially those they considered “barbarians.” And the Jews tended to believe they were better than non-Jews, with whom they were not allowed to eat. But that wasn’t what God intended, and Paul spells that out in Colossians 3:11.

God has accepted us with all the sinful things mentioned in Colossians 3:5-9, and he wants us to accept everyone else in the same way. Although we all have sinned, we are also all made in God’s image, regardless of race, ethnicity, culture, or occupation. By valuing others, we can see more aspects of who God is. And we can recognize that we are all one people in Christ.



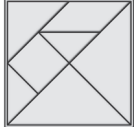
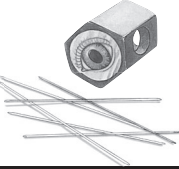


Prayer

- Read Philippians 2:1-4.
- How does this passage connect with Colossians 3:9-11?
- Pray: God, help me to treat my students in a way that shows we’re all one in Christ.

Before the Lesson

- Collect items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart.
- Make photocopies of the “Takin’ It 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	A World of Differences —Cite differences between people from different countries, and discuss accepting all people.	Bible	
Bible Exploration & Application	Skin Deep —Explore Colossians 3:9-14 and discrimination through fingerprint pictures.	Bibles, paper towels, hand soap, bowl of water, paper, pencils or crayons	
	Dealing With Disabilities —Interact with people who are “disabled,” and examine Leviticus 19:14-15.	Bibles, “Airline Injuries” handout (p. 22), toilet paper, scissors, pencils, paper	
	God’s Angle —Complete tasks with visual and auditory challenges, and compare that to seeing differences from God’s angle.		 
Closing 	Don’t Mask Our Differences! —See their classmates’ appearance change, and talk about problems that arise from people’s reactions to differences.	“Just Like Me?” handout (p. 21), pencils	

Welcome

As kids arrive, teach them the signal for the quarter. Tell kids that whenever you clap your hands, they're to stop what they're doing and look at you without talking. Explain that when you have everyone's attention, you'll continue the lesson.

Attention Grabber

■ *A World of Differences*

SUPPLIES: Bible



Have kids sit down in one large circle. Inflate the *inflatable globe*, and set it in the middle of the circle. Explain that kids are going to play a game to explore similarities and differences. First someone will roll the *inflatable globe* across the circle to someone else, who must stop the ball with one hand. That person must name a continent or country touching his or her hand, and then name one thing they know or would like to know about that area.. Ensure students that they can consult with kids sitting to their right and left for answers.

Say: **For example, if your hand is touching China, you might say, “The languages used in China have different characters than the English alphabet.” If your hand is touching Russia, you might say, “A lot of Russia has a very cold climate.”**

When everyone understands how to play, roll the *inflatable globe* to someone. After he or she names a country or continent and something unique about that area, he or she should roll the *inflatable globe* to someone else. If kids have trouble naming something unique, remind them that they can talk to people on their right or left. You also can spur ideas by asking these questions:

- **What language do the people in that country speak?**
- **What kind of food do the people grow or eat?**
- **What kinds of animals live in that country?**
- **What's the weather like there?**

Let kids play as long as time allows and their interest level remains high. After the game, collect the *inflatable globe*. Then ask:

- **How are the people from these countries different from you?** (They speak different languages; they eat different foods; they have different religions.)
- **How are they similar?** (They have families and friends; they need food, water, and shelter to survive; they feel happiness and pain.)
- **Do you think you would feel comfortable if you moved to one of those countries? Why or why not?** (Uncomfortable because I wouldn't understand the language; comfortable because I'd learn how to live there.)
- **How would you want people to treat you if you were obviously different from everyone else?** (I'd want them to include me; I'd want them to ask me about myself.)

Hold up the *inflatable globe* and say: **God created the entire universe and every single person on the globe.** Open a Bible to **Romans 15:7**, and ask a volunteer to read aloud today's Bible verse: ► **“Therefore, accept each other just as Christ has accepted you so that God will be given glory.”**

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.

teacher tips

If the valve won't stay closed on the *inflatable globe* as kids roll it around, tape the valve shut.

If any students have traveled to foreign countries, have them share with the rest of the class what it was like to be foreign.

