

Building on the Rock



A Biblical Christian Worldview and Bible Survey Curriculum for Grades 1-6

"The wise man built his house on rock." Matthew 7:24b

by
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Fellowship

Building a Relationship of Harmony With God Through Jesus, My Savior

Teacher Manual
Volume 1

Level 2



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FOREWORD

Opinions vary about Christian schools and the educational movement of which they are a part. From a negative perspective, Christian schools are regarded as reactionary institutions attempting to cocoon students from the perceived corrupting influences and problems of modern society. From a positive perspective, however, Christian schools can be models for educational excellence preparing students to enter society with a distinctively Christian worldview through which they can integrate their faith and academic knowledge. From this perspective of an integrated approach to education, students are enabled not only to remain firm in their faith, but also to make valuable contributions to society throughout their lives.

The goal of fusing students' Christian faith with a commitment to action in the marketplace of life is not easy to achieve, even for Christian schools committed to such an ideal. Three factors seem to inhibit students from developing an integrated Christian worldview. The first factor Christian schools are working against is the popular belief that both truth and the activities of life are either sacred or secular. This dichotomous view of truth and life is so culturally entrenched that students are unable to develop a holistic view of life and for life. They act out their daily routines in one or both of two distinct realms, the public secular arena and/or the private sacred arena rather than pursuing all activities with an understanding of the integrity of all dimensions of reality.

A second factor inhibiting students from developing an integrated Christian worldview comes from within the Christian school curriculum itself. It is a failure to develop a cohesive approach to the academic subjects and the religious subjects in the curriculum. The "spiritual dimensions" such as Bible study and chapel services are deemed sufficient in and of themselves to instill the right worldview and motivate students to Christian action. This lack of an integrated curriculum further entrenches dichotomous sacred/secular thinking.

A third factor inhibiting students from developing a distinctively Christian worldview results from the previous two: without an ability to think Christianly, students influenced by cultural and philosophical pluralism develop an eclectic worldview. Without a definitive worldview, students incorporate not only the predominate worldview of the culture but also elements of other views found in the global marketplace of ideas.

In his book *Subversive Christianity*, Brian Walsh confronts this inability to think Christianly when he writes that "our consciousness, our imagination, our vision have been captured by idolatrous perceptions and ways of life. The dominant worldview, the all-pervasive secular consciousness, has captured our lives."¹ Harry Blamires, a Christian apologist, echoes the same thought in his book *The Christian Mind* when he says that "except over a very narrow field of thinking, chiefly touching questions of strictly personal conduct, we Christians in the modern world accept, for the purpose of mental activity, a frame of reference constructed by the secular mind and a set of criteria reflecting secular evaluations."²

Regretfully, the observations of Walsh and Blamires are confirmed by the fact that many Christian school students and graduates cannot articulate or apply the biblical Christian worldview in their daily lives. Many waver in their faith when confronted with the carefully articulated arguments for secular humanism, Marxism, pantheism, and other non-Christian views.³ Swayed by popular culture, they have been taken "*captive through hollow and deceptive philosophy which depends on human tradition and the basic principles of this world rather than on Christ*" (*Colossians 2:8 NIV*).

Aware of this intense spiritual warfare for the minds of children and youth, Summit Ministries is committed to developing curricula that can help students articulate and apply the Christian worldview to every aspect of reality. A key strategy in this battle for the mind is the development of *Building on the Rock*, a worldview and Bible survey curriculum for children ages 6 to 12 that cohesively presents the affirmations of the Christian worldview within the historic biblical truths of creation, fall, and redemption. My prayer is that those who embark on this educational endeavor will find it not only rewarding, but will know that their investment in the children they teach will not return void, either in this world or in the world to come.

John Hay
Summit Ministries
March 2004

NOTES

1. Brian Walsh, *Subversive Christianity* (Bristol: Regis Press, 1992), p. 28.
2. Harry Blamires, *The Christian Mind* (1963, Ann Arbor, Servant Books, reprinted., 1978), p. 4.
3. Gary Railsback, *An Exploratory Study of the Religiosity and Related Outcomes Among College Students: A Ph.D. Dissertation* (Los Angeles: UCLA, 1994).

INTRODUCTION

SUMMIT MINISTRIES

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times and to know what it means to think Christianly in every area of life. A key strategy for training has been the development of comparative worldview curriculum materials, including the centerpiece, *Understanding the Times*, by Dr. David Noebel. This comprehensive text for older teens and adults examines ten academic disciplines within a framework of four worldviews including Marxism, Secular Humanism, Cosmic Humanism, and Biblical Christianity. Curriculum materials for the one-year course include the student text and study guide, a teacher's guide, and videotapes related to contemporary issues.

For younger teens, *The Lightbearer's Christian Worldview Curriculum* provides an introduction to comparative worldview studies using an abridged edition of *Understanding the Times*. This one-year curriculum also includes videos and supplemental materials.

Building on the Rock is designed for students 6 to 12 years old. The purpose of this unique curriculum is to help children begin to formulate and apply a biblical worldview at an early age. It lays the groundwork for later comparative worldview studies at the secondary and higher levels of education.

