

Group

# Teacher Guide

GRADES 5 & 6

Summer



Teach as  
Jesus Taught!®



**Grades 5&6**

**Teacher Guide • Summer**  
[group.com/sunday-school](http://group.com/sunday-school)

## Group resources really work!

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



### Relational

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 5 & 6, Summer

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# 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.



# 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 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.

**"Takin' It 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.

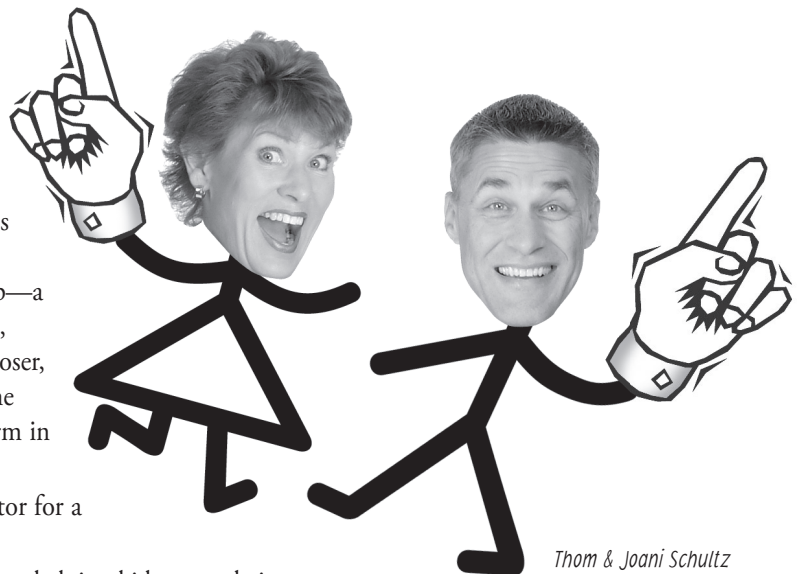
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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







# Heroes

Successful sports figures are often seen as heroes by many in our culture. But regardless of any exceptional athletic abilities, no sports heroes will ever do enough for their respective sports to become heroes in God's eyes. God measures heroes by their hearts, not by how far they hit a ball or how fast they ride a bike. And our athletic heroes often do fall short in the "heart" category.

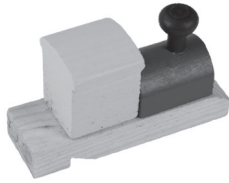
Fifth- and sixth-graders are easily mesmerized by the glamour surrounding sports stars. They long to imitate their current celebrity heroes in everything from athletic abilities to clothing styles. Yet in their search for heroes, kids often forget to look in God's Word.

Hidden in the pages of the Bible are stories of people who've experienced what it means to be a hero in God's eternal eyes. Use these five lessons to help your fifth- and sixth-graders discover and imitate a few of those great heroes of faith.

## Five Lessons on Heroes

Lesson	Bible Point	Page	Bible Basis
<b>1</b>	Real heroes measure up to God's standards.	11	Acts 14:8-15
<b>2</b>	Heroes are willing to take risks for God.	21	Esther 4:6-17
<b>3</b>	Heroes are faithful to God's plan.	33	Nehemiah 6:1-9
<b>4</b>	Heroes aren't afraid to ask for help.	43	Judges 6:33-40
<b>5</b>	Jesus is our ultimate hero.	55	Colossians 1:15-22

## The Signal



During the lessons on heroes, your signal to get students back together during activities will be to blow the *train whistle* found in the Learning Lab. In response to the sound of the *train whistle*, have students immediately stop what they're doing and focus on you for their next instructions.

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

Keep antibacterial or disinfecting wipes on hand. Wipe the whistle's mouthpiece before and after kids use the whistle.

## The Time Stuffer

Use a pad of sticky notes to spell "HEROES" in large letters on a wall of the classroom. When students have a few moments before, during, or after a lesson, ask them to take a sticky note off the wall and write either a rhyme about that week's lesson or an example of a hero for God. An example of a hero might be: "\_\_\_\_\_ is my hero. She listened to my problem, prayed for me, and even called me last week to see how I was doing." An example of a rhyme might be:

**Heroes take risks,  
It's quite a kick.  
They do it for God,  
Not a hot rod.**

## Remembering the Bible



Every lesson in this 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 your students 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**

# Real heroes measure up to God's standards.

## Bible Verse

“Yes, I am the vine; you are the branches. Those who remain in me, and I in them, will produce much fruit. For apart from me you can do nothing” (John 15:5).

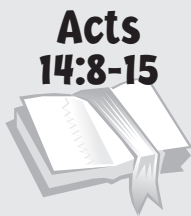
## Growing Closer to Jesus

- Students will
- define what it means to be a hero,
  - explore how they choose heroes, and
  - brainstorm ways to become everyday heroes.

## Teacher Enrichment

### Bible Basis

#### ■ What's a Hero?



**Acts  
14:8-15**

As the good news began to spread throughout the world, God empowered his servants to perform miracles such as the healing we read about in today's passage. He did this not just out of compassion toward those who were healed, but also to confirm the truth of the gospel message.

Ironically, those who witnessed the healing of the crippled man in today's passage drew entirely the wrong conclusion from it and began worshipping the messengers rather than God.

Paul and Barnabas were shocked to see this idolatrous impulse on the part of the Lystrans and were quick to point them to the one true God—the creator of heaven and earth.






### Prayer

- Read Genesis 41:8-16.
- How does Joseph's response to Pharaoh connect with today's passage?
- Are there areas in your life where you are tempted to take credit for things that God has done through you?
- Pray: Dear God, let me never seek the glory that is due you. Help me to be an instrument you use to direct people's attention back to you, especially the students that I teach. In Jesus' name, amen.

## Before the Lesson

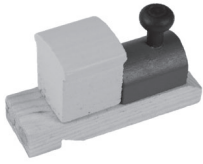
- Collect items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart.
- Make photocopies of the “Takin’ It Home” handout (at the end of this lesson) to send home with your students.
- Pray for your students and for God’s direction as you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

## This Lesson at a Glance

	What Students Will Do	Classroom Supplies	Learning Lab Supplies
<b>Attention Grabber</b>	<b>Hero Cookbook</b> —Discuss “ingredients” for making a hero.	Paper, pencils	
<b>Bible Exploration &amp; Application</b>	<b>Who’s a Hero?</b> —Discover what it is like to have special powers, and explore Acts 14:8-15.	Bibles	
	<b>Choosing a Hero</b> —Experience what it is like to be valued only by external measures before examining 1 Samuel 16:1-13.	Bibles	
	<b>Everyday Heroes</b> —Talk about Hebrews 10:24 after creating <i>The Big Book of Everyday Heroes</i> .	Bible, newsprint, markers, paper, pencils, two poster boards, stapler	
<b>Closing</b> 	<b>Heroic Qualities</b> —Encourage each other with superhero-like names.		



## Welcome



As your students arrive, teach them the signal for the quarter. Tell kids that you'll blow the *train whistle* when you need their attention. Explain that you'll wait for all of them to look at you without talking before you continue.

## Attention Grabber

### ■ Hero Cookbook

**SUPPLIES:** paper, pencils

Form groups of no more than three, and distribute paper and a pencil to each group. Have trios write (from memory) a recipe for a cake. Tell your students they can make up the recipes if they want to, but they must include a list of ingredients—including amounts—and cooking time and temperature.

After two minutes, have trios read their recipes to the class. Then ask:

- **Based on the ingredients in the recipes, which of these cakes would you like to eat?** (The one with all the chocolate; the one with the frosting on top.)
- **What were the common ingredients in our recipes?** (Flour; sugar; eggs; milk.)
- **If you were writing a recipe for a hero, what common “ingredients” would you expect to be included?** (Faith; courage; strength.)
- **What ingredients would you want to leave out of a hero recipe?** (Self-centeredness; boastfulness.)
- **Why do you think people want heroes?** (They do big things; they show us how things could be.)
- **Who are some of your heroes?** (Movie stars; musicians; sports stars.)
- **Why?** (They're really good at their sport; everyone loves them; they're cool.)

Say: **As we think about the ingredients of a hero, it's helpful to remember that ►*real heroes measure up to God's standards.* Let's find out more about what that means.**



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.



# Bible Exploration & Application

## Who's a Hero?

**SUPPLIES:** Bibles



Have students form five groups. Give each group a Bible and assign each group one of these Scriptures along with the corresponding gizmo: **Acts 14:8-9**, one of the *foot tracers*; **Acts 14:10**, the other *foot tracer*; **Acts 14:11-12**, the *nose/eyebrow/mustache glasses*; **Acts 14:13**, the *hand clacker*; and **Acts 14:14-15**, the *pompoms*.

Say: **Each group is going to be responsible for teaching the rest of us about one important part of our Scripture passage for today. You will have five minutes to study your part of the passage and**

**prepare your presentation. Be sure you explain to the rest of us what you learned in your passage. You need to use your gizmo and make sure that everyone in your group plays a part in your presentation. Get started!**

After five minutes, say: **Let's hear from each group, starting with the Acts 14:8-9 group.** Give each group an opportunity to give its presentation and answer any questions.

Ask: • **What was wrong with the way the people of Lystra reacted?** (They didn't worship God; they were confused about who caused the miracle.)

• **In what ways do we treat our heroes like the people of Lystra treated Paul and Barnabas?** (We give them too much credit; we worship them instead of God.)

• **How did Paul and Barnabas' reactions show they were true heroes?** (They turned the crowd's attention to God; they refused to let the crowd worship them.)

Say: ► **Real heroes measure up to God's standards. Paul and Barnabas were true heroes—not because they healed someone, but because they pointed people to God.**

### Bible Insight

"Yes, I am the vine; you are the branches. Those who remain in me, and I in them, will produce much fruit. For apart from me you can do nothing" (John 15:5).

Fifth- and sixth-graders may look up to the visible qualities they see in the heroes around them. Use this verse to encourage your students to see how Christ-like heroes also rely on faith, not just on visible qualities.



**BIBLE POINT** ►

**BIBLE VERSE** ►

### HANDS-ON BIBLE

You'll need green construction paper cut width-wise into 1-inch strips and glue sticks. Have students find the "Chain Reaction" activity near **John 15:5** in their Hands-On Bibles. Ask a volunteer to read aloud today's Bible verse, **John 15:5** ► **"Yes, I am the vine; you are the branches. Those who remain in me, and I in them, will produce much fruit. For apart from me you can do nothing."**

Then ask the students to complete the activity in pairs or trios. Be sure they take time to answer the questions by the "pear guy." When students finish their chains, ask each pair or trio to hook their chain with the other chains. Hang the chain in the classroom as a reminder to stay connected to Jesus.



## ■ Choosing a Hero

SUPPLIES: Bibles



Say: **Let's do another activity to help us explore what it means to be a hero.**

Have students form four groups. Ask the first group to choose its hero by finding the person with the longest strand of hair. The second group should choose its hero by deciding who has the shortest pinkie finger. Ask the third group to decide its hero by using the *measuring tape* to find out which person has the longest distance from pinkie finger to thumb when the fingers are spread apart. The fourth group's hero will be the person whose shoe size comes the closest to the whole group's average.

After all four groups have chosen heroes, ask each group to discuss the following questions:

- **Do you like this method of choosing a hero? Explain.** (Those weren't hero qualities; there are better ways to choose a hero.)
- **How is this experience like the way we sometimes choose our heroes?** (We pick them based on the wrong qualities; sometimes they haven't done anything heroic.)

After groups are through discussing, have everyone form one big circle with their chairs. Ask everyone to sit on the floor in front of their chairs except for the four heroes, who can sit in their chairs.

Say: **Now let's look at a hero God chose.** Ask the four heroes to take turns reading through **1 Samuel 16:1-13**, or allow them each to choose a volunteer from their group to read their verses. Then ask:

- **What do you suppose Samuel might have been thinking while he was choosing a new king?** (Who is the strongest? Who looks like a king?)
- **What influenced Samuel's opinion about who to choose?** (God; God's voice; God's prompting.)
- **From our activity and from 1 Samuel 16:1-13, what can we learn about choosing heroes?** (We shouldn't look at outside characteristics like appearance or popularity; we should look at people's motives and faith.)

Say: **According to verse seven, "People judge by outward appearance, but the Lord looks at the heart."**

Ask each hero to read the second half of **1 Samuel 16:7** as he or she gives a nearby group member a hand in getting up. Then ask the person who was helped up to repeat the same verse as he or she helps up another person. Keep going until all of the students are in their chairs.

Say: **Sometimes it's easy to choose heroes who seem great on the outside—they're successful, talented, and popular. But when we're choosing our heroes, we need to remember that ► real heroes measure up to God's standards on the inside.**

**teacher tips**

If you have fewer than eight students, reduce the number of groups. You will need two students in each group.

Encourage active participation as students share by following their answers with questions such as "What did you mean by that?" and "Can you tell me more?"

### Bible Insight

In 1 Samuel 16, the prophet Samuel anoints David, the youngest son of Jesse, to be Israel's next king. When Samuel sees the appearance and height of Eliab, Jesse's oldest son, he is certain that Eliab is the Lord's choice. But the Lord explained to Samuel that outward appearance is not as important as the heart of a leader. David is described as "ruddy" (perhaps indicating a youthful skin problem) as well as the youngest, which can be translated "smallest." The contrast between Eliab's and King Saul's height with David's height may be intentional—further evidence for the Lord's emphasis on character over physical qualities in his leaders.




**teacher tips**

At this stage in their spiritual development, fifth- and sixth-graders want everything to be fair.

They want to test what they've been taught about God against their own experiences and want to make choices about finding God's will and following it.

## ■ *Everyday Heroes*

**SUPPLIES:** Bible, newsprint, markers, paper, pencils, two poster boards, stapler



Say: **We don't have to have super powers to be heroes in God's eyes. We can be everyday heroes simply by using our abilities for God each day. To help us remember that, we're going to create *The Big Book of Everyday Heroes* right now.**

Form four new groups (a group can be one person)—Groups A, B, C, and D. Distribute newsprint and a marker to each group. Give Group A the *mega-sunglasses*, Group B the *pompoms*, Group C the *groan tube*, and Group D the package of *seashells*. Tell groups to take a minute tracing or drawing their Learning Lab items several times, making borders around their newsprint. Caution the teams to leave room for writing in the middle of the poster.

Say: **Each group is responsible for contributing a page to *The Big Book of Everyday Heroes*. Group A, your page will be about families, so imagine your *mega-sunglasses* enable you to see the needs a family might have. Group B, your page will be about school, so imagine your *pompoms* help you notice ways to bring cheer to your school. Group C, your page will be about the world, so imagine your *groan tube* helps you reach out to people crying out with needs all over the world. Group D, your page will be about church, so imagine the package of *seashells* represents the many shapes and sizes of people in our church and it enables you to offer those people encouragement.**

**As a group, brainstorm five ways you could be an everyday hero in your assigned area. For example, Group A might write, "Read an encouraging Bible verse to my family each day at breakfast," or Group C could write, "Pray for our president once a week."**

**Write your ideas on your poster, and be prepared to explain them to your classmates. When we're finished, we'll collect all the posters and staple them together to make our big book. You'll have four minutes. Go.**

Have each group select one person to write ideas down on the poster. Distribute paper and pencils to all students so they can make notes for themselves about the group's ideas. While groups are creating their pages, make a cover for *The Big Book of Everyday Heroes* by using two poster boards and some markers.