◀ BIBLE VERSE

Ask: • **What do you think it means to accept people “as Christ has accepted you”?** (They don’t have to be like you; you don’t wait for them to be like you before you’re nice to them.)

• **In what specific ways can you show people at school who aren’t exactly like you that you accept them?** (Invite them to sit with me at lunch; talk to them in the hall.)

Say: **Everyone in the world shares one very special similarity: God made us and loves us all. That means each unique person can show us a part of who God is! ► Because God values us, we can value others. Let’s go a little deeper with this idea.** Set aside the *inflatable globe* for use in later lessons.



BIBLE POINT ►



BIBLE POINT ►

HANDS-ON BIBLE

Have students form pairs. Say: **We are learning today that ► because God accepts us, we can accept others. We’re going to think about how to resolve conflicts we have because we’ve let our differences get in the way of friendship.**



Direct students to the “Conflict Resolution” activity near **1 Corinthians 3** in the *Hands-On Bible*. Have them read about Paul’s ministry and then talk and pray with their partners as suggested in the colored box.

After a few minutes, ask:

- **What’s the most difficult thing about resolving a conflict with someone?** (Talking to the person I have a problem with; compromising; apologizing.)
- **What are the possible negatives of continuing to let differences create conflict between you?** (Other people will join the argument; we won’t be able to be in the same room.)
- **How can you and your partner help each other follow through on these unresolved conflicts this week?** (Next week I can ask my partner about his progress; I can pray for my partner this week.)

Bible Exploration & Application

■ Skin Deep



SUPPLIES: Bibles, paper towels, hand soap, bowl of water, paper, pencils or crayons

Set the *ink pad*, paper towels, hand soap, and bowl of water on a table. Have kids form groups of four. Make certain each group has a Bible. Ask the groups to read **Colossians 3:1-14** and then discuss the following questions:

- **What *doesn’t* matter when it comes to being a part of God’s family, according to this Scripture?** (It doesn’t matter what your culture is; it doesn’t depend on what your job is.)
- **According to this Scripture, how can you tell if someone is a child of God?** (The person has a new nature; by the way he or she acts.)
- **How do God’s children act?** (With mercy, kindness, humility, gentleness, and patience; like Christ did.)

As kids discuss the questions, give each group a sheet of paper. Then say: **I'd like your group to quickly create a picture or a symbol of a child of God on the sheet of paper I gave you. For example, you could create a picture of someone kneeling to show humility or a picture of a heart to show love. The only catch is that you have to use the *ink pad* and your fingerprints to "draw" your picture. All of the groups must share the *ink pad*, so please leave it on the table. Also be very careful not to touch your clothes or anything in the room except your paper. After you have finished making your picture, each person in your group should "sign" the paper by marking one fingerprint at the bottom. Then use the soap, water, and paper towels on the table to wash and dry your hands.**

After groups have finished, collect the *ink pad* for use in later lessons. Then ask groups to present their pictures to the rest of the class. Have groups study the fingerprints in their pictures and describe how they're similar and different. Say: **We all have fingerprints, and that's one of the ways we're the same. But we each have a unique fingerprint, and that's one of the ways we're different. Most of us don't let our different fingerprints prevent us from being friends with each other!**

Ask: • **Imagine deciding not to be friends with people who have different fingerprints from you. How is that like deciding not to be friends with people who have a different skin color? How is it different?** (It's similar because those differences are both about appearance; it's different because it's easier to notice a difference in skin color; it's different because if you weren't friends with anyone who had a different fingerprint, you wouldn't be friends with anyone!)

• **Think of a specific person who is from a different culture than you. What common characteristics do you share with that person?** (We both go to school; we both have families.)

• **What have you learned from that person?** (His mom makes really cool food that I hadn't had before; they get to have a special party when they turn 15.)

Say: **No matter what culture a person is from, he or she has fingerprints. And no matter how different that person is from you, he or she is also very similar to you.** Ask a volunteer to read **Colossians 3:10-11** aloud.

Ask: • **What do these verses say about valuing others?** (Differences in things like culture aren't very important; we should look beyond differences.)

• **In what ways can you show people of different cultures that you value them?** (I can invite him over after school; I can ask her to teach me about the food she eats.)