THE RATIONALE

Children form beliefs and values early in life and bring these to school and into the classroom. These foundational beliefs and values influence how students interpret knowledge and govern how they act. *Building on the Rock* is designed to help students interpret knowledge and build foundational beliefs and values from a Christian perspective. In an age of competing worldviews, this curriculum will help young students formulate a biblical perspective of the world and then live accordingly.

THE GOALS

The goals for *Building on the Rock* are based on the understanding that no worldview curriculum can or should provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for them to apply what they have learned. Ultimately, students must individually embrace biblical truth and act on it as they are enabled by the power of the Holy Spirit. Within these parameters, the goal of this curriculum is to help young students begin to develop a cohesive Christian worldview through which they can interpret the world around them and respond biblically to it in their thinking and doing.

THE DESIGN

A Correlated Worldview and Bible Survey Curriculum

A common concern among many Christian school Bible teachers is that after several years of religious education or biblical studies, students neither understand the relationships between the Bible facts they have memorized, nor can they link them with a clearly defined Christian worldview. Bible stories such as the exodus, David and Goliath, and Paul's missionary journeys remain unrelated and of little value to real-life issues. This disjointed perspective re-enforces the sacred/secular dichotomy and inhibits the development of a Christian worldview. *Building on the Rock* is a correlated worldview and Bible survey curriculum that examines the major events and truths of the Bible holistically within the Christian worldview. As the framework for the Bible survey, the worldview component is designed to be taught in the first two-thirds of the school year and the Bible survey in the last third.

A correlated worldview and Bible survey accommodates the limited time slots Christian schools have for incorporating Bible or religious education studies into schedules already filled with state required subjects. Schools that already offer a Bible survey course and want to add specific worldview studies often encounter a

time factor dilemma. The correlated approach of *Building on the Rock* which can be taught in a single time slot provides a workable solution.

GENERAL FORMAT FOR THE WORLDVIEW CURRICULUM

THE SIX SECTIONS OF BUILDING ON THE ROCK

The biblical worldview curriculum for Grades 1 through 6 is divided into six Sections designed to help students understand the essential affirmations of the biblical Christian worldview within a framework of the four relationships of creation--people's relationship with God, with themselves, with others, and with the earth.

Section 1, entitled *Wisdom*, lays the foundation for the study by presenting the biblical perspective of God and truth. The relational nature of God and the personal nature of truth as expressed in Christ are emphasized.

Sections 2 through 5, entitled *Fellowship, Image-Bearing, Servanthood, and Stewardship*, focus on the four relationships of creation. Each section contains four Units of study developed within the biblical framework of creation, fall, and redemption. The first two Units within each Section address God's creational intent for the relationship. The third Unit focuses on the effects of the fall on the relationship, and the fourth on the redemption and restoration of the relationship through the atoning work of Christ.

Section 6 of the Worldview Curriculum introduces students to the essential components of all worldviews and prepares them for *The Lightbearer's Christian Worldview Curriculum* in Grade 7.

Each section of the worldview part of *Building on the Rock* is color coded. The key themes and color codes of each Section are listed below.

Section 1: WISDOM (Purple)

Building the Foundation of My Life on God, My Rock, by Knowing, Loving, and Obeying Him

*The fear of the Lord is the beginning of wisdom and knowledge of the Holy One is understanding. Proverbs 9:10
"Everyone who hears my words and obeys them is like a wise man who built his house on rock." Matthew 7:24 NCV*

Key themes:

The nature and apprehension of truth
The revelation of truth
The attributes and character of God
The Trinity
God the Creator
The aspects and nature of creation

Section 2: FELLOWSHIP (Red)

Building a Relationship of Harmony With God When I Believe Jesus Is God's Son and My Savior

*... the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that persons lives in God. 1 John 4:14-15 NCV
And our fellowship is with the Father and with his Son, Jesus Christ. 1 John 1:3 NIV*

Key themes:

The origin of people
The purpose of people
The finite, dependent nature of people
The nature of fellowship with God
The fall and fellowship
The moral nature of people

The origin and nature of sin
The consequences of sin
Redemption and fellowship
The meaning and purpose of the atonement
The nature of the new birth and fellowship with God

Section 3: IMAGE-BEARING (Orange)

Building a Relationship of Harmony With Myself as I Become More Like Jesus

We all show the LORD'S glory, and we are being changed to be like him. 2 Corinthians 3:18
So God created man in his own image, in the image of God he created him. Genesis 1:27 NIV
... the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that persons lives in God. 1 John 4:14-15.

