

Group

Teacher Guide

PRE-K & K (ages 5 & 6)

Fall



Teach as
Jesus Taught!®



Pre-K & K (ages 5&6)

Teacher Guide • Fall
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®, Pre-K & K, Ages 5 & 6, Fall

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Welcome to the Adventure!

So, you're going to be spending time with 5- and 6-year-olds! These kids have a natural love for God, for you, and for anything that piques their interest. If you've been around them for a while, you know. If you're just starting, you'll find out quickly! Everything is an adventure and fills their minds with wonder. You can be the one who helps them wonder about Jesus. What a blessing for you and for them!

Five- and six-year-olds think very concretely, using what they have experienced, seen, touched, tasted, and smelled. They have been working on mastering their physical movements and love to test their abilities. They wonder about the world that they are discovering. They accept Jesus on a simple basis and want to know who he is and how he works. The love of Jesus will become real to them through the love they experience from you. You will be an example of Jesus that they themselves can touch!

Your children will learn best experiencing new ideas and concepts by touching, tasting, smelling, hearing, and seeing. They will naturally want to ask questions and interact with you, so allow plenty of time for questions. If you encourage them, they will try new things and learn so much. You'll change their lives because you will have opened their minds and hearts to the most important person in their lives—Jesus.

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

- **Do think outside the learning-space box!** Move tables so students can move around freely and work in groups. Use blocks and blankets to create unique spaces.
- **Don't expect them to sit still.** Allow children to move through experiences—touching, manipulating, tasting, smelling, and making noise—all for the glory of God.
- **Do take advantage of teachable moments.** Watch how your children act, and weave what happens into the lesson. Look for ways to bring in tastes, smells, and sounds to your classroom and use them during the lesson.
- **Don't show children the contents of the Learning Lab®** before they are used in the lessons. Keep them guessing what's coming next!
- **Do get to know your children.** They are anxious to share what they are learning. They will look for you every week.
- **Don't forget—experiential learning is fun and captivating!** Enjoy it! A positive experience learning about God within the safe boundaries of your classroom will lead to more positive experiences with God outside the classroom. What a great way to encourage your students to discover the joy of the Lord firsthand and to grow in a personal relationship with Jesus Christ!



Be aware that some children have food allergies that can be dangerous. Know your children, and consult with parents about allergies their 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 or four 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, taken 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.

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.

Take-Home Papers These photocopiable pages that you send home with your families every week will help to reinforce the lesson and encourage learning all week long!

“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.

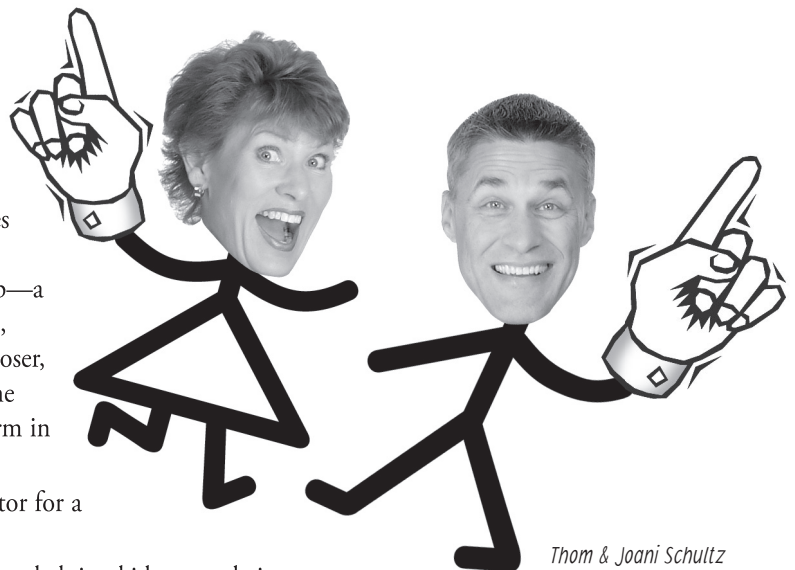
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals, 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 5- and 6-Year-Olds

Physical Development

- Developing fine motor skills.
- Most can use scissors and color within the lines.
- Developing hand-eye coordination; can copy patterns, handle paste or glue, and tie shoes.

Emotional Development

- Proud of their accomplishments.
- Have their feelings hurt easily.
- Beginning to gain self-confidence.

Social Development

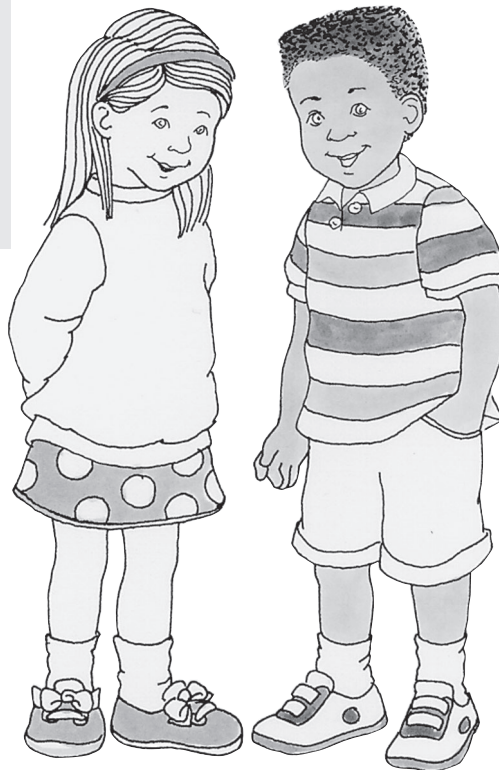
- Learning to share and cooperate.
- Can understand and follow rules.
- Enjoy extensive dramatic play.
- Eager to please teachers and parents.

Mental Development

- Can listen to and create stories.
- Can distinguish between real and pretend.
- Need simple directions—understand one step at a time.

Spiritual Development

- Understand that God made them.
- Trust that God loves them.
- Beginning to develop sense of conscience.



Creation

It's easy to take the wonders of creation for granted. The brilliant beauty of the heavens and the infinite variety of the earth often become little more than a backdrop for our busy lives. We even tend to forget that God engineered the intricate workings of our bodies—until something goes wrong. Teaching the story of Creation from Genesis gives us an opportunity to stop and gaze at the astounding panorama of God's gifts. We reflect on the miracles of nature. We remember who made us and in whose image we were molded. Even in the story of the Fall, we marvel at God's enduring patience. Throughout the entire Creation story, we're brought back again and again to the inconceivable glory and love of our Creator!