Say: **God tells us that we are to love others no matter what culture they come from, what color their skin is, what job they have, and so on. We are to be merciful, kind, humble, gentle, and patient toward everyone we meet.**
► Because God values us, we can value others.



teacher tips

Kids may not be able to adequately wash their hands using the supplies you've provided. You might want to have kids go to the restroom and wash their hands to prevent them from staining their clothes or items in the room.

To add a little color to this activity, have kids use finger paints as well as the *ink pad* to create their symbols and pictures.

If your *ink pad* is a little dry, add 3 to 5 drops of water to moisten it.



BIBLE POINT



Have kids form trios to discuss what they think Jesus may have looked like.

Ask: • **In what specific ways was Jesus' appearance different from yours?** (His skin was darker/lighter than mine; his hair was darker/lighter than mine; he probably had a beard.)

• **How was his culture different from yours? What did he wear? What did he eat?** (He ate fish and wore a robe; he didn't ever watch TV.)

Distribute paper and pencils or crayons to groups. Ask each group to draw an adult-sized handprint on the paper and decorate the hand to look like Jesus' hand may have looked. Encourage them to include skin color, hair, clean or dirty fingernails, fingerprints, and so on.

Say: **While Jesus walked the earth, he was a Middle Eastern man who was part of the Jewish culture. He spoke a different language from you. His church probably didn't look like yours, and he wore different kinds of clothes. He liked different kinds of music and food, and he did different things than you do for fun.**

Ask: • **Do you think someone so different from you could understand you or even love you? Explain.** (No, because he never experienced what I experience; yes, because Jesus knows everything about us.)

Say: **Look at the hands you drew. Jesus had fingerprints just as you do. Jesus also was born a baby and grew up in a family with brothers and sisters.**

Ask: • **What other similarities do you think you and Jesus share?** (Jesus had friends; he went to school and probably had homework.)

Say: **Jesus was a man, but he is also fully God. As God, Jesus knows you inside and out. The Bible also says that even though Jesus lived in a different time and culture, he experienced temptation just as we do, so he understands you.**

Open a Bible to today's Bible verse, **Romans 15:7**, and ask a volunteer to read it aloud: ► **"Therefore, accept each other just as Christ has accepted you so that God will be given glory."** Then have each group draw a dark circle in the middle of its hand drawing.

Say: **How do we know that Jesus accepts us? Because Jesus' hands were nailed to a cross, and he died for you there. He didn't care that you would someday be born in a different country, speak a different language, listen to different music, eat different food, and fill your day with many different activities. He valued you enough to die for you. The nail holes represent that Jesus accepts you and loves you just as you are.**

Ask: • **What's your response to the fact that Jesus understands and accepts you?** (It makes me feel happy; I'm thankful that Jesus accepts me so much that he was willing to die for me.)

• **In what specific ways can you learn to accept Jesus, even though his life on earth was quite different from yours?** (I can read more about him in the Bible; I can talk to him more.)

BIBLE VERSE ►

■ Dealing With Disabilities

SUPPLIES: Bibles, “Airline Injuries” handout (p. 22), toilet paper, scissors, pencils, paper

Choose an area in your building as the “safety zone” for this activity. Choose a place that is big enough for the entire group to sit in and that is as far away from your meeting area as possible. Set a roll of toilet paper on a table. Form teams of four, and give each student one injury slip from the “Airline Injuries” handout.

Say: **You’ve all been in a plane crash in a remote mountain area. You’re injured, but you’re still alive. To survive, everyone on your team must make it to the safety zone, moving only as injuries will allow. Anyone who doesn’t arrive at the safety zone in five minutes will die because the plane will explode. Wrap the toilet paper around the areas of your body that have been injured.**

Have kids help each other wrap the injured areas of their bodies. Tell kids where the safety zone is, and have them hurry to get there. After five minutes, call the teams back together.

Have teams sit in circles on the floor, and give each one a Bible, a pencil, and paper. Tell each team to assign one person to act as a Scribe to record the team’s ideas, another to act as a Representative to present the team’s ideas to the class, a third to act as a Reader, and a fourth to be an Encourager who urges everyone to participate in the discussion.