Key themes:

People as image-bearers of God
The worth and dignity of people
The basis of self-worth
The nature of our relationship with self
The fall and image-bearing
The nature of our marred image
The consequences of sin on our relationship with self
Redemption and image-bearing
The positional characteristics of the new creation in Christ
The renewing and maturing of the new creation in Christ

Section 4: SERVANTHOOD (Blue)

Building a Relationship of Harmony With Others as I Serve Them in Love

... whoever wants to become great among you must be your servant." Mark 10:43 NIV
... serve one another in love." Galatians 5:13 NIV

Key themes:

The social nature of people
The family
The government
The nature of the social/servant relationship with others
The fall and servanthood
The characteristics of broken relationships with others
The family and the nation as affected by the fall
Redemption and servanthood
The origin and nature of the church
The role of the church including the Great Commandment and the Great Commission

Section 5: STEWARDSHIP (Green)

Building a Relationship of Harmony With Creation as I Appreciate It and Care for It

God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it." Genesis 1:28 NIV
You made him ruler over the works of your hands; you put everything under his feet. Psalm. 8:6 NIV

Key themes:

The dimensions and nature of the creation
God's sustaining relationship with creation
The cultural mandate and stewardship
The fall and stewardship
The effects of the fall on nature
The sin nature of people and stewardship of the earth

Redemption and stewardship
 The nature of the atonement in relation to the earth
 The role of people in the redeemed order prior to the return of Christ
 The glorified order and the restoration of nature

Section 6: THE WORLD OF WORLDVIEWS
 An Introduction to the Concept of Worldviews

See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of the world rather than on Christ. Colossians 2:8 NIV

Key themes:

- The meaning of worldview
- The functions of a worldview
- The characteristics of a worldview
- The ingredients of a worldview
- Forming a worldview
- Evaluating a worldview

A FIVE-YEAR SPIRAL CURRICULUM SEQUENCE

Designed to coordinate with the first six years of primary American education (ages 6-12), *Building on the Rock* includes six Sections of study in both the Worldview and Bible Survey components. A spiral sequence for Grades 1 through 5 assures that students receive continuing worldview and correlating Bible content at age-appropriate levels of difficulty. Each grade level concentrates on one of the five Sections of the curriculum and either reviews or introduces the other four. This approach helps students see the “big picture” of the five-year study and assures that concepts are developed and reinforced at each grade level. The spiral sequence also benefits students who enter the curriculum at different grade levels. The theme for Grade 6, *An Introduction to Worldviews*, stands alone and prepares students for *The Lightbearer’s Curriculum* in the middle grades.

	WISDOM	FELLOWSHIP	IMAGE-BEARING	SERVANT-HOOD	STEWARDSHIP	WORLDVIEW
Grade 1	FOCUS	Intro	Intro	Intro	Intro	-
Grade 2	Review	FOCUS	Intro	Intro	Intro	-
Grade 3	Review	Review	FOCUS	Intro	Intro	-
Grade 4	Review	Review	Review	FOCUS	Intro	-
Grade 5	Review	Review	Review	Review	FOCUS	-
Grade 6	-	-	-	-	-	FOCUS

MATERIALS FOR THE WORLDVIEW CURRICULUM

THE TEACHER MANUAL

The two volume Teacher Manual for the worldview component of *Building on the Rock* includes the following features:

UNIT OVERVIEWS

Each of the Twenty Units of study contains a Unit Overview that develops one of twenty affirmations of the biblical Christian worldview. The Unit Overviews are designed to help teachers become familiar with biblical doctrines and truths pertinent to each affirmation. Each Overview includes these helpful features:

Heading

Section Banner, color coded to identify and define the Section
Unit Number and Title
Memory Verses for the Section, the Unit, and the Character Response
Symbol for the Unit Biblical Truth

Introduction

An explanation of the Unit Theme and Character Response

Biblical Truth

Basic affirmations of the biblical Christian worldview stated concisely and then expanded for clarification

Memory Verses

Age-appropriate Memory Verses for each Section, Unit, Lesson, and Character Response

Symbol Representing the Unit's Biblical Truth

A musical note motif to help students visualize the Unit Biblical Truth
Includes explanation and Bible references for each part of the Symbol

Key Themes

Essential Worldview Themes relative to the Section and the Unit

Objectives

Cognitive and affective aims related to each Unit of study

Key Concepts

Basic theological and cultural concepts cogent to the objectives of each lesson--explanations and background information on relevant biblical doctrines and truths to facilitate lesson preparation, help teachers answer student questions, and to supplement lesson activities

Bible Stories and References

An extensive list of correlated Bible stories for reinforcing each Unit theme

Character Response

A selected character trait for personal application related to the Biblical Truth developed throughout a Unit

Supplementary Resources

A bibliography of children's books related to the Unit focus

LESSON PLANS

Detailed plans are included for every Lesson of *Building on the Rock*. To achieve the goals of the curriculum, teachers should be familiar with the lesson plan format and content. Lesson plans are not scripted; thus teachers need to internalize the concepts so that they can teach them in their own words. Lesson plans include the following helpful features as a guide:

Lesson Number, Title, and Subtitle--includes an informal Title and a formal Subtitle

Preparing to Teach--includes the following preparatory information:

The Introduction--a very brief overview of the lesson

Memory Verses--a verse for the Section, the Unit, the Lesson, and the Character Trait

Objectives--goals specific to the lesson

Materials--an itemized list of teaching materials needed for each lesson, including the Worldview Model, Posters, Teaching Cards from the Visuals File Box, Blackline Masters to duplicate, and items for the teacher to collect or prepare

Developing the Comprehension--a list of relevant Activity Sheets in the Student Workbook and suggestions for Hands On Activities designed to reinforce comprehension of lesson content