Five- and six-year-olds have an amazing ability to deliver a steady stream of rapid-fire questions as they encounter the marvelous complexity of our world. The story of Creation is a wonderful opportunity to teach children that everything started with God, and that we all stand in awe of God's power and wisdom as we try to fathom the dawn of our world. Use the lessons in this module to teach your children that God created all things and that we're special because God created us in his own image and entrusted us with his world. Help children realize they belong to God, and even when they err like Adam and Eve, they are still protected and cared for by a loving God. Have fun sharing the wonder of our world—and of our God—with your kindergartners!

Four Lessons on Creation

| Lesson | The Point | Page | Bible Basis |
|----------|---|------|--------------------------|
| 1 | God made us and our world. | 15 | Genesis 1:1-25 |
| 2 | God made us special. | 29 | Genesis 1:26-27 |
| 3 | God made us and wants us to take care of our world. | 43 | Genesis 1:28-31; 2:19-20 |
| 4 | God made us and loves us even when we do wrong. | 55 | Genesis 3:1-24 |

Time Stretchers

■ *Nature Books*

Go on a short nature walk, and encourage children to notice and collect different kinds of leaves. Consider bringing a book to identify the leaves children gather. When you return to the classroom, set out crayons, paper, a paper punch, yarn, the leaves, and construction paper. Show children how to fold sheets of paper in half and nest the folded sheets to form a book. Let them choose which leaves they'd like in their nature books. Demonstrate how to place a leaf under a sheet of paper, and then rub over the paper with the side of a crayon. The leaf "rubbing" will emerge on the paper. As children work, talk about how God made the whole world and every living thing in it. Explain that just as God made a special leaf for every kind of tree, he made each person special, too!

Let children make construction paper covers for their books and write their names on the covers. Kids can use the paper punch to make holes along the folded edge of their books. Then children can "sew" their books together with the yarn. Leave the nature books out so children can add to them week by week.

■ *Favorite Creations*

Have children form pairs. Give each pair a pencil, two paper plates, two pieces of foil, scrap paper, and several strips of masking tape.

Say: **Here's everything you need to make your own creation. When I flip the lights, you'll have three minutes to create something with your partner—you can make a tree, an animal, or whatever you'd like. Ready? Go.**

Circulate among children as they work, offering encouragement and suggestions. Give a one-minute warning, and then call time at the end of the three minutes and have children sit in a circle with their creations in front of them. Let pairs take turns presenting their creations. Then ask:

- **What was it like to have to create something in three minutes? Explain.**

(It was hard because there wasn't enough time; it was hard because we didn't know what to make; it was easy because it was just pretend.)

- **Why did you choose to make the creation you did?** (I made a dog because I have a dog; I made a flower because flowers are pretty; I made stars with the foil because that makes me think of the stars that God made.)

Say: **It took lots of thinking and hard work to make simple creations in three minutes. But think of this—God created the whole world and everything in it in just six days! Let's sing a song and thank God for our favorite creations.**

Teach children "Favorite Creations" to the tune of "Old MacDonald Had a Farm." When you come to the blank, point to a child and have that child name something God created. Repeat the song a few times so several children can name their favorite creations.

**SING**

In just six days God made our world.
 It's a wonderful world, you know!
 And in our world God made a [name].
 God made a [name] just so.
 With the deep blue sea and the sky so clear;
 Deep blue sea, sky so clear;
 Everyone give God a cheer!

In just six days God made our world.
 It's a wonderful world, you know!

■ Days-of-Creation Charades

Before class, photocopy the “Days-of-Creation Cards” handout (p. 14). You’ll need one copy for every three or four children. Cut the cards apart. Form groups of three to four children, and give each group a set of cards. Have children shuffle the cards and set them face down in the middle of their groups. Have the child in each group who’s wearing the most blue draw a card. Without using any words, that child will act out one of God’s creations that’s shown on the card. After the group guesses what the child is acting out, the actor replaces the card on the bottom of the pile and the next child draws a card. Continue until each child has had a chance to be the actor.

Collect the cards for future fun.

Remembering God’s Word

Each four- or five-week module focuses on a key Bible verse. The key verse for this module is “The earth is the Lord’s, and everything in it” (Psalm 24:1a).

This module’s key verse will teach children that everything in the universe was created by God and belongs to God. Have fun using these ideas anytime during the lessons on God’s creation.

■ Verse Volleyball

Before this activity, inflate the *inflatable globe* from the Learning Lab. Have children say the key verse with you a few times. Hold the globe and talk about how God made all of nature. Explain that every beautiful sunset and every star in the sky is a reminder of how great our God is.

Have children bop the globe in the air to each other, trying to keep the globe from falling down. If the globe touches the ground, the last person who touched it gets to repeat the Bible verse. Then the play resumes.

For extra fun, have children bop the globe using a different method each round, such as with knees, heads, hands, or elbows.



■ Psalm Song

Use this lively Bible-verse song anytime during this module. Sing it to the tune of “The Mulberry Bush.”



SING

The earth is the Lord's,
And everything in it,
Everything in it,
Everything in it.
The earth is the Lord's,
And everything in it,
Psalm 24, verse 1!

The skies tell what God's hands have made,
Hands have made,
Hands have made.
The skies tell what his hands have made,
Psalm 24, verse 1!

Story Enhancements

Make Bible stories come alive in your classroom by bringing in Bible costumes, setting out sensory items that fit with the story, or creating exciting bulletin boards to stimulate interest. The following ideas will help get you started.

■ Lesson 1

- Bring in a variety of leaves, and let children try to guess what trees they come from. Have a nature book handy for easy reference. Play the same identification game with acorns; avocado and peach pits; and pumpkin, apple, and grapefruit seeds. Explain that God created all the plants and trees that grow in our world and that without them we would have no food.
- Set out modeling dough on a vinyl place mat. Have children form pairs, and let each child make something that God has created. Encourage children to guess what their partners are making. Talk about how God is the only true creator.
- Make a special bulletin board you'll use during the entire module. Cover the bottom of the bulletin board with brown paper for the ground. Cover the rest of the board with light blue paper for the sky. Cut a white paper cloud for each child. Help each child write his or her name in the center of a cloud with a marker or glitter glue. Tape the clouds to the bulletin board sky.

■ Lesson 2

- Bring in a variety of items that only people use, such as a toothbrush, fork, book, pencil, and set of keys. Ask children to guess what all of these items have in common.