Say: **It looks as though it was quite a challenge to work with people in this game. Let’s see what specific instructions God gives us about how to treat people with different abilities.**

Ask groups to discuss the following questions:

- **During this activity, how did people’s injuries affect how others treated them?** (We were treated differently depending on how easy or hard we were to work with; everyone helped everyone else.)

- **How did the team show acceptance to others? How did they show a lack of acceptance?** (The team showed acceptance by asking to learn more about the problem and then helping; they tried to move faster than I could go.)

Have the reader on each team read aloud **Leviticus 19:14-15**.

Ask: • **According to these verses, what should our attitude be regarding people with disabilities?** (We aren’t supposed to treat them differently; we shouldn’t be mean to them.)

- **What gets in your way when you try to follow the instructions in Leviticus 19:14-15?** (I’m afraid of hurting their feelings; my friends might laugh.)

- **What benefits could come from having an attitude similar to the one described in Leviticus 19:14-15?** (We could understand each other better; people with disabilities wouldn’t feel left out.)

- **How can you live out the principles in Leviticus 19:14-15 at your school?** (I can refuse to join in teasing people; I can talk more with all kinds of people.)

Ask the Representatives to share their teams’ ideas with the rest of the class. Say: **►Because God values us, we can value others, regardless of what they can or can’t do. Everyone benefits when we put the attitudes found in Leviticus 19:14-15 into practice.**

teacher tips

In this activity, teams of three or five are fine if necessary. If you have a team of three, give one student two injury slips. If you have a team of five, give two students the same injury slip.

During this activity and the discussion that follows, be sensitive to kids in your class who have physical, mental, or emotional disabilities. Be careful not to embarrass anyone or put anyone on the spot. You can use this activity to give your students with disabilities an opportunity to share the difficulties and prejudices they face.

Bible Insight

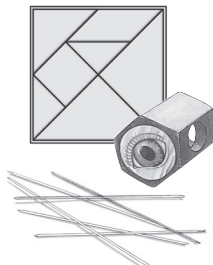
Leviticus 19:14-15 is in a section of Leviticus that was a kind of “How to Live a Holy Life” manual for the Israelites. The most striking characteristic of this section of Leviticus is its emphasis on people’s personal relationships with God; the Israelites were called to demonstrate individual, active holiness.



BIBLE POINT

■ God's Angle

SUPPLIES: none



Have the class form two teams. Give one team the *right-angle viewer* and the *pick-up sticks*. Give the other team the *multi puzzle*.

Tell the first team that it will play a game of Pick-Up Sticks but that the person who is selecting a stick must do so while he or she is looking through the *right-angle viewer*. Make sure everyone has a chance to try picking up sticks without moving any of the other ones. Once everyone has had a chance to play, have the group discuss these questions:

- **How does the *right-angle viewer* change this game?**

(You are disoriented; it's harder to keep the other sticks from moving; I can't tell exactly where everything is.)

- **Did you like seeing the sticks from a different perspective? Why or why not?** (Yes, it was kind of fun; yes, it was challenging; no, it was uncomfortable.)

- **How was the new way of playing this game like trying to understand someone who is different from you?** (We don't always see things the same way; we might make a wrong move because we don't understand someone's perspective.)

- **How is this like trying to understand God's angle on other people?** (He can show us something in a different way; if we try harder, we can see things the way God does.)

While the first team is playing Pick-Up Sticks, have the other team pick one person to be the "Caller." Give the Caller the designs card for the *multi puzzle*, and have him or her choose a design for the team to create. The rest of the team members have to put together the puzzle based on what the Caller tells them. The Caller is not allowed to see what the rest of the team is doing, and the team can only say, "Tell me more" and "OK!" to the Caller. Allow several people to be the Caller. Then have the group discuss these questions:

- **What was it like to solve the puzzle based on what someone was telling you?** (It was hard to know what he was trying to tell you; you're not sure you're doing the right thing.)

- **What were some things that made solving the puzzle easier?** (We listened carefully; when the Caller was very specific, it was much easier.)

- **How is listening to the Caller similar to how we might listen to God?** (We may not understand what God sees right away; we have to trust God and know that the answer is there.)