Making the Application--a list of relevant Activity Sheets in the Student Workbook and suggestions for Community Extension Activities designed to help students apply the concepts of the lesson to real life

Teaching the Lesson--a carefully designed sequence of questions, visual presentations, discussion questions, and student activities to guide teachers in an orderly presentation of the lesson and its concepts. Although the plan is not a verbatim teacher script, the lesson sequences frequently include the following prompts:

Explain . . . allowing teachers to use their own words to bring understanding to a concept

Lead the discussion to focus on . . . allowing teachers to direct student responses toward an essential concept being presented

Ascertain students' understanding . . . allowing teachers to use certain activities and questions to determine students' readiness for learning a concept

Lesson presentation includes the following organizational features:

Review--an overview of the previous Lesson; Unit Reviews follow completion of each Unit

Setting the Stage--questions, activities, and demonstrations to help students link prior experience to the unknown elements of the new lesson and to heighten curiosity and interest in the new concepts

Disclosure--a sequence of topics designed to develop the lesson's essential themes through questions, discussions, stories, Scripture readings, and demonstrations; includes development of comprehension and application activities

Summary--a recapitulation of the lesson's highlights

Prayer--a suggested theme for prayer to conclude the lesson

Character Response--a suggested character trait students can incorporate into their lives in response to their new understanding of the Biblical Truth emphasized in each lesson

THE STUDENT WORKBOOK

The Worldview Student Workbook that accompanies *Building on the Rock* includes five types of Activity Sheets created around the cartoon character Wise William for developing comprehension and applying the concepts and Biblical Truth emphasized in each Lesson. Each Activity Sheet includes a key question for class discussion and directions for the student.

The Worldview Student Workbook includes the following Activity Sheets:

The Main Points--to reinforce the main concepts presented through story sequencing, picture-word matches, and other activities

Say It With Symbols--Coloring, discussion and writing activities which reinforce the Biblical Truth of each unit as symbolized by a musical note motif

Picture It--to summarize lesson concepts through discussion and coloring

Hiding God's Word--to reinforce Bible memorization and to encourage students to involve their parents in helping at home with memory work

Thinking About It--to promote personal internalization and application of lesson concepts

THE VISUALS FILE BOX

A tab-indexed Visuals File Box containing coded and numbered Visual Aid Cards is provided for each grade level. The Cards are color coded by Section and numbered sequentially by Lesson in the upper left corner for easy access and filing. The Visuals File Box contains the following Visual Aid Cards:

Biblical Truth Couplets--simple rhymes designed to help students remember each of the Twenty Biblical Truths

Section Memory Verse Cards

Biblical Truth (Unit) Memory Verse Cards

Lesson Memory Verse Cards

Word Cards--key words and phrases related to each lesson

Definition Cards--definitions of key words related to each lesson

Scripture Cards--Scripture passages related to each Topic of the lesson

Picture Cards--pictures related to each lesson

Character Trait Word Cards--key Character Trait developed in each Unit

Character Trait Definition Cards--definition of each Character Trait

Character Trait Memory Verse Cards--primary memory verse for each Character Trait

Blackline Masters--photocopying masters for visuals and hands on student activities

Note: For large classes, overhead transparencies may be created from the Visual Aid Cards.

THE WORLDVIEW MODEL

The basic framework of biblical thought within the Christian worldview contends that God interacts personally with His creation. Based on this framework, *Building on the Rock* emphasizes the relationships expressed in the doctrines of God, creation, the fall, and redemption. The relational unity of the Godhead is reflected in the integrity of all aspects of creation. This unity is experienced personally in the harmonious relationships God ordained people to have with Him, with themselves, with others, and with nature. As a result of the fall, each of these personal relationships was marred. In redemption, each relationship is restored in harmony as God's shalom and healing is channeled through the atoning work of Christ.

The Worldview Model or House of Truth that accompanies *Building on the Rock* is designed to portray the essential tenets of Christian belief within the context of relationships. Specifically it is designed to illustrate God's creational intent for each relationship, the effects of the fall on each relationship, and the effects of redemption on each relationship. The Worldview Model, when used properly, will enable students to "see" representationally the essential affirmations of the Christian worldview.

The Worldview Model is designed like a house that students and teachers build together. Each component of the house represents one or more affirmations of the biblical Christian worldview. Students are encouraged to follow Wise William as he constructs his House of Truth upon the Rock of Truth, God and His Word. As each Section of the curriculum is taught, the building blocks of the house are put in place. The blocks are color coded to correspond to the color of each Section of the curriculum. Teachers are encouraged to allow students to work with Wise William's House of Truth not only during the lesson, but also at other times of the day when appropriate. The Teacher Manual and Curriculum Kit provide instructions for assembling the Worldview Model and caring for it. The Worldview Model includes the following building blocks:

The Rock of Truth Representing God and His Word--Gold (1 piece)

The Rock foundation upon which Wise William builds his house

The Foundation of Wisdom Representing the Nature and Character of God--Purple (5 blocks)

One block defines the Wisdom Section and four blocks representing Biblical Truths 1 through 4 display truths about God.