Explain that only people use the items you've brought in, and that people are special to God because we're made in his image.

- Cut a large flower from colored construction paper for each child. Have each child draw a self-portrait on a flower and then attach the flowers to one side of the bulletin board. (You may want to use a photograph of each child instead of self-portraits.) Let children use markers to draw stems and tear green construction paper leaves to add to the flowers. Talk about how each of us is one of God's special creations.
- Cut 4x4-inch squares of different colored construction paper. Let each child draw his or her favorite creation on a paper square and then use the squares to make a colorful border for your bulletin board.

■ Lesson 3

- Make a tree out of recyclables for your bulletin board. Collect empty cereal or spaghetti boxes to glue or tack to the bulletin board as a tree trunk. To make leaves, crumple scrap paper and dip the paper wads in green tempera paint—or use autumn colors. When dry, attach to the tree on the bulletin board. For extra fun, attach six-pack beverage holders to the tree before adding the paper wad leaves. Staple one side of the plastic holders to the board so they flop out, and attach leaves to the holders for a 3-D effect. Discuss how only God can make trees, and talk about what trees need to grow strong and healthy.
- Gift-wrap a box and its lid separately so the lid can be removed easily. Inside the box place a picture of the earth and a few representations of our natural resources, such as bark from a tree and a sealed container of water. Talk about what a wonderful gift our world is, and encourage children to think of ways to keep our air and water clean.
- Staple one side of a brown paper lunch sack at the bottom of the bulletin board so the bag can be opened. Have the children crumple some scraps of paper and place them in the “recycling bag.” Ask children to tell you about ways they recycle and help keep God's earth clean.

■ Lesson 4

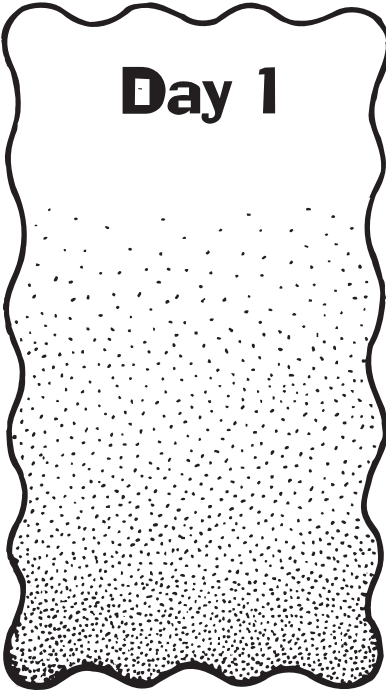
- Bring in apple slices and cinnamon hearts for the children to sample. Say that the apple can remind us of the fruit Adam and Eve ate when they disobeyed God, and the cinnamon hearts can remind us that God is willing to forgive us and loves us even when we do wrong.
- Let children cut heart shapes from red construction paper to attach to the tree on the bulletin board. Discuss how Adam and Eve disobeyed God when they ate the forbidden fruit in the garden. Explain that God still loved Adam and Eve, just as he loves us even when we do wrong.



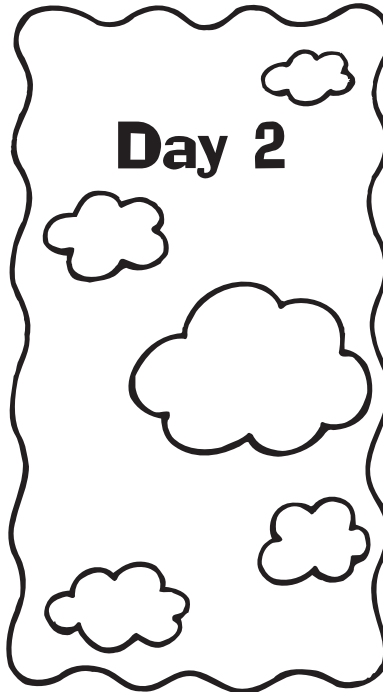
Days-of-Creation Cards

Photocopy this page and cut the cards apart on the dotted lines.

Day 1



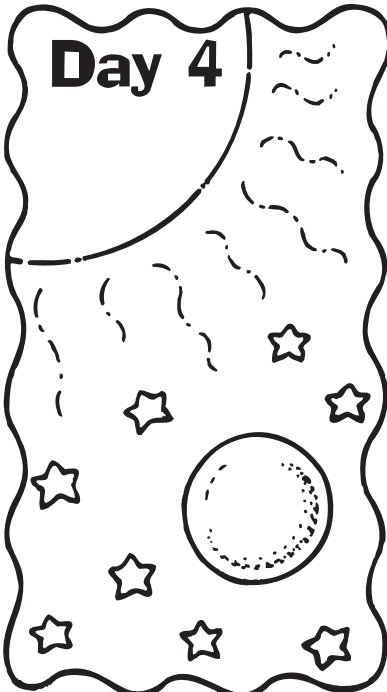
Day 2



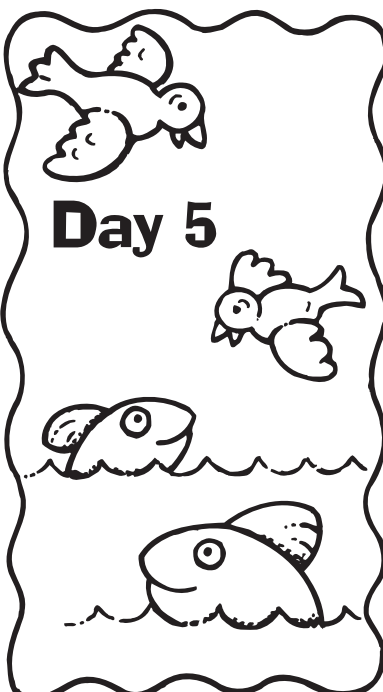
Day 3



Day 4



Day 5



Day 6





Bible Point ▶

God made us and our world.

Bible Verse

“The earth is the Lord’s, and everything in it” (Psalm 24:1a).

Growing Closer to Jesus

- Children will
- discover that God made the heavens and the earth,
 - understand that God’s creation is good,
 - learn about the different things God created, and
 - teach Pockets that only God can create something from nothing.

Teacher Enrichment

Bible Basis

■ God creates our world.

Genesis 1:1-25



The book of Genesis gives us the beginnings. That’s the implication of the Greek word from which the name *Genesis* came. *Elohim* is the Hebrew name used for God in Genesis 1:1. It’s interesting that the name is plural, but the Hebrew word meaning *created* is singular. Even though God exists in three persons, the action of creating the universe was a unified action. One God, three persons, one plan.