- **How is solving this puzzle similar to how we should value other people who are different from us?** (If we understand how God sees someone, we can accept them; God can help us put all the pieces together.)

After a few minutes, have the two teams switch tasks. When everyone has had a chance to perform both tasks and discuss them, say: **Sometimes we just have to trust what God sees in other people because we can't see it ourselves. We might only see one side of a person, but God sees the whole picture. ►Because God values us, we can value others.** And God's counting on us to share that message of acceptance with everyone.

teacher tips

You might want to recruit an adult assistant to lead the discussion for one group while you lead the discussion for the other.



BIBLE POINT ►

Closing

■ Don't Mask Our Differences!

SUPPLIES: "Just Like Me?" handout (p. 21), pencils



Ask two students to stand or sit with you so everyone can see them. Have each volunteer put on one of the *man and woman masks*, and have the rest of the group describe how the masks make the volunteers look similar to or different from each other. Then have the volunteers remove the *man and woman masks*, and ask the rest of the group to describe how this changes the volunteers' appearance. Have the volunteers sit down, and set aside the *man and woman masks* for use in a later lesson.

Ask: • **Why might some people try to mask their differences?** (They want to be accepted by a certain group; they want to fit in; they're embarrassed.)

• **What methods do we use to try to mask our differences?** (Wear clothes that are in style; talk about things that other people talk about; hide what's different about us.)

• **What might be the benefits of removing these masks?** (People would know who we really are; we would know if someone likes us for who we are.)

Say: **We've been learning today that ► because God values us, we can value others. Let's remove the masks with which we try to hide our differences and practice valuing each other.**

Ask: • **Do you think our class is a group of people with many differences or a group of people with many similarities?** (Both; more similarities than differences.)

• **What similarities do you see?** (We all come to church; we all have eyes and ears and mouths.)

• **What differences do you see?** (We have different hair, eye, and skin colors; we're different heights.)

Give each student a "Just Like Me?" handout and a pencil. Then say: **We're going to do an activity to see how different the people in our group really are. I'm going to give you four minutes to complete your handout. When I say "go," talk to different people in the group to see if they fit the descriptions on the handout; if they do, write their names in the blanks. For example, to fill the blank next to "has the same favorite subject in school as you," find someone who shares your favorite subject in school and ask that person to write his or her name in the blank. You can't have anyone's name on your handout more than once, and you can't ask anyone more than one question at a time. Do you have any questions?**

After you've answered any questions, say: **Go!**

After four minutes or when someone has completed the handout, say: **Time's up!** Have kids share their findings. Then ask:

• **What did you learn about this group?** (A lot of people share the same hobby; people are good at interesting things.)

• **Do the people in our group have a lot of differences or a lot of similarities? Explain.** (We have a lot of similarities because I could fill out all the similarities but not all the differences; we're pretty different from each other since we come from different backgrounds.)



Sanitize the masks after use.



If you have fewer than 10 students in your class, tell kids they can duplicate as many names as needed to complete their handouts.

- **What's good about the differences in our group?** (People are good at different things and can help each other; the group's more interesting than it would be if we were all the same.)

- **How has this group faced difficulties because of our differences?** (We don't always agree; not everyone is always included.)

- **How can we as a group deal with these difficulties as they arise instead of masking them?** (We can be honest when we don't feel accepted; we can each be sure to include everyone; we can ask people to explain what they think when they have opinions different from ours.)

- **This week, what is one way you will reach out to someone in our group who is different from you in some way?** (I'll talk with him about our differences; I'll invite her to come over after school.)

BIBLE VERSE ▶

Read today's Bible verse, **Romans 15:7**: ▶**"Therefore, accept each other just as Christ has accepted you so that God will be given glory."**

Say: **We don't need to mask who we are because we are all created as God's special and unique children. We have found that we're similar in some ways and different in wonderful ways. To be different from others isn't wrong and to be the same as others isn't wrong. ▶*Because God values us, we can value others*, whether they're different from us or the same as us. When we value others, we share God's love with them and we see a better picture of who God is.**

Encourage kids to follow through on their plans of action. Then pray together that God will give them the courage and opportunity to carry out their plans.