After several minutes, collect the Learning Lab items for later use. Have students form new groups of four made up of one person from each of the other groups. In their foursomes, have students take turns talking about the ideas they thought of in their previous groups. While students are sharing, collect each group's poster and staple the pages together between your covers to create *The Big Book of Everyday Heroes*.

Show the students the book, and say: **Being a hero doesn't have to be complicated.**

Open your Bible to **Hebrews 10:24**, and show your class the verse, saying: **The Bible says in Hebrews 10:24, "Let us think of ways to motivate one another to acts of love and good works."**

Ask the following questions one at a time, pausing so groups can discuss each one. After discussion, have each group choose a representative to report the group's answers to the class.

Ask: • **How would practicing the ideas in *The Big Book of Everyday Heroes* help us live out the advice of Hebrews 10:24?** (We would help others to be heroes; we would help lots of other people.)

• **Why would that make us everyday heroes?** (We would be helping others; God would get the credit.)

• **How would it make you feel to know that someone would practice one of the ideas in our book for you this week? Explain.** (Great because I'd get help with my problems; encouraged because others would be there for me.)

• **Which idea in *The Big Book of Everyday Heroes* are you willing to do for someone else this week? Why?** (Being less challenging with my family because I know it would help them; tutor a person at my school because it would be easy.)

Say: ► ***Real heroes measure up to God's standards and help each other to show love and do good deeds. This week be a real hero and put into practice your ideas from *The Big Book of Everyday Heroes*.***

Place the book in a prominent place in the classroom for the students to refer to in coming weeks.



Say: **Jesus is the best example of a hero that measures up to God's standards. Jesus wants us to worship him because of the love, mercy, and grace he pours out to us every day. And who are Jesus' heroes? Think of the ones he pointed out: the tax collector and the fishermen who became his disciples, the centurion who knew Jesus would heal his son, and the widow who gave her last two mites. His heroes were not important public figures or gifted speakers. He chose heroes according to their hearts and their faith. Jesus wants you and me to be heroes on his behalf, too.**

Ask students to turn to a partner and share how they can be a hero in Jesus' eyes this week.

## Closing

### ■ Heroic Qualities

SUPPLIES: none



Hold up the *measuring tape*, and say: **Just as this tape measure gives us a standard to measure things by, you know that ► real heroes measure up to God's standards. What you might not know is that God has given each of us gifts to help us be real heroes. Let's take a minute to recognize some of those heroic qualities right now.**

Have students form pairs. Then have students think of a superhero-like name for their partners based on qualities they've seen in their partners during class. For example, a partner might be named "Mr. Cheerful" because he showed an enthusiastic attitude during class. Another partner might be named "Helperwoman" because she always helped others during the activities.





Give everyone a moment to think, and then have your students take turns reporting their partners' superhero names to the class. Have them tell why they chose the names they did.

To close, form a circle and have students take turns responding to this question:

• **What's one thing you've learned today that you'd like your friends to know?** (Real heroes point to God; heroes do ordinary things with extraordinary faith.)

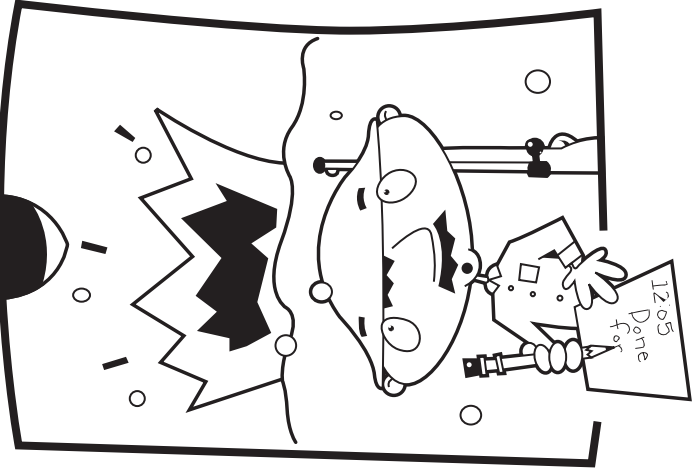
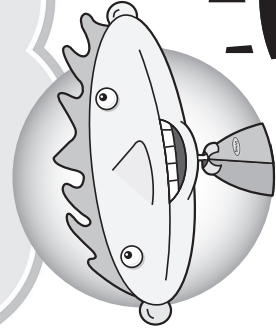


### **Growing closer to Jesus extends beyond the classroom.**

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.

# What's a Hero? Week 1

## Takin' It Home



## Something to Think About



When the December 2004 tsunami left many countries in Indonesia in ruins, children across the United States were left wondering how to help the victims.

Children in one small town in southwest Missouri gathered together to raise money for the American Red Cross' international relief efforts.

The idea began small. One sixth-grade class decided to pledge approximately \$100, the winnings of a classroom contest, to help tsunami victims. Other elementary students planned change drives, mid-winter rummage sales, and read-a-thons.

Less than two months later, local students had grown the initial \$100 donation to almost \$5,000 to help children in another country halfway around the world. It happened because a group of sixth-graders simply decided to show they cared about others.

Not every hero enjoys success or finds glory. Many heroes like the students in Missouri show amazing courage and self-sacrifice and find little or no recognition.

God knows and sees all that we do. We are heroic when we obey God's commands and try our best to measure up to his standards. Our efforts may go unnoticed by others, or we may have to pay a price for our obedience. But God notices our heroic efforts, and his eternal reward is worth the earthly price we may have to pay.

"Yes, I am the vine; you are the branches. Those who remain in me, and I in them, will produce much fruit. For apart from me you can do nothing"

(John 15:5).



## Discussion Starter



• Have each member of your family share all the things he or she would willingly die for and explain why each thing is so valuable. Then pray together by having each person take a turn thanking God for each valuable thing.

## Family Building

\* **FOR KIDS ONLY:** Take five minutes to find-out what God's "orders" are for you for tomorrow or for next week. Go to a quiet room, shut the door, and ask God to give you direction.

\* **FOR PARENTS ONLY:** Take some time to try to map out God's "orders" for your family. Begin by ranking your priorities. Then choose one priority that you think God wants you to focus on. Ask God to show what his "orders" are concerning that priority.

\* **FOR THE FAMILY:** Read Matthew 25:31-36, and with one way your whole family can do a simple act of courage. For example, make a meal or dessert for your neighbors, arrange a conference call with a loved one, or invite another family to go to a local event with you.





# Teacher Guide

## GRADES 5 & 6

### Summer

## 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:

#### HEROES

Acts 14:8-15

Esther 4:6-17

Nehemiah 6:1-9

Judges 6:33-40

Colossians 1:15-22

Real heroes measure up to God's standards.

Heroes are willing to take risks for God.

Heroes are faithful to God's plan.

Heroes aren't afraid to ask for help.

Jesus is our ultimate hero.

#### OUR TROUBLED SOCIETY

James 4:1-6

James 1:27

Romans 12:1-2

Matthew 8:1-3

God can help us deal with violent situations.

We can be a part of God's answer to poverty.

God's standards for purity keep us safe.

God cares about what happens to us.

#### SERVING GOD

1 Corinthians 12:12-27

Matthew 4:18-22

Romans 12:6-8

Matthew 25:31-46

All Christians belong to God's team.

Being Jesus' disciple means following his commands.

We can use our gifts and abilities for God.

We can be creative in reaching out to others.

### 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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