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

When God finished creating the heavens and the earth “and everything in them,” he rested. Why? God wasn’t tired. God didn’t need to rest. No, God rested as a signal that Creation was complete. It became a holy day—a day to reflect on the wonder of what God had done, a day to smile and to know that it was good.










Prayer

- Read Hebrews 1:10-12.
- Take a nature walk, and consider your Creator and his works. What thoughts come to mind?
- Pray: Lord, help me not to take for granted this world you created for us to live in. Help me guide my students to learn about you through nature by...

Before the Lesson

- Collect the necessary items for the activities you plan to use. Refer to the Classroom Supplies and Learning Lab Supplies columns to determine what you’ll need.
- Make photocopies of the “Today I Learned...” handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God’s direction in teaching the lesson.

This Lesson at a Glance

| | What Children Will Do | Classroom Supplies | Learning Lab Supplies |
|---|---|---|---|
| Welcome Time | Welcome! —Receive name tags, and be greeted by the teacher. | "World Name Tags" handout (p. 27), markers, tape or safety pins | |
| Let's Get Started Direct children to one or more of the optional activities until everyone arrives. | Option 1: Blob Globbs —Make a blobby mixture to form their own creations, and talk about how only God can create something from nothing. | Liquid starch, white glue, resealable plastic sandwich bags, measuring spoons | |
| | Option 2: Through the Looking Glass —Examine nature through magnifying glasses, and discover the complexity of God's creation. | Leaves, rocks, twigs |  |
| | Option 3: World Favorites —Color and stuff a trash bag to make a pretend world, and then play a fun game. | White plastic trash bag, crayons, newspaper, duct or masking tape | |
| | Pick Up Our Toys —Sing a song as they pick up toys, and gather for Bible Story Time. | CD player |  |
| Bible Story Time | Setting the Stage —Use the Blob Globbs from Option 1 to create nature scenes. | Newspapers, white copier paper, Blob Globbs from Option 1 | |
| | Bible Song and Prayer Time —Sing a song, bring out the Bible, and pray together. | Bible, construction paper, scissors, CD player, basket or box |  |
| | Hear and Tell the Bible Story —Use a unique poster to learn the story of Creation from Genesis 1:1-25. | Bible |  |
| | Dress Up and Drama —Be detectives and search for things that God created. | CD player |  |
| | Do the Bible Story —Learn a fun finger rhyme describing the days of Creation. | |  |
| Closing  | The Real Thing —Explain to Pockets that only God can create something from nothing. | Small stuffed animal |  |
| | God Made the World —Sing a song, affirm each other, and pray. | CD player |  |

Welcome Time

Welcome!

SUPPLIES: “World Name Tags” handout (p. 27), markers, tape or safety pins

- Bend down to make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- Say: **Today we’re going to learn that ► God made us and our world.**
- Give each child a photocopy of a world name tag. Help children write their names on their name tags and attach them to their clothing. You may wish to cover the name tags with clear adhesive paper so they’ll last for the entire quarter.
- Direct children to the Let’s Get Started activities you’ve set up.



BIBLE POINT



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.

Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate among the children to offer help as needed and direct children’s conversation toward today’s lesson. Ask questions such as “Who created the world?” or “What do you think it was like when God created the world?”

Option 1: Blob Globs

SUPPLIES: liquid starch, white glue, resealable plastic sandwich bags, measuring spoons

Set out resealable plastic sandwich bags, white glue, liquid starch, and measuring spoons. Give each child one sandwich bag. Let children hold the bags open as you measure 2 tablespoons of white glue and 3 tablespoons of liquid starch into each bag. Help children make sure their bags are “zipped” shut. Direct children to use their hands to knead the ingredients in their bags. If the mixture is sticky, add a few drops of starch. If it’s rubbery, add a few drops of glue. The mixture will become smoother as children mix it.

As children work, explain that in the beginning the earth had no form—it was only a blob like their Blob Globs. Explain that God made our entire world from nothing. Let children remove their blobs from the bags and mold them into shapes of trees or animals. Say that today they’ll hear all about how ► God made us and our world. Collect the Blob Globs for use later in the lesson. Have the children wash their hands before continuing with the next activity.



BIBLE POINT

■ Option 2: Through the Looking Glass

SUPPLIES: leaves, rocks, twigs



Set up a viewing center to let children get “up close and personal” with God’s creation. Set out both *magnifying glasses* and a variety of rocks, twigs, and leaves. Invite children to closely examine the objects and talk about how awesome our world is. Explain that today children will hear how ► God made us and our world.

■ Option 3: World Favorites

SUPPLIES: white plastic trash bag, crayons, newspaper, duct or masking tape

Set out the trash bag, markers, and old newspapers. Invite children to scribble continents and oceans on the bag and then stuff the bag with crumpled newspapers. Tape the bag shut with duct or masking tape. Then play a fun game of “favorites.”

Have children stand in a circle and bop the “world” as they chant, “Bopping, bopping, now we’re stopping!” The person who’s holding the bag at the end of the rhyme gets to say what he or she likes best about God’s world. Explain that it’s fun to make and play with a pretend world, but in today’s Bible story they’ll hear how ► God made us and our world.



BIBLE POINT ►

When everyone has arrived and you’re ready to move on to the Bible Story Time, encourage the children to finish what they’re doing and get ready to clean up.

■ Pick Up Our Toys

SUPPLIES: CD player



Lead children in singing “Pick Up Our Toys” (track 2) with the CD to the tune of “Skip to My Lou” as they help clean up the room.

You’ll be using this song each week to alert children to start picking up. At first, they may need a little encouragement. But after a few weeks, picking up and singing along will become a familiar routine.

If you want to include the names of all the children in your class, sing the song without the CD and repeat the naming section. If you choose to use the CD, vary the names you use each week.



SING

**We will pick up our toys.
We will pick up our toys.
We will pick up our toys
And put them all away.**

**There’s [name] picking up toys.
There’s [name] picking up toys.
There’s [name] picking up toys,
Putting them all away.**

(Repeat.)