**BIBLE POINT** ▶**Growing closer to Jesus extends beyond the classroom.**

Photocopy the "Takin' It 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.



Just Like Me?

Find a person who...

has a different hobby from you _____

has the same favorite subject in school as you

likes a food you like _____

likes a different sports team than you like

is from a culture different from you _____

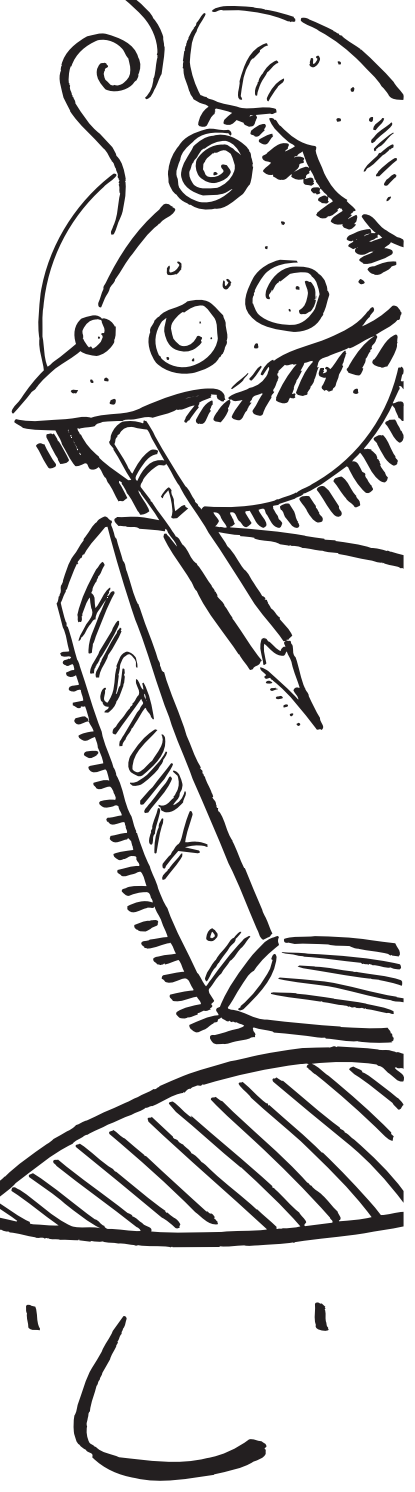
has a different number of siblings as you do _____

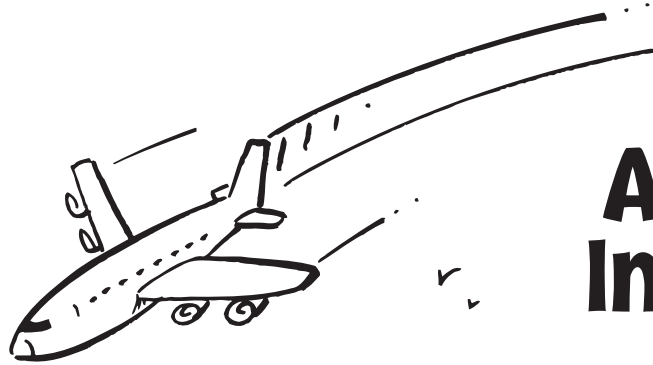
has a different view on politics than you do

has the same favorite TV show as you do _____

is good at something you're horrible at _____

is horrible at something you're good at _____





Airline Injuries



Photocopy this handout, and cut apart enough slips so each student can have one.

You're paralyzed from the waist down. You can't move unless someone carries you or you drag yourself with your arms.



You have a broken right arm and left foot. You can't use either one at all.