The Fellowship Wall Representing Our Relationship with God--Red (6 blocks)

The base block defines the Fellowship Section. Two pillars, representing Biblical Truths 5 and 6, display truths about God's design for our relationship with Him. The third pillar, representing Biblical Truth 7, describes the effects of the fall on fellowship. The fourth pillar, representing Biblical Truth 8, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Image-Bearing Wall Representing Our Relationship with Ourselves--Orange (6 blocks)

The base block defines the Image-Bearing Section. Two pillars, representing Biblical Truths 9 and 10, display truths about God's design for our relationship with ourselves. The third pillar, representing Biblical Truth 11, describes the effects of the fall on image-bearing. The fourth pillar, representing Biblical Truth 12, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Servanthood Wall Representing Our Relationships with Others--Blue (6 blocks)

The base block defines the Servanthood Section. Two pillars, representing Biblical Truths 13 and 14, display truths about God's design for our relationship with others. The third pillar, representing Biblical Truth 15, describes the effects of the fall on servanthood. The fourth pillar, representing Biblical Truth 16, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Stewardship Wall Representing Our Relationship with the Earth--Green (6 blocks)

The base block defines the Stewardship Section. Two pillars, representing Biblical Truths 17 and 18, display truths about God's design for our relationship with the earth. The third pillar, representing Biblical Truth 19, describes the effects of the fall on stewardship. The fourth pillar, representing Biblical Truth 20, describes the effects of redemption. The header block includes the curriculum theme verse, *Matthew 7:24*.

The Roof of Character--Gold (1 piece)

The roof bears the names of the Twenty Character Traits learned in conjunction with the Twenty Biblical Truths presented throughout *Building on the Rock*.

SYMBOL CARDS

Twenty laminated Symbol Cards represent the Twenty Biblical Truths presented in *Building on the Rock*. The nature of God and truth and the concepts of harmony, disharmony, and the restoration of harmony within the four relationships of creation are depicted using the symbols of musical notes. The cards are color-coded to correlate with their respective sections of the curriculum.

Section 1--Wisdom: Four purple bordered Symbol Cards representing Biblical Truths 1-4

Section 2--Fellowship: Four red bordered Symbol Cards representing Biblical Truths 5-8

Section 3--Image-Bearing: Four orange bordered Symbol Cards representing
Biblical Truths 9-12

Section 4--Servanthood: Four blue bordered Symbol Cards representing Biblical Truths 13-16

Section 5--Stewardship: Four green bordered Symbol Cards representing Biblical Truths 17-20

Instructions for using the Symbol Cards are included in the Teacher Manual. As students construct the Worldview Model or House of Truth during the term, teachers are encouraged to allow them to match the Symbol Cards with the respective building blocks of the Model. Symbol Cards can be reproduced and mounted on the four walls of the classroom, corresponding to the four walls and foundation of the Model, thus creating a visual reminder of the essential affirmations of the biblical Christian worldview. As students explore concepts from other subjects, they can begin to interpret and integrate them within the framework of the Christian worldview.

WORLDVIEW POSTERS

Four Worldview Posters help students visualize the relational dimensions of the biblical Christian worldview. Posters 1 and 2 symbolically depict God's intent for our relationship with Him, with ourselves, with others, and with the earth. Poster 3 depicts the effects of the fall on each relationship. Poster 4 depicts the effects of redemption on each relationship. Woven throughout the Worldview Posters are musical staves and notes in various states of harmony and disharmony. The musical note motif depicting the concept of harmony and disharmony in our relationships is carried through the Symbol Cards and the Days of Creation Posters as well as the Worldview Posters.

The Worldview Posters are symbolic. The Teacher Manual provides the interpretive framework for each one. Teachers are encouraged to allow students to look for and interpret the biblical truths contained within each Poster.

DAYS OF CREATION POSTERS

Eleven Days of Creation Posters help students visualize the creation. The Teacher Manual provides instructions for their use. Blackline drawings of the Creation Posters are included in the Student Workbook for coloring and in the Visuals File Box for duplicating and making overhead transparencies.

BOOKS OF THE BIBLE POSTERS

Five Books of the Bible Posters help students visualize the names and distribution of the books of the Bible. As Scripture Cards for each lesson are read, teachers can correlate the Scripture reference with its location in the Bible and on the appropriate Bible Poster.

BIBLICAL TRUTH COUPLETS CD

Each curriculum package contains a CD of the Biblical Truth Couplets set to music to aid in student memorization.

3 IN 1, A PICTURE OF GOD

Each curriculum package includes one copy of Joanne Marxshausen's book *3 in 1, A Picture of God*. This children's book supplements the content of Unit 3, *God is God the Father, God the Son, and God the Holy Spirit*.

TUNING FORK

A small Tuning Fork is included in each curriculum package. The tuning fork is used throughout the curriculum to illustrate the attributes of God and to help students grasp the concepts of harmony and disharmony within the relationships of creation. The Teacher Manual provides instructions for its use.

INTERNATIONAL CHILDREN'S BIBLE

A copy of the *International Children's Bible* by Tommy Nelson is included in the curriculum package for teacher reference. Most Scripture passages in *Building on the Rock* are taken from this translation which was developed with young children in mind.

WORLDVIEW CURRICULUM 24 WEEK/120 DAY SYLLABUS

SECTION 1: WISDOM Units 1-4 Lessons 1-4

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
1	1	1--Part 1	Unit 1 Overview: p. 1 Preparing to Teach: p. 9 Part 1--Setting the Stage: p. 12 Disclosure--Topic 1: p. 13 Topic 2: p. 14 Topic 3: p. 15	Group Activity/Discussion: TM p. 12
2	1	1--Part 2	Part 2--Setting the Stage: p. 16 Disclosure--Topic 1: p. 17	Picture It: p. 1 Hiding God's Word: p. 2
3	1	1--Part 3	Part 3--Setting the Stage: p. 20 Disclosure--Topic 1: p. 22 Topic 2: p. 23	Picture It: p. 3 Hiding God's Word: p. 4
4	1	1--Part 3	Disclosure--Topic 3: p. 25 Topic 4: p. 26	
5	1	1--Part 4	Part 4--Setting the Stage: p. 28 Disclosure--Topic 1: p. 29 Summary: p. 31 Character Response: p. 34	Say It With Symbols: p. 5
6	2	2	Unit 2 Overview: p. 37 Preparing to Teach: p. 47 Review of Lesson 1: p. 49 Setting the Stage: p. 52 Disclosure--Topic 1: p. 52 Topic 2: p. 53	The Main Points: p. 6 Group Activity: TM p. 49 Group Discussion: TM p. 49
7	2	2	Disclosure--Topic 3: p. 54 Topic 4: p. 56 Topic 5: p. 57	The Main Points: p. 7
8	2	2	Disclosure--Topic 6: p. 59 Topic 7: p. 60 Topic 8: p. 61 Topic 9: p. 62	The Main Points: p. 8
9	2	2	Disclosure--Topic 10: p. 63 Summary: p. 64 Character Response: p. 65	Picture It: p. 9 Hiding God's Word: p. 10 Say It With Symbols: p. 11

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
10	3	3	Unit 3 Overview: p. 67 Preparing to Teach: p. 75 Review of Lesson 2: p. 78 Setting the Stage: p. 79 Disclosure--Topic 1: p. 80 Topic 2: p. 81	Say It With Symbols: pp. 12-14
10	3	3	Disclosure--Topic 3: p. 82	
11	3	3	Disclosure--Topic 4: p. 83	Hands On Activity: TM p. 77 Group Activity: TM p. 78
12	3	3	Disclosure--Topic 5: p. 87 Summary: p. 89 Character Response: p. 92	Picture It: p. 15 Hiding God's Word: p. 16 Say It With Symbols: p. 17
13	4	4--Part 1	Unit 4 Overview: p. 95 Preparing to Teach: p. 103 Review of Lesson 3: p. 106 Part 1--Setting the Stage: p. 109 Disclosure--Topic 1: p. 109	Group Activity: TM p. 106 Picture It: p. 18 Say It With Symbols: p. 19 Hiding God's Word: p. 20
14	4	4--Part 2	Disclosure--Topic 2: p. 114 Part 2--Setting the Stage: p. 116 Disclosure--Topic 1: p. 117	Picture It: p. 21 Picture It: p. 22 Group Discussion: TM p. 106
15	4	4--Part 2	Disclosure--Topic 2: p. 121 Summary: p. 126 Character Response: p. 127	Picture It: p. 23

SECTION 2: FELLOWSHIP
Units 5-8
Lessons 5-25

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
16	5	5	Unit 5 Overview: p. 129 Preparing to Teach: p. 139 Review of Section 1: p. 141	Say It With Symbols: p. 24
17	5	5	Introduction to Fellowship: p. 147 Summary: p. 152	Picture It: p. 25 Hiding God's Word: p. 26
18	5	6--Part 1	Preparing to Teach: p. 153 Review of Lesson 5: p. 156 Setting the Stage: p. 158	Group Activity: TM p. 155
19	5	6--Part 1	Disclosure--Topic 1: p. 159 Topic 2: p. 160 Summary: p. 162	Picture It: p. 27 Say It With Symbols: p. 28 Hiding God's Word: p. 29
20	5	6--Part 2	Setting the Stage: p. 164 Disclosure--Topic 1: p. 164 Topic 2: p. 166	Picture It: p. 30-31
21	5	6--Part 2	Disclosure--Topic 3: p. 168 Summary: p. 170	Picture It: p. 32 Hiding God's Word: p. 33 Group Activity: TM p. 155 Community Extension: TM p. 155
22	5	7	Preparing to Teach: p. 173 Review of Lesson 6: p. 175 Setting the Stage: p. 178	Picture It: pp. 34-35 Community Extension: TM p.175
23	5	7	Disclosure--Topic 1: p. 179 Topic 2: p. 180 Topic 3: p. 181 Topic 4: p. 182 Topic 5: p. 183 Summary: p. 184	Hiding God's Word: p. 36 The Main Points: p. 37 Thinking About It: p. 38
24	5	7	Character Response 1: p. 185	Hiding God's Word: p. 39 Group Activity: TM p. 175
25	5	8	Preparing to Teach: p. 187 Review of Lesson 7: p. 189 Setting the Stage: p. 190	Picture It: pp. 40-41
26	5	8	Disclosure--Topic 1: p. 191 Topic 2: p. 192	The Main Points: p. 42

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
27	5	8	Disclosure--Topic 3: p. 194 Topic 4: p. 195 Topic 5: p. 197 Summary: p. 198	The Main Points: p. 43
28	5	8	Character Response 2: p. 199	Hiding God's Word: p. 44 Group Activity: TM p. 189 Community Extension: TM p. 189
29	5	9	Preparing to Teach: p. 201	Picture It: pp. 45-46
30	5	9	Review of Lesson 8: p. 203 Setting the Stage: p. 204 Disclosure--Topic 1: p. 206 Topic 2: p. 208	Picture It: pp. 47-49
31	5	9	Disclosure--Topic 3: p. 210 Topic 4: p. 212	Picture It: pp. 50-51 Group Activity: TM p. 203
32	5	9	Summary: p. 215 Character Response 3: p. 218	Hiding God's Word: p. 52 The Main Points: p. 53 Community Extension: TM p. 203
33	6	10	Unit 6 Overview: p. 219 Preparing to Teach: p. 229 Review of Unit 5: p. 231 Review of Lesson 9: p. 233 Introduction to Unit 6: p. 234	Picture It: p. 54 Say It With Symbols: p. 55 Hiding God's Word: p. 56 Group Activity: TM p. 231
34	6	11	Preparing to Teach: p. 239 Review of Lesson 10: p. 242 Setting the Stage: p. 244 Disclosure--Topic 1: p. 246	Picture It: p. 57
35	6	11	Disclosure--Topic 2: p. 247 Topic 3: p. 249	The Main Points: p. 58 Group Activity: TM pp. 241-242 Community Extension: TM p. 242
36	6	11	Disclosure--Topic 4: p. 251 Summary: p. 254	Hiding God's Word: p. 59 Picture It: p. 60 Thinking About It: p. 61 Group Activity: TM pp. 241-242
37	6	12	Preparing to Teach: p. 257 Review of Lesson 11: p. 260 Setting the Stage: p. 261 Disclosure--Topic 1: p. 262	Group Activity: TM p. 259 <i>Discussion: I Think Letters to God 1</i>

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
38	6	12	Disclosure-- Topic 2: p.266	The Main Points: p. 62 The Main Points: p. 63 Group Activity: TM p. 259 <i>Discussion: I Feel Letters to God 2</i>
39	6	12	Disclosure--Topic 3: p. 270	Group Activity: TM p. 259 <i>Discussion: I Choose Letters to God 3</i>
40	6	12	Disclosure--Topic 4: p. 274	The Main Points: p. 64 The Main Points: p. 65 Hiding God's Word: p. 66 Group Activity: TM p. 259 <i>Discussion: I Know Right from Wrong Letters to God 4</i>
41	6	12	Summary--p. 278 Character Response 1: p. 279	Hiding God's Word: p. 67
42	6	13	Preparing to Teach: p. 281 Review of Lesson 12: p. 284 Setting the Stage: p. 285 Disclosure--Topic 1: p. 286	The Main Points: p. 68 Group Activity: TM p. 284 Community Extension: TM p. 284
43	6	13	Disclosure--Topic 2: p. 291	The Main Points: p. 69 Group Activity: TM p. 284 Community Extension: TM p. 284
44	6	13	Disclosure--Topic 3: p. 296 Topic 4: p. 298	The Main Points: p. 70 Thinking About It: p. 71 Hiding God's Word: p. 72 Group Activity: TM p. 284 Community Extension: TM p. 284
45	6	13	Summary: p. 299 Character Response 2: p. 301	The Main Points: p. 73
46	6	14	Preparing to Teach: p. 303 Review of Lesson 13: p. 306 Setting the Stage: p. 307	
47	6	14	Disclosure--Topic 1: p. 310 Topic 2: p. 312	The Main Points: p. 74 The Main Points: p. 75 Group Activity: TM p. 305 <i>What Do I Need? (Peace & Comfort)</i>
48	6	14	Disclosure--Topic 3: p. 314	The Main Points: p. 76

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
49	6	14	Disclosure--Topic 4: p. 316	The Main Points: p. 77 Hiding God's Word: p. 78 Group Activity: TM p. 305 <i>What Do I Need? (Wisdom & Love and Acceptance)</i>
50	6	14	Summary: p. 319 Review of Biblical Truth 6: p. 320 Character Response 3: p. 322	Thinking About It: p. 79 Group Activity: TM p. 305 Community Extension: TM p. 306
51	7	15	Unit 7 Overview: p. 323 Preparing to Teach: p. 333 Review of Fellowship and Biblical Truth 6: p. 335 Review of Lesson 14: p. 337	Group Activity: TM p. 335
52	7	15	Introduction to Unit 7: p. 339 Summary: p. 342	Picture It: p. 80 Say It With Symbols: p. 81 Hiding God's Word: p. 82
53	7	16	Preparing to Teach: p. 345 Review of Lesson 15: p. 348 Setting the Stage: p. 349	Picture It: p. 83 Hiding God's Word: p. 84 Group Activity: TM p. 347
54	7	16	Disclosure--Topic1: p. 353	The Main Points: p. 85
55	7	16	Disclosure--Topic 2: p. 356	The Main Points: p. 86 The Main Points: p. 87 Group Activity: TM p. 347
56	7	16	Disclosure--Topic 3: p.360 Summary: p. 365 Character Response 1: p. 366	The Main Points: p. 88 The Main Points: p. 89 Hiding God's Word: p. 90 Community Extension: TM p. 348
57	7	17	Preparing to Teach: p. 369 Review of Lesson 16: p. 372 Setting the Stage: p. 373 Disclosure--Topic 1: p. 374	The Main Points: p. 91
58	7	17	Disclosure--Topic 2: p. 378	Thinking About It: p. 92 Group Activity: TM p. 371
59	7	17	Disclosure--Topic 3: p. 380	Picture It: pp. 93-95 Hiding God's Word: p. 96
60	7	17	Summary: p. 385 Character Response 2: p. 387	Group Activity: TM p. 372