Bible Story Time

■ Setting the Stage

SUPPLIES: newspapers, white copier paper, Blob Globbs from Option 1

Tell the children you'll clap your hands to get their attention. Explain that when you clap, the children are to stop what they're doing, raise their hands, and focus on you. Practice this signal a few times. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

Set out the Blob Globbs from Option 1, newspaper, and white copier paper. Give each child a Blob Glob and a sheet of copier paper. Say: ► **God made us and our world. Let's use our Blob Globbs to make pictures of the world God created.** Encourage children to search the newspapers to find pictures of things God created, such as people, plants, mountains, or animals. Show children how to press their Blob Globbs on a picture in the newspaper, lift the Glob, and transfer the picture to the white paper. The darker the ink on the picture, the clearer the transferred picture will be. Have children create their own scenes on the white paper. Allow children to work for three or four minutes; then clap your hands to call time. Invite children to share their creations. Applaud each child's work. Then ask:

- **What did you need to create these pictures?** (Blob Globbs; newspaper.)
- **What did God need to create the world?** (Nothing; God just spoke and then it happened.)

Say: **That's right. God started with nothing and then created the world. The first book of the Bible tells how ► God made us and our world. In our Bible story today we'll hear how God created the heavens and the earth, with all the stars, people, animals, and plants.**

■ Bible Song and Prayer Time

SUPPLIES: Bible, construction paper, scissors, CD player, basket or box



Before class, make surprise cards for this activity by cutting construction paper into 2x6-inch slips. Prepare a surprise card for each child, plus a few extras for visitors. Fold the cards in half, and then stamp the *world stamp* inside one of the surprise cards. Bookmark **Genesis 1:1-25** in the Bible you'll be using.

Have children sit in a circle. Say: **Each week when we come to our circle for our Bible story, I'll choose someone to be the Bible person. The Bible person will bring me the Bible marked with our Bible story for that week. Before I choose today's Bible person, let's learn our Bible song. As we sing, I'll pass out surprise cards. Don't look inside your surprise card until the song is over.**

Lead children in singing "Read God's Book" (track 3) with the CD, to the tune of "The Muffin Man." As you sing, pass out the folded surprise cards.



SING

**Now it's time to read God's Book,
Read God's Book, read God's Book.
Now it's time to read God's Book.
Let's hear a Bible story.**

(Repeat 3x.)



BIBLE POINT



teacher tips

If you didn't use Option 1, you'll need to make one Blob Glob for each student before class. See the instructions in Option 1.



BIBLE POINT



teacher tips

If the *ink pad* is dry, moisten it with three to five drops of water.

This Bible story is featured in *My First Hands-On Bible*®. Order several now for your ministry at group.com.



After the song, say: **You may look inside your surprise cards. The person who has the world stamped inside his or her card will be our Bible person for today.**

Identify the Bible person, and have the rest of the children clap for him or her. Ask the Bible person to bring you the Bible. Help the Bible person open the Bible to the marked place and show children where your story comes from. Then have the Bible person sit down.

Say: [Name] **was our special Bible person today. Each week, we'll have only one special Bible person, but each one of you is a special part of our class! Today we're all learning that ►God made us and our world.**

Let's say a special prayer now and thank God for his wonderful creations. I'll pass around this basket. When the basket comes to you, put your surprise card in it and say, "God, thank you for making me and my world."

Pass around the basket or box. When you've collected everyone's surprise card, set the basket aside and pick up the Bible. Lead children in this prayer: **God, thank you for the Bible and all the stories in it. Teach us today that ►you made us and our world. In Jesus' name, amen.**



BIBLE POINT ►



BIBLE POINT ►

■ *Hear and Tell the Bible Story*

SUPPLIES: Bible



Before class, remove the *Creation poster* from the Learning Lab. As you open each of the doors on the poster, children will be able to see what God created on each of the six days of Creation.

Have the children sit in a circle. Hold up the Bible. Say: **Our Bible verse is from Psalm 24:1, and it says, ►“The earth is the Lord's, and everything in it.” Have kids repeat the verse with you. God made everything, and everything belongs to him. Our story today is about how God created the world and everything we see. The story comes from Genesis, the very first book in the Bible.**

Ask: • **Does anyone know what the word *creation* means?** (No; to make something.)

• **What kinds of things do you like to create?** (Pictures; cookies; block buildings.)

Say: **We can create lots of cool things, but only God can create something out of nothing. And nothing is just what God started with when ►God made us and our world.**

Hold up the *Creation poster* with all the doors closed.

Say: **In the very beginning, before God created our world, everything was dark, just like this picture. Then God said, “Let there be light,” and light came forth into the darkness. Call on a child to open Door 1. Imagine! All God had to do was speak and light appeared. God looked at the light and knew it was good, so he divided the light from the darkness. He gave the light and dark names.**

Ask: • **What do we call it when it's dark outside?** (Night; nighttime.)

• **And what do we call it when it's light outside?** (Day; daytime.)



BIBLE POINT ►

Say: **That's right. God called the light "day" and he called the darkness "night." God looked at the darkness and light and saw that it was good. That's what happened on the first day of Creation.**

Then God decided to make something to divide the water in two. Have a child open Door 2. So God made the air and named it "sky." God liked the air and thought that was good, too. That's what happened on the second day of Creation.

On the third day of Creation, God gathered all the water together into seas and oceans so that dry land appeared. Have a child open Door 3. God made hills and valleys; tall, snowy mountains; and wide, grassy fields. Then God made plants of every kind. God made tiny wildflowers and huge trees. God made tall, swaying grasses and cool, green moss. God made some plants that grain would come from and some plants that would have fruit. And God made sure that every plant had its own seeds, so it could make other plants just like it. God looked at the seas, the dry land, and the plants he had made on the third day and decided they were good.

On the fourth day, God put lights in the sky. Have a child open Door 4.

Ask: • **What kinds of lights are there in the sky?** (The sun; the moon; the stars.)

Say: **That's right. God made a very bright light to rule the day—that was the sun. And God made a smaller light to rule the night—that was the moon. Then God filled the whole night sky with millions and millions of twinkling stars. God looked at the lights he had made and saw that they were good. All that happened on the fourth day.**

On the fifth day, God did something really cool! Have a child open Door 5. God filled the water with sea creatures—great big whales, tiny snails, and fish with funny, finny tails—swordfish and jellyfish, and every other kind of fish—sea horses, octopi, friendly dolphins, my oh my!

Next, God filled the air with birds—all kinds of flying things, birds with great big flapping wings! Robins red, owls wise, birds that sail across the skies, busy little hummingbirds, and parakeets that speak real words.

But God wasn't finished yet! On the sixth day, God filled the earth with animals. Have a child open Door 6. The Bible says God made wild animals, tame animals, and crawling animals, too. Think of your favorite wild animal. When I count to three, pretend to be that animal. Ready? One, two, three! Pause. Oh, my! I saw some scary lions and bears out there.

This time when I count to three, pretend to be your favorite tame animal. That's a nice animal, not scary, like the kind you might have at home. Ready? One, two, three! Pause. Nice kitty! Nice dog! Did I see a little hamster over there?

On the sixth day, God also created animals that crawl. When I count to three, turn into crawling critters. Crawl all the way around me, and then go back to your place and sit down. One, two, three, crawl!

God made sure all the birds and fish and the wild animals, tame animals, and crawling animals could produce more animals like each other. And God made us, too! What a wonderful God we have! God looked at the animals he had made and knew they were good. Let's clap for all the wonderful things God made.

Return the *Creation poster* to the Learning Lab.



BIBLE POINT ►

Ask: • **What do you think everything looked like before God began to create our world?** (Dark; boring; empty.)

• **How could God think of all those things to make?** (Because God has a good imagination; because God knows everything; because he's God.)

• **What do you think of the world God made?** (It's pretty; it's great; I love it.)

Say: **Isn't it great that ►God made us and our world? Now let's pretend to be detectives and look for things in our world that God created.**

■ Dress Up and Drama

SUPPLIES: CD player



track 4



Hold up one of the *magnifying glasses* and peer into it.

Say: **Magnifying glasses like this make things look bigger. Sometimes detectives use magnifying glasses to look for clues to help them solve mysteries. Let's pretend we're detectives, searching for things that God created when ►God made us and our world.**

Distribute both *magnifying glasses*. Let children tiptoe around the room, taking turns peering through the *magnifying glasses* and searching for things that God created, such as plants, an animal, or a picture of nature. While the “detectives” are searching, lead the rest of the children in patting their legs in time to the following rhyme:

**Look so close and find a clue.
What things did God make for you?**

Then have the “detectives” point to things that God created, like flowers, a person, or something they can see outside the window.

When everyone has had a turn to be a “detective,” collect the *magnifying glasses* and return them to the Learning Lab.

Say: **You were awesome detectives who found so many things that God created! Our room is filled with things to remind us that ►God made us and our world. Now let's listen to a song that tells us why this world is so important to God.**

Play “The Earth Is the Lord’s” (Psalm 24:1) (track 4) with the CD. You will find the lyrics at the back of your teacher guide. Play the song a second time, and encourage the children to sing along with the CD.

Then say: **God made us and the world we live in. Everything we find in the world belongs to God because he created it all! Now let's learn a fun rhyme about the days of Creation.**



BIBLE POINT ►



BIBLE POINT ►



Young children often have trouble differentiating things that God made from things that are made by humans. When children find items that are human-made, find ways to help them see that God gave us what we need so we could create useful things. For example, point out that God may not have made the table, but he created the wood so we could make one.

■ Do the Bible Story

SUPPLIES: none



Form a circle and lead children in the following finger rhyme.

One is for the day and night. God knew how to make them right! *(Hold up one finger.)*

Two is for the beautiful sky. God made it blue. Oh me, oh my! *(Hold up two fingers. Lift arms toward the sky.)*

Three is for each flower and tree. God made them all for you and me. *(Hold up three fingers. Point to someone and then to yourself.)*

Four is for the moon and sun. God made them bright for everyone! *(Hold up four fingers. Hold arms above your head like a shining sun.)*

Five is for the birds and fish, with wings that fly and fins that swish! *(Hold up five fingers. Act out birds and fish.)*

Six is for animals; people, too. I'm glad that God made me and you! *(Hold up six fingers. Point thumbs at yourself; point index fingers at two others.)*

Seven is for God's day of rest. I thank you, God, for the world you blessed. *(Hold up seven fingers. Fold hands and look up.)*



Repeat the rhyme if time permits. For extra fun, march around the room as you repeat the rhyme. Then say: **God blessed the whole world and God blessed us, too, by sending us Jesus to be our forever friend. Let's use the *world stamp* to stamp our hands. The stamp on our hands will remind us to thank God for loving us enough to make this wonderful world and sending us Jesus to be our forever friend.** Stamp the kids' hands, and then return the *world stamp* to the Learning Lab. **I can't wait to tell Pockets how ► God made us and our world. Let's call her. Pockets! Are you coming to visit us today?**



Closing

■ The Real Thing

SUPPLIES: small stuffed animal

Before class, tuck a small stuffed animal in Pockets' pouch. Have children sit in a circle. Take out Pockets the Kangaroo, and go through the following script. When you finish the script, put Pockets away and out of sight.





- Pockets:** *(Holding stuffed animal up to her ear)* Hi, everybody!
- Teacher:** Hello, Pockets! What do you have there?
- Pockets:** It's my little animal. I thought I heard it say something to me.
- Teacher:** How could it talk to you, Pockets? It's just a stuffed animal. It's not real.
- Pockets:** But I'm trying to make it real. I talk to it all the time, but it never talks back. I even tried to feed it a bottle this morning, but I just spilled milk all over.
- Teacher:** Pockets, only God can create a real animal. Today we heard a Bible story about creation. Class, why don't you tell Pockets about how **► God made us and our world?** *(Encourage children to describe the days of Creation and all the different things God created.)*
- Pockets:** Wow! God sure made a lot of stuff! And he did such a good job. I love to look at the stars and hop, hop, hop over the green grass.
- Teacher:** You're right, Pockets. God made a wonderful world for us to enjoy. Do you feel better now?
- Pockets:** Yes, I do. With all the real things God made, I don't need to worry about my stuffed animal. I think I'll take it back to my toy box now. 'Bye, everyone.

(Have children say goodbye.)

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■ **God Made the World**

SUPPLIES: CD player



Say: **Let's end class today by singing a thank you song to God for the wonderful world he made.** Lead the children in singing "God Made the World" (track 5) on the CD to the tune of "God Is So Good." Point to items on the *Creation poster* as you sing.



**God made the world.
God made the world.
God made the world.
God is good to me.**

**God made the day.
God made the night.
God made the light.
God is good to me.**

**God made the sea.
God made the sky.
God made the clouds.
God is good to me.**

**God made the plants.
God made the trees.
God made the flowers.
God is good to me.**

Say: **Do you remember our Bible verse? It's from Psalm 24:1, and it says, ►“The earth is the Lord's, and everything in it.” God made everything, and it all belongs to him. Now, let's talk to God. I'll begin praying, and then I'll stop for each of you to say one part of God's creation you're thankful for. Let's bow our heads. Pray: Dear God, we're so thankful ►you made us and our world. Thank you for sharing your world with us. I especially thank you for...** Pause and let children name things they're thankful for, such as oceans, mountains, or pets. **Thank you for every part of your wonderful world. In Jesus' name, amen.**

◀ BIBLE VERSE

◀ BIBLE POINT



Growing closer to Jesus extends beyond the classroom.

Photocopy the “Today I Learned...” handout (at the end of this lesson) for this week, and send it home with your children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

■ Lively Learning: “Days of Creation” Rhyme

Lead children in the “Days of Creation” rhyme. Say: **Let’s say the “Days of Creation” rhyme we learned in our lesson. It will help us remember how ►God made us and our world.**

One is for the day and night. God knew how to make them right! (*Hold up one finger.*)

Two is for the beautiful sky. God made it blue. Oh me, oh my! (*Hold up two fingers. Lift arms toward the sky.*)

Three is for each flower and tree. God made them all for you and me. (*Hold up three fingers. Point to someone and then to yourself.*)

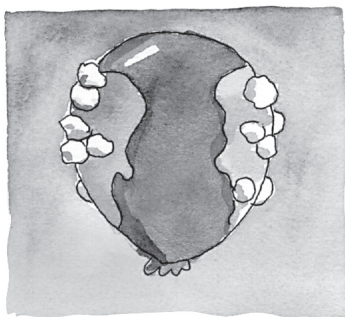
Four is for the moon and sun. God made them bright for everyone! (*Hold up four fingers. Hold arms above your head like a shining sun.*)

Five is for the birds and fish, with wings that fly and fins that swish! (*Hold up five fingers. Act out birds and fish.*)

Six is for animals; people; too. I’m glad that God made me and you! (*Hold up six fingers. Point thumbs at yourself; point index fingers at two others.*)

Seven is for God’s day of rest. I thank you, God, for the world you blessed. (*Hold up seven fingers. Fold hands and look up.*)

■ Make to Take: Tactile World



Set out balloons, tissue paper, cotton balls, scissors, glue, a bowl, and paintbrushes. In the bowl, dilute glue with water to a brushable consistency. Blow up and tie one balloon for each child. Invite children to turn their balloons into globes. Show them how to tear tissue paper to form continents; then have them brush glue where they’d like to place the continents. Demonstrate how to pull apart cotton balls to represent fluffy clouds. Tell children to be careful not to remove an item from the balloon once it has been glued on. (Warning: Discard any popped balloon pieces to avoid potential choking hazards.) Talk about all the wonderful things God did when ►God made us and our world.

■ Treat to Eat: Skies

Have children clean their hands with wet wipes or at a nearby sink. Let each child spoon a few blueberries into a cup and then squirt the “sky” with a “cloud” of whipped cream. As children enjoy their edible skies, remind them that ►God made us and our world.

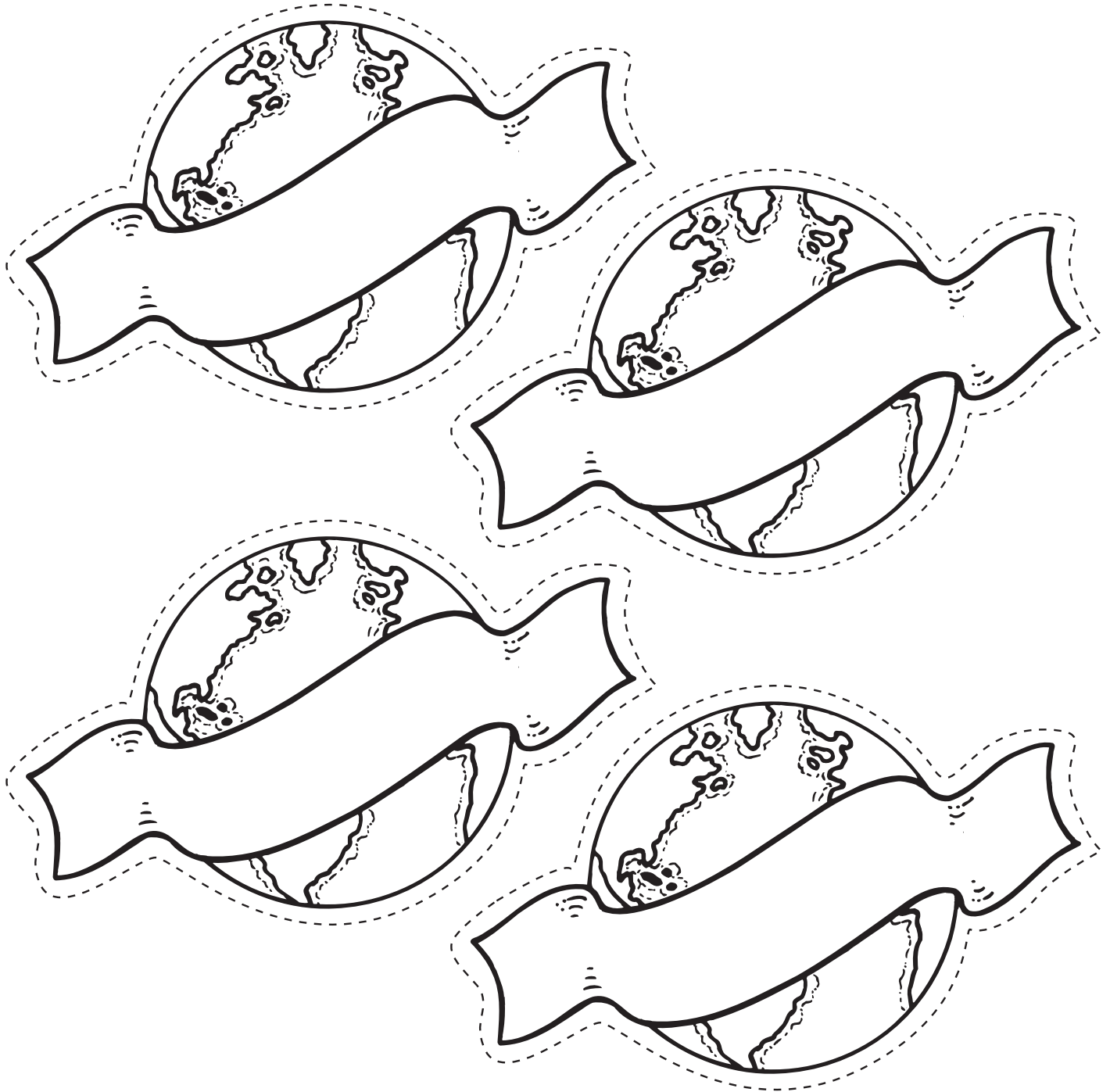


■ Story Picture: God Creates the World

Give each child a photocopy of the “Today I Learned...” handout. Set out markers, sand, and glue. Let children color the seas and the sky. Have them put glue on the continents of the world and then sprinkle sand on the glue.

World Name Tags

Photocopy this page and cut out the name tags. Have children color the water and the land, and then help them write their names in large letters.



Today I learned...

Today your child learned that God made us and our world. Children learned that God made all things and that God is the only Creator. Children talked about the beauty and wonder of God's creation.

God
made us and
our world.

Verse to Learn

"The earth is the Lord's, and everything in it" (Psalm 24:1a).

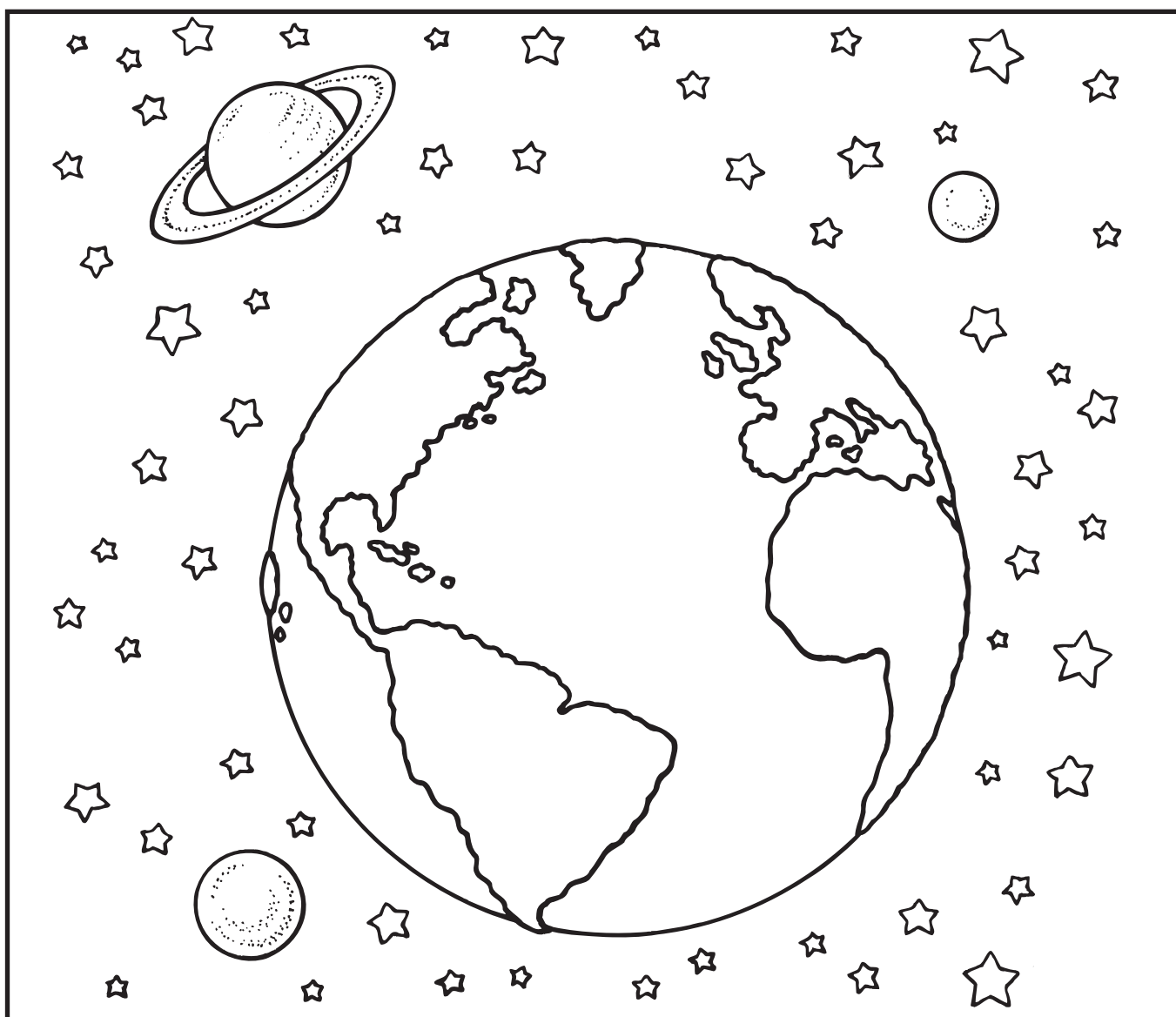
Ask Me...

- What was it like when God created the world?
- What are your favorite parts of God's creation?
- How can we let God know that we appreciate our beautiful world?

Family Fun

- Go outside and take a family nature walk. Collect a basket of nature items such as twigs, leaves, flowers, and nuts. Use your nature basket as a centerpiece on your table. Each mealtime it will remind you to thank God for the beautiful world he has made.

God Creates Our World (Genesis 1:1-25)





Teacher Guide

PRE-K & K (ages 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 Pre-K & K class will learn these important Bible lessons:

CREATION

| | |
|--------------------------|---|
| Genesis 1:1-25 | God made us and our world. |
| Genesis 1:26-27 | God made us special. |
| Genesis 1:28-31; 2:19-20 | God made us and wants us to take care of our world. |
| Genesis 3:1-24 | God made us and loves us even when we do wrong. |

NOAH

| | |
|-------------------|---|
| Genesis 6:5-17 | God is in charge and is sad when we do wrong. |
| Genesis 6:18-7:16 | God is in charge and we are his helpers. |
| Genesis 7:17-24 | God is in charge and watches over us. |
| Genesis 9:8-17 | God is in charge and keeps his promises. |

ABRAHAM

| | |
|----------------------|--|
| Genesis 12:1-5 | God wants us to trust him. |
| Genesis 12:6-9 | God wants us to trust him and worship him. |
| Genesis 15:5; 17:1-7 | God wants us to trust him all the time. |
| Genesis 21:1-7 | God wants us to trust him no matter what. |
| Genesis 22:1-18 | God wants us to trust and obey him. |

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