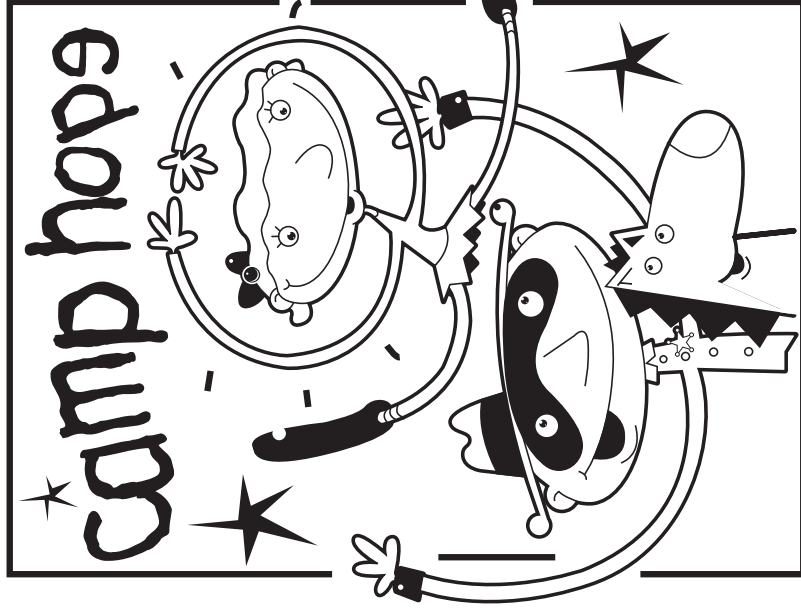
You're unable to see.



You're confused and distrustful due to a head injury. Disagree with everyone. Try to convince your group members that you're right and they're wrong.



Tearing Down the Walls, Week 1



Something to Think About



Robert loves horses (especially white ones!) and loves to pretend he's the Lone Ranger. Cody would prefer to swing on the tree swing or ride piggyback than to do just about anything. And we can't forget Tammy, whose favorite part of camp is the dance and who has a smile that lights up the room.

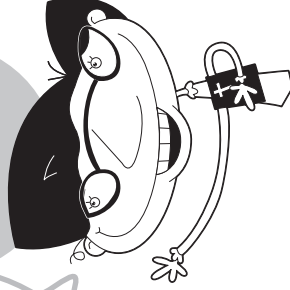
Robert, Cody, and Tammy are all participants in a summer camping program. And they're all mentally and physically disabled.

Several years ago, I volunteered a few weeks of my time at this summer camp, called Camp Hope. I met Robert, Cody, and Tammy, as well as countless others who touched my life and left me profoundly changed.

I volunteered at Camp Hope because I wanted to help others and to make a difference in their lives. It wasn't long before I realized that the campers at Camp Hope were making a major difference in my life as well. Their simple, childlike faith in God and their unshakable knowledge that "Jesus loves me" made me realize that we are all children of God, regardless of differences in ability or circumstances.

"Therefore, accept each other just as Christ has accepted you so that God will be given glory."

(Romans 15:7)



Discussion Starters



• Think of someone at work or at school who is different from you in some way. Discuss how you deal with those differences and how you feel about them. Then, together, make a list of ways you could reach out more effectively to those people and show them that they are important in God's eyes.

Family Building

***FOR PARENTS ONLY:** Have a "We Celebrate You!"

day for each child. Think of the child's special, unique qualities, and have a celebration in appreciation. To celebrate, you might have a party, a special dinner, or a night out at the movies.

***FOR THE FAMILY:** Consider volunteering a few

hours as a family to work with an organization, such as Special Olympics, that helps the physically and mentally disabled.

***FOR KIDS ONLY:** Think about all the things that make your parents different...and special. Then tell them how thankful you are for them.





Teacher Guide

GRADES 5 & 6

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 5th- and 6th-graders will learn these important Bible lessons:

KIDS ALL AROUND ME

Colossians 3:9-11

Luke 18:9-14

Joshua 24:14-18

Luke 9:49-50

Because God values us, we can value others.

God's approval matters most.

Fads come and go, but our relationship with Jesus lasts forever.

Cliques are not a part of God's plan.

SCHOOL

Colossians 3:23-24

1 John 3:7

Ecclesiastes 3:1-8

1 Peter 2:13-17

Proverbs 3:5-6 and more

God expects us to do our best in school.

Cheating hurts everyone.

God can help us lead balanced lives.

Our faith can help us get along with teachers.

We can take our faith to school.

FOLLOWING JESUS

Matthew 20:25-28

Jeremiah 20:9

Matthew 6:5-13

2 Timothy 3:14-17

We serve God best by serving others.

It's exciting to tell others about Jesus.

We can communicate with God through prayer.

We can get to know God by reading 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!



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