

Group

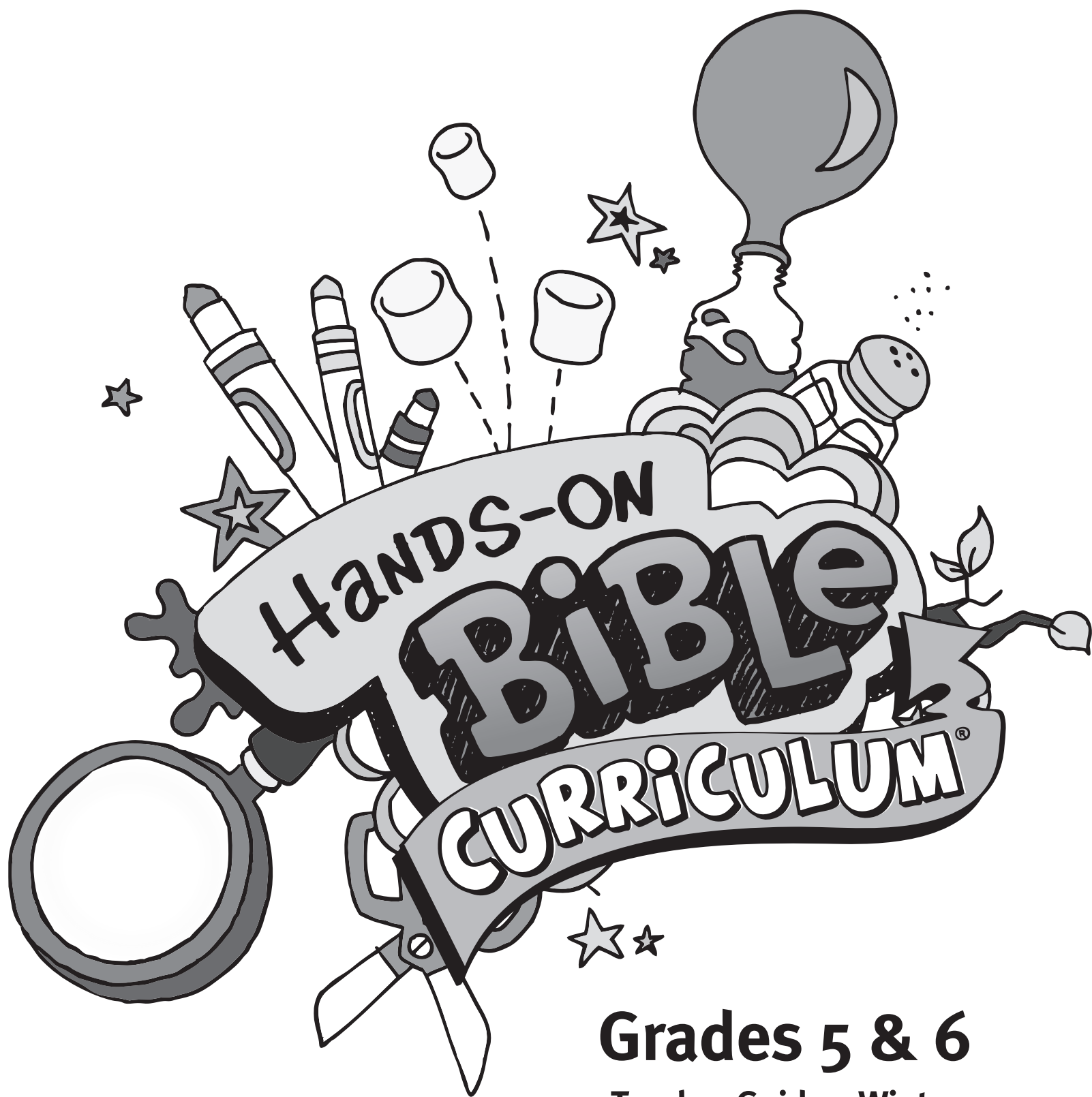
Teacher Guide

GRADES 5 & 6

Winter



Teach as
Jesus Taught!®



Grades 5 & 6

Teacher Guide • Winter
group.com/sunday-school

Group resources really work!

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



Relational

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

Experiential

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

Applicable

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

Learner-based

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

We know you care about kids...

We do, too!

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

Let's keep kids safe!

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

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



Group

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

Copyright © 1993 and 2019 Group Publishing, Inc./0000 0001 0362 4853

All rights reserved. No part of this book may be reproduced in any manner whatsoever without prior written permission from the publisher, except where noted in the text and in the case of brief quotations embodied in critical articles and reviews. For information, visit group.com/permissions.

Visit our website: **group.com**

Current Edition Credits

Contributing Authors: Pat LaCrosse and Kelli B. Trujillo

Chief Creative Officer: Joani Schultz

Project Manager: Owen Shattuck

Editors: Jessica Broderick, Ann Diaz, and Sue Lerdal

Copy Editors: Lyndsay Gerwing, Becky Helzer,
and Andrea Zimmerman

Cover Designer: Joey Vining

Interior Design Team: Jared Bigham and Randy Kady

Illustrators: Judy Love, Ray Tollison, and Matt Wood

Unless otherwise indicated, all Scripture quotations are taken from the *Holy Bible*, New Living Translation, copyright © 1996, 2004, 2007, 2013. Used by permission of Tyndale House Publishers, Inc., Carol Stream, Illinois 60188. All rights reserved.

ISBN 978-1-4707-6596-5

Printed in the United States of America.

Contents

Understanding Your Fifth- and Sixth-Graders	4
Welcome to the Adventure!	5
Making the Most of Your Hands-On Bible Curriculum®	6
Introduction	7

The Lessons

Module 1	Growing Up	9
Lesson 1	Hebrews 13:8	13
Lesson 2	Ephesians 2:10	25
Lesson 3	Colossians 3:12-14	35
Lesson 4	John 11:35	47
Lesson 5	Matthew 6:25-34	59
Module 2	Parents and Other Authorities	71
Lesson 6	Mark 12:28-31	75
Lesson 7	Romans 13:1-4	87
Lesson 8	Mark 5:22-24a, 35b-43	99
Lesson 9	Ephesians 6:7-8	111
Module 3	The Holy Spirit	121
Lesson 10	Ezekiel 36:26-27	125
Lesson 11	John 14:16-17	135
Lesson 12	John 16:13	145
Lesson 13	Galatians 5:22-23	159
Song Lyrics	169	

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 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.

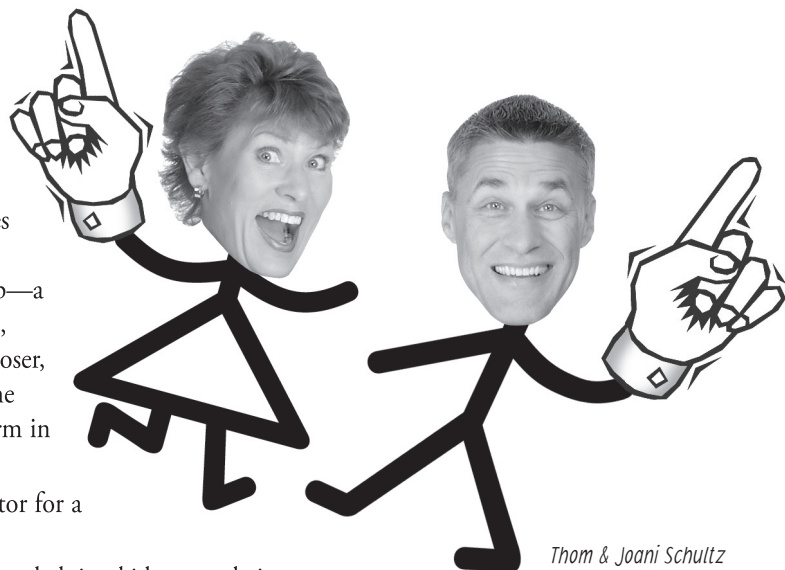
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals,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

Growing Up

Adolescence is a time of rapid growth and change rivaled in intensity only by the period from birth to age 3. As kids develop physically, they fluctuate emotionally between childhood and maturity.

According to Lawrence Kohlberg's stages of moral development, kids this age are entering the Conventional stage, in which right and wrong are determined by the majority instead of what they are rewarded for. They are moving from selfish motivations to being good in order to please others.

And where do these young people stand spiritually? They are in the process of testing what they've been taught about God and deciding whether they'll adopt a personal faith in Christ. They are getting active and reaching out to others. They are other-directed and motivated to help in very practical ways.

And they are learning that as Christian fifth- and sixth-graders, they have the ultimate resource—a God who personally knows, cares for, and watches over them. With God's help, kids can overcome the bumps and bruises that are always a part of growing up and become involved, active citizens in their homes, churches, and communities.

Use these five lessons to help kids discover how to call on God's supportive presence during the growing-up years.

Five Lessons on Growing Up

Lesson	Bible Point	Page	Bible Basis
1	People change, but God never changes.	13	Hebrews 13:8
2	God knows and cares about who you are becoming.	25	Ephesians 2:10
3	Jesus loves both guys and girls, so we should respect each other.	35	Colossians 3:12-14
4	God understands our feelings.	47	John 11:35
5	We can trust God with our future.	59	Matthew 6:25-34

The Signal



During the lessons on growing up, your signal to get kids back together during activities will be to ring the *clanging bell* found in the Learning Lab. In response to the ringing of the *clanging bell*, have kids immediately 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 this signal quickly so the class can do as many fun activities as possible.

The Time Stuffer

The Time Stuffer for the lessons on growing up is to build a "Growing in Faith" pyramid that reflects the ways kids are growing spiritually. Kids will practice ways to grow in their walk with God and then record their activities on pieces of paper, which they will use to construct the pyramid. A list of activities they might try can be found on the "Growing in Faith" handout (p. 11). Make several copies of the handout, and cut apart the activity "bricks." Select a prominent place in the room on which to build your "Growing in Faith" pyramid. Keep slips of paper from the handout, pens, and tape nearby.

When you teach this module, encourage kids to choose activities from the handout that reflect areas in which they'd like to grow in faith. Once someone has completed an activity, have the person sign and date the paper and then attach it to the wall to start the pyramid. Challenge students to see how big a pyramid they can build based on their completed activities. At the end of the five lessons, kids will be able to look back and track their spiritual growth during this 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 Bible Point of the lesson. 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, including a *Hands-On Bible* experience with each lesson is a great way to help them remember what they've learned long after class has ended.

Growing in Faith

Directions: Try the following activities to help give your faith a “growth spurt” during the next few weeks. Think about how and when you can complete the activities. Then choose one, complete it, and sign and date the paper. Tape it to the wall to help build the “Growing in Faith” pyramid.

<ul style="list-style-type: none">• Each day this week, write down one positive change in your life.	<ul style="list-style-type: none">• This week, tell a friend your hopes for the future. Then tell him or her about your future in heaven.
<ul style="list-style-type: none">• Read the Bible for 10 minutes each day this week.	<ul style="list-style-type: none">• Learn a Bible verse from one of the past lessons and tell it to a friend this week.
<ul style="list-style-type: none">• For one week, smile at yourself in the mirror each morning and say, “God knows and cares about who you are becoming.”	<ul style="list-style-type: none">• Each day this week, tell Jesus that you love him.
<ul style="list-style-type: none">• Invite two friends to church this week.	<ul style="list-style-type: none">• Each day this week, tell God that you’re glad he never changes.
<ul style="list-style-type: none">• Spend five minutes each day for a week telling God about your feelings.	<ul style="list-style-type: none">• Each day this week, get up 20 minutes earlier than usual and spend the extra time in quiet devotion, listening to the Lord.
<ul style="list-style-type: none">• Offer to take on one additional household chore for the entire week.	<ul style="list-style-type: none">• Each day this week, pray for a friend who’s had to go through a major change in the past year (such as moving or a divorce in the family).



Bible Point

People change, but God never changes.

Bible Verse

“Jesus Christ is the same yesterday, today, and forever” (Hebrews 13:8).

Growing Closer to Jesus

Students will ■ examine how God can help them deal with the frustrations of change,
 ■ explore how change is a part of life, and
 ■ discover that God can make them new creations in Christ.

Teacher Enrichment

Bible Basis

■ Change

Hebrews 13:8



The message of God’s unchanging nature would have been especially important as the early Christians preached the good news throughout the Greco-Roman world. Greek philosophy emphasized that only what is unchanging is true and eternal. The writer of Hebrews and the early Christians weren’t making up this doctrine in order to make Christianity more attractive to unbelievers. The Old Testament itself teaches the unchanging nature of God: “You are always the same; you will live forever” (Psalm 102:27; see also Malachi 3:6).

Unbelievers who hear the promises of the gospel need to know that they are being invited to put their trust in a God who is utterly reliable, who won’t let them down or change his mind about their salvation. This message is important for believers, too. Central to the book of Hebrews is the need for believers to persevere in faith—despite hardship, false teaching, and temptations that inevitably come our way. Because God’s unchanging nature assures us that he is reliable yesterday, today, and forever, we can trust him with our future.

Persevering in faith means also persevering in right belief. If not anchored in God’s Word, people are apt to be blown off course into false doctrine (see Ephesians 4:14). We can cling to the unchanging message of the Bible as we cling to the unchanging Christ whom it reveals.






Prayer

- Read Psalm 102:27-28.
- According to this passage, what are the implications of God’s unchanging character?
- How is God’s unchanging character an encouragement to you?
- Pray: Lord, thank you that I can lean on you and know that you are totally reliable. Help the children I teach also learn how to rely on you, even when...

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	Quick Copy —Copy a picture that doesn’t stay the same.	Paper; pencils; whiteboard and dry-erase marker or newsprint, marker, and tape	
Bible Exploration & Application	Rule Reversal —Compete in a relay in which the rules keep changing, and discuss Hebrews 13:8.	Bibles	
	Seasons of Change —Explore the seasons using Charades, and compare them to the seasons of life described in Ecclesiastes 3:1-8.	Bibles, newsprint, marker	
	Presto Chango Glasses —Act out changes in mood and personality traits, and then contrast that with God’s steadfastness.	Index cards, pen	
	New Creation —Compare 2 Corinthians 5:17 to their creations.	Bibles	
Closing 	Evidence of Change —Look for evidence of God’s changes in others.		

Welcome



As kids arrive, teach them the signal for the quarter. Tell kids that whenever you ring the *clanging bell*, 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.

teacher tips

Many fifth- and sixth-graders find it difficult to handle the numerous changes they are undergoing. Watch for teachable moments to assure kids that Jesus can relate to the changes they are going through. Help your kids see how they, like Jesus, can be pleasing to God.

Attention Grabber

■ Quick Copy

SUPPLIES: paper; pencils; whiteboard and dry-erase marker or newsprint, marker, and tape

Give each person paper and a pencil, and then have kids sit facing the whiteboard. If you don't have a whiteboard, tape newsprint to the wall.

Say: **On your paper, quickly draw the shapes I draw on the whiteboard [or newsprint]. Make your drawings match mine as closely as possible.**

Begin drawing a simple design or picture on the board. Basic shapes (triangles, squares, circles, rectangles, or stick figures) are best to draw so that kids with any level of artistic ability can participate.

When kids have begun to copy your drawing, erase part of the design and change it. For example, erase part of a circle and replace it with a squiggly line. If you're using newsprint, scribble out part of your drawing and redraw. Continue to draw new things and alter old ones for about two minutes. Then have kids respond to the following questions:

- **What did you think when I started changing the drawing?** (I wondered what you were doing; I got frustrated.)
- **What did you do?** (I erased what I was doing and started over; I crossed out what I'd drawn before.)
- **How is that similar to what you do when things in your life change unexpectedly?** (I also have to make adjustments to change; I get frustrated with change in life, too.)

Say: **Sometimes life can be like this activity—just when we're beginning to get the picture, it changes! Understanding that ► people change, but God never changes can help us as we face change in our lives. Let's learn more about this.**

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.



Bible Exploration & Application

■ Rule Reversal

SUPPLIES: Bibles



Form two teams. Have each team form a single-file line at one end of the room. Then have half of the kids on each team move to the other side of the room (at least 15 feet away works best) and turn around to face their teammates. Give the first person in the original line on each team an *elastic band*.

Say: **We're going to have a relay race. The object of the relay is to pass the *elastic band* back and forth to your teammates across the room. The person holding the *elastic band* must shoot it to one of his or her teammates across the room and then run to the end of his or her own line. The person receiving the *elastic band* must shoot it back across the room to the next teammate in line and then also run to the back of his or her own line. Only one shot is allowed during each turn.**

If you miss the teammate you're shooting to, you go to the end of the line and have to go again when it comes back to your turn. The teammate you were shooting to must run to retrieve the *elastic band*, return to his or her place in line, and shoot the *elastic band* back to the next teammate in line. Let's see which team can be the first to have all its players on one side of the room successfully shoot the *elastic band* to its players on the other side of the room.

We'll start when I ring the *clanging bell*. Stop if you hear me ring the *clanging bell* again.

Ring the *clanging bell* to start the relay. Allow the first team members to shoot the *elastic bands* across the room; then ring the *clanging bell* again to get kids' attention. Say: **I've changed my mind. You'll need to kneel while you're doing the relay. Go!**

Let the relay proceed, but ring the *clanging bell* periodically to change the rules. You can use some of these rule changes:

- hop on one foot
- shoot the *elastic band* while facing away from the rest of the team
- spin three times before shooting the *elastic band*
- shoot the *elastic band* with closed eyes
- keep one hand behind the back at all times

When both teams finish, collect the *elastic bands*, and put them back in the Learning Lab box for use in later lessons.

Have kids sit down in a circle. Have them cross their feet each time they share an answer for the following questions. When one student shares an answer, allow others who thought of the same answer and have nothing more to add cross their feet. When all the kids have crossed their feet, ask the next question and repeat the process.

Ask: • **What did you like about this relay? What did you dislike?** (It was fun, but I didn't like the way you changed the rules; it was hard because it was impossible to do things the way you asked us to.)

• **How did you respond to all the rule changes?** (It didn't bother me because I knew it was just a game; it annoyed me, but I went along with it because you're the teacher.)

- **What would your life be like if everything you did was like this relay?**

Explain. (It would be really frustrating; life *is* like this because it has lots of changes, and you just have to deal with it.)

- **What areas of your life change the most? Explain.** (Home because my parents fight all the time and might get a divorce; friends at school because they come and go.)

- **How do you respond to change in your life?** (I deal with it; I write in a journal; I try not to think about it by watching lots of TV.)



Say: **The Bible tells us about one thing that never changes.** Have kids read today's Bible verse, **Hebrews 13:8**, aloud and in unison: ► **"Jesus Christ is the same yesterday, today, and forever."** Then select two or three kids to read it again individually.

Ask: • **How would Jesus have conducted this relay?** (He wouldn't have kept changing the rules; he would have warned us that things could change.)

- **Why did God think it was important for us to hear that Jesus never changes?** (So we could trust Jesus; it's unusual, since people change their minds all the time.)

Say: ► ***People change, but God never changes.*** Even when our circumstances seem to change as quickly as the rules in this relay do, we can take comfort in knowing that Jesus will always love and care for us. If we believe in Jesus and trust him with our lives, the Bible assures us that we have begun a friendship that will last forever!

Please say today's Bible verse with me: ► **"Jesus Christ is the same yesterday, today, and forever."** This means that we can trust him as much tomorrow as we do today. We can trust him 10 and 20 and 30 years from now. Jesus will always be there for us.

Ask: • **How can knowing that Jesus stays the same help you when lots of things in your life keep changing?** (If Jesus makes a promise, I know he'll keep it; if Jesus helped me with something before, I can ask him for help again.)

- **What's the best thing about knowing that your friendship with Jesus can last forever?** (Jesus will always be there for me; that means I'll live forever with him, too.)

Say: ► ***People change, but God never changes.*** And a friendship we begin today with Jesus, who stays the same forever, will last forever. That's great news! Now let's take a look at something that does change.

◀ BIBLE VERSE

◀ BIBLE POINT



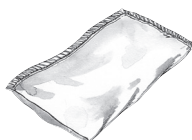
◀ BIBLE VERSE

◀ BIBLE POINT



■ Seasons of Change

SUPPLIES: Bibles, newsprint, marker



Show kids four different-colored *Wikki Stix*, and say: **The four colors of these *Wikki Stix* represent the four seasons: Green is spring, red is summer, yellow is fall, and blue is winter.**

Have kids form four groups, and have each group gather near one of the four corners of your meeting room. Place the four *Wikki Stix* in the *cloth bag*. Have a representative from each group pick out one of the *Wikki Stix* without showing it to anyone and return to his or her group. Say: **Each group has a different-colored *Wikki Stix* that represents one of the four seasons. Each group will have two minutes to think of ways to act out its season. For example, if your group has spring (the green *Wikki Stix*), you could hold your hands over your heads like umbrellas because it rains a lot in the spring. If your group has summer, you could pretend that you are all swimming in place, since summertime is a good time to go swimming. See how that works?**

Give groups two minutes to prepare. After two minutes, number groups one through four. Have Group 1 act out its season for Group 3, and have Group 2 act out its season for Group 4. After groups guess correctly, have Group 3 and Group 4 act out their seasons.

When all four seasons have been guessed, have kids form pairs and discuss the following questions. Display the questions on newsprint so kids can refer back to them during discussions.

Ask: • **Do you like the season you acted out? Explain.** (Yes, I like winter because you can throw snowballs; no, my season was fall, and I prefer summer.)

• **Was it easy or hard to act out things from your season?** (It was easy because our season was summer, and you can do a lot of things in summer; it was hard because we couldn't come up with anything good.)

• **Why is your season important?** (Because spring is the season of new life; because fall brings on big changes outside.)

• **What things are unique about your season?** (It's always hot in the summer; the weather is hard to predict in springtime.)

• **What are the differences between the two seasons your paired groups acted out?** (Our season was cold, and theirs was hot; it rains a lot during our season, but in their season it sometimes snows.)

• **In what ways are the changes in your life like the changes in the seasons?** (They aren't that similar, but changes in my life happen a few times a year, too; they are alike because the changes are going to happen whether you want them to or not.)

Say: **Just as change happens with each new season, we all have seasons in our lives that bring change. Let's find out what the Bible has to say about these seasons of change. In your pairs, have one partner read Ecclesiastes 3:1-8 and the other partner summarize it.**

Next, have pairs discuss these questions:

• **Why do you think God allows change as a natural part of life?** (Because otherwise we'd get bored; because there's a time for everything.)

• **How can understanding that change is a natural part of life help us make the best of changes that come to our lives?** (I guess if you know things are going to have to change, you can accept it better; we can get used to the fact that change is going to happen and just deal with it.)

• **How can God help you deal with change?** (By encouraging me that change can be for the better; by helping me accept change.)

• **In what ways can we look to God this week for cues on how to respond to changes?** (We can pray and ask God to help us with changes; we can read the Bible to remind us that we can trust God no matter what.)

Bible Insight

Many think the book of Ecclesiastes is a record of Solomon's reflection on his life. The tone of the book is dark, with the oft-repeated phrase "life is meaningless." As Israel's third and most prosperous king, Solomon had at his disposal incredible wealth, power, and possessions. Because of his special request to God, Solomon also had abundant wisdom. The poetic reflection found in Ecclesiastes 3:1-8 summarizes how Solomon sees the divine laws that govern all of life's experiences. Solomon concludes his life's commentary by stating that all things in life are meaningless unless one obeys and honors God.

When pairs have finished discussing the questions, ask several volunteers to report to the whole class on what their pairs discussed.

Say: **When we face situations or relationships in life where changes happen, we can turn to God for help. That's because circumstances change and ► people change, but God never changes. If we ask him, Jesus promises to be there for us during all the changes in our lives. And as we'll soon discover, when Jesus is with us, change can be a good thing.**



■ Presto Chango Glasses

SUPPLIES: index cards, pen



Before this activity, brainstorm a list of several different personality traits and moods that you think might be typical of preteens. Write each trait or mood on a separate index card, one for each student. Try to come up with a wide variety of moods and traits, such as “enthusiastic,” “depressed,” “stuck-up,” “friendly,” “shy,” “flirt,” “bored,” “cheerful,” “mean,” and “childish.”

In class, hold up the *black-rimmed glasses* and say: **Let's pretend that these are magical “presto chango” personality-changer glasses. When you put on the glasses, your personality will instantly change.**

Have everyone sit in a circle, and put all the index cards you prepared into the *cloth bag*. Explain that everyone will privately draw a card from the bag without revealing what his or her card says. Then, one at a time, each person will put on the presto chango *black-rimmed glasses* and instantly start acting out the personality or mood that's written on his or her card. The student can talk, move around, or do whatever he or she thinks will best represent his or her changed personality. The rest of the group has just 20 seconds to guess what the actor is portraying. The goal of each participant is to act out his or her new personality or mood so well that the rest of the group can correctly guess it almost instantly.

After the group has guessed the answer or when time's up, have the actor reveal what he or she was acting out and then pass the presto chango glasses to the next participant. Continue playing until everyone has had a chance to wear the glasses and act out a new personality.

When the game is over, have the kids give themselves a round of applause for their excellent acting. Then have pairs discuss these questions:

- **Which was easier—acting out a personality trait or guessing the traits?**
Explain. (It was easy to act out my trait because it's a lot like how I normally act; it was easier to guess the traits because we could help each other figure it out.)
- **Which trait was easiest to guess? Which was hardest to guess? Why?**
 (“Bored” was easy to guess because I know I act like that a lot; it was really hard to guess “shy” because I couldn't tell what he was trying to act out.)
- **When have you observed someone's personality change? What happened?** (One girl I know from school started to think she was too cool, and she became really stuck-up; my dad's personality has been really tense and stressed out lately because of work; a girl I know is really happy a lot now because she became a Christian.)
- **Was it a good change or a bad change? Why?** (It was bad because I don't hang out with that friend anymore; it was a good change because my friend became more confident and started to feel better about herself.)



If you have a large class, consider forming two smaller teams that can each play the game simultaneously. Give the second group the other pair of *black-rimmed glasses*.

• **Looking back over the past few years of your life, have your friends changed? If so, how?** (My friends and I are pretty much the same; one of my good friends used to be really shy, but now he is a lot more confident; a girl that used to be my best friend isn't that close to me anymore.)

• **How have you changed?** (I've gotten taller; I am really into soccer now; I've grown up a lot.)

• **The Bible tells us that God never changes. How does that impact your relationship with God? How does it make you feel about him?** (It makes me glad; it helps me trust God more.)

Say: **Change can be hard to deal with sometimes, especially if we lose friends or if relationships suffer because of it. The good news is that people change, but God never changes. He is always faithful, loving, and good.**



BIBLE POINT

New Creation

SUPPLIES: Bibles



Say: **Change can be hard, but change is not always a bad thing. Let's do an activity to explore that further.**

Form groups of no more than four, and give each group four or more *Wikki Stix*. Tell groups to create something new out of their *Wikki Stix*—anything they want. After three minutes, gather kids together and have each group present its amazing new creation. Follow each presentation with enthusiastic applause.

Afterward, direct students to number off within their groups from one to four.

Say: **I'll ask the next few questions one at a time. Discuss each question in your group. Then I'll call out a number from one to four. The person in your group whose number I call will be responsible for sharing your group's answer to that question. You won't know which number I'll call out, so everyone should be ready to share his or her group's answer to any question.**

Call out different numbers after kids discuss each question.

Ask: • **What changes did your group make to create something new out of your *Wikki Stix*?** (We stuck ours together to build a fortress; we twisted ours into rings and made a chain.)

• **What was challenging about making something new out of the *Wikki Stix*?** (They stick to things, so you had to be careful; they remind me of straws, and there isn't much you can build with straws.)

• **How is creating something new out of something ordinary like *Wikki Stix* similar to the way change can bring new, good things to life?** (You can end up with something you didn't expect, and that's fun; you can adapt things in life to come up with something unusual, the way we could bend the *Wikki Stix*.)

Say: **The Bible tells us how we can be new creations, too.** Have one person in each group read **2 Corinthians 5:17** aloud.

Ask: • **How do your *Wikki Stix* creations remind you of 2 Corinthians 5:17?** (When you bend the stick, its old shape is gone; you can make something completely new with the *Wikki Stix*, just as God can make something new out of us.)

• **What positive changes does God make to help us become new creations?** (He gets rid of our old ways of doing things; he makes us into new people.)



Encourage kids' 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?"

- **What's one positive change you'd like to see God make in you?** (Help me be more patient with my little brother; make me a more cheerful person.)
- **How do you think God could begin to bring about that change in your life this week?** (I could pray and ask for patience the next time my brother ticks me off; God could help me wake up in a better mood tomorrow morning.)

Say: ► ***People change, but God never changes.*** That's good news because it means Jesus can change us into new, awesome creations. All we have to do is place our faith in him.

Spend a moment leading the class in prayer. Have all the kids who were Ones in their discussion groups stand. Pray for each student by name that God will bring about positive changes in his or her life and heart. Repeat the process for the Twos, Threes, and Fours.

◀ BIBLE POINT



HANDS-ON BIBLE

From your stash of supplies, set out old colored comic sections from the newspaper, a container, white glue, liquid starch, and a spoon. Have kids gather in a circle and turn to the "Presto Chango!" activity near 2 Corinthians 5 in the *Hands-On Bible*. Then say: **We're learning in**

our Bible lesson today that although ► *people change, God never changes.* A positive change happens in people when they believe in Jesus because God changes them from the inside out. Let's experiment and see! Take a moment to read through the "Presto Chango!" activity. Then we'll do the experiment together using the supplies I've set out here.

Give kids a chance to read through the activity, and then prepare the putty, allowing volunteers to mix the ingredients. Make enough putty for everyone in the class to have some, and distribute the newspapers.

Once students have finished, ask: • **What happened when you pressed the putty on the newspaper?** (It got colorful; it took on the imprint of the comic.)

• **How is that like what happens to us when we believe in Jesus?** (We start to be more like Jesus; we become more interesting people.)

• **Name one new thing you can do this week to show that you know and love Jesus.** (I can do a chore for my neighbor even without her asking; I can help my sister with her homework; I can bring my friend a present just because she's my friend.)

Challenge students to each show how Jesus has changed them from the inside out by doing a random act of kindness for someone else this week.



◀ BIBLE POINT





BIBLE POINT ►



If you feel it's necessary, remind kids that all comments should be positive—no put-downs allowed.

Closing

■ Evidence of Change

SUPPLIES: none

Say: **One of the exciting things about knowing that ► people change, but God never changes is that we often can see when God begins changing our hearts and lives for the better.**

Have everyone form a line. Look at the first student in line, and complete the following sentence with a positive comment. Say: **I see evidence of God changing your heart by...**

Then have that student look at the next person in line and repeat the process. Kids might finish the sentence by saying, “the way you encourage people” or “your friendly attitude toward others.”

When kids have finished, say: **The fact that ► people change, but God never changes means Jesus will never outgrow you, will never change his mind about loving you, and will always want what's best for you. When we trust Jesus to change our hearts, he will help us change our lives for the better.**

Close by having the students take a moment to quietly reflect on what changes they would like to ask Jesus to make in their hearts this week. Then thank the Lord for his unchanging love and faithfulness.



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.

Change, Week 1



Something to Think About



"God, give us grace to accept with serenity the things that cannot be changed, courage to change the things which should be changed, and the wisdom to distinguish the one from the other" (Reinhold Niebuhr).

Family Building

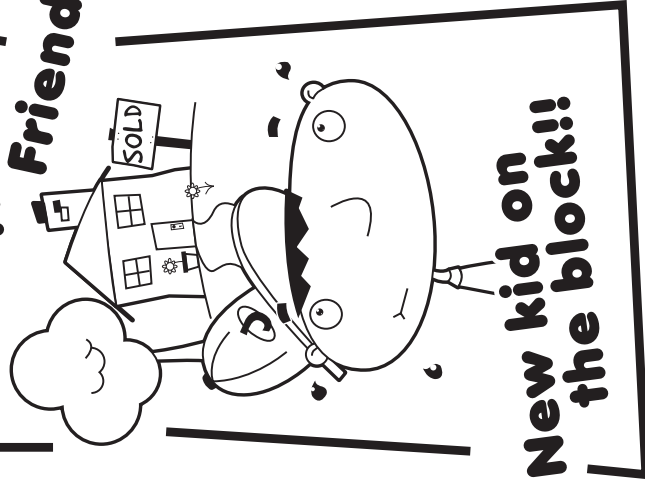
• **FOR KIDS ONLY:** When one of your parents is going through a change (such as a job change or moving to a new house), write him or her a "fan letter," offering encouragement and support.



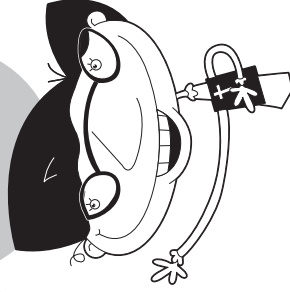
Discussion Starters

- Think of a situation at school, at work, or at home in which you are going through a change. What are some positive things about this change? What is the best way to handle change?
- How can God's promises help us work through changes in our lives gracefully?

New School New Friends



"Jesus Christ is the same yesterday, today, and forever" (Hebrews 13:8).



- **FOR THE FAMILY:** Create a family album to preserve important and special family memories. Include pictures, descriptions, and fun mementos of holidays and birthdays, as well as other unique family traditions.





Teacher Guide

GRADES 5 & 6

Winter

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:

GROWING UP

Hebrews 13:8

People change, but God never changes.

Ephesians 2:10

God knows and cares about who you are becoming.

Colossians 3:12-14

Jesus loves both guys and girls, so we should respect each other.

John 11:35

God understands our feelings.

Matthew 6:25-34

We can trust God with our future.

PARENTS AND OTHER AUTHORITIES

Mark 12:28-31

God gave us rules because he loves us.

Romans 13:1-4

The Bible teaches us how to relate to authority.

Mark 5:22-24, 35-43

Parents are people, too.

Ephesians 6:7-8

With God's help, we can do our best.

THE HOLY SPIRIT

Ezekiel 36:26-27

The Holy Spirit is God's gift to Christians.

John 14:16-17

The Holy Spirit helps us.

John 16:13

The Holy Spirit guides us.

Galatians 5:22-23

The Holy Spirit helps us grow in faith.

Also available:

AWARD-WINNING HANDS-ON BIBLE®

God's Word comes alive with hundreds of fun, interactive activities. It also coordinates with Hands-On Bible Curriculum!



Group



THIS IS A SAMPLE

The number of pages is limited.

Purchase the item for the complete version.