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK GROUP ACTIVITIES
61	7	18	Preparing to Teach: p. 389 Review of Lesson 17: p. 391 Setting the Stage: p. 393 Disclosure--Topic 1: p. 394 Topic 2: p. 396	The Main Points: p. 97
62	7	18	Disclosure--Topic 3: p. 398 Topic 4: p. 399	The Main Points: p. 98
63	7	18	Disclosure--Topic 5: p. 401 Summary: p. 402 Character Response 3: p. 403	Thinking About It: p. 99 Hiding God's Word: p. 100 Group Activity: TM p. 391
64	7	19	Preparing to Teach: p. 405 Review of Lesson 18: p. 407 Setting the Stage: p. 408 Disclosure--Topic 1: p. 409 Topic 2: p. 410	The Main Points: p. 101 Group Activity: TM p. 406
65	7	19	Disclosure--Topic 3: p. 412 Topic 4: p. 413 Topic 5: p. 415	The Main Points: p. 102 Community Extension: TM p. 407
66	7	19	Summary: p. 417	Picture It: p. 103 Thinking About It: p. 104 Thinking About It: p. 105 Hiding God's Word: p. 106
67	8	20	Unit 8 Overview: p. 421 Preparing to Teach: p. 433 Review of Unit 7: p. 436 Review of Lesson 19: p. 438	Group Activity: TM p. 435
68	8	20	Introduction to Unit 8: p. 439 Summary: p. 441	Picture It: p. 107 Say It With Symbols: p. 108 Hiding God's Word: p. 109
69	8	21	Preparing to Teach: p. 443 Review of Lesson 20: p. 445 Setting the Stage: p. 446 Disclosure--Topic 1: p. 448	Picture It: p. 110 The Main Points: p. 111 Group Activity: TM p. 445
70	8	21	Disclosure--Topic 2: p. 450 Topic 3: p. 451	The Main Points: p. 112 The Main Points: p. 113 Group Activity: TM p. 444
71	8	21	Summary: p. 453	Thinking About It: p. 114 Picture It: p. 115-116 Hiding God's Word: p. 117 Community Extension: TM p. 445

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK GROUP ACTIVITIES
72	8	22	Preparing to Teach: p. 455 Review of Lesson 21: p. 458 Setting the Stage: p. 459 Disclosure--Topic 1: p. 461	Hiding God's Word: p. 118 Picture It: pp. 119-120
73	8	22	Disclosure--Topic 2: p. 463 Topic 3: p. 465	Picture It: pp. 121-24 Group Activity: TM p. 457
74	8	22	Summary: p. 467 Character Response 1: p. 468	The Main Points: p. 125 Hiding God's Word: p. 126 Group Activity: TM p. 457 Community Extension: TM p. 457
75	8	23	Preparing to Teach: p. 471 Review of Lesson 22: p. 473 Setting the Stage: p. 475 Disclosure--Topic 1: p. 476	The Main Points: pp. 127-128
76	8	23	Disclosure--Topic 2: p. 478	Picture It: pp. 129-130 Hiding God's Word: p. 131
77	8	23	Summary: p. 481 Character Response 2: p. 482	Group Activity: TM p. 473
78	8	24	Preparing to Teach: p. 483 Review of Lesson 23: p. 485 Setting the Stage: p. 486 Disclosure--Topic 1: p. 489	The Main Points: p. 132 Group Activity: TM p. 485
79	8	24	Disclosure--Topic 2: p. 491 Topic 3: p. 493	The Main Points: p. 133 The Main Points: p. 134 Hiding God's Word: p. 135
80	8	24	Summary: p. 494 Character Response 3: p. 496	Thinking About It: p. 136 Group Activity: TM p. 485
81	5-8	25	Preparing to Teach: p. 497 Review of Section 2: p. 499 Review of Units 5-8: p. 500 Topic 1: p. 500 Topic 2: p. 502 Topic 3: p. 503 Topic 4: p. 505	The Main Points: pp. 137-138 Hiding God's Word: pp. 139-140 Thinking About It: pp. 141-142 Group Activity: p. 499

SECTION 3: IMAGE-BEARING
Units 9-12
Lessons 26-30

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK GROUP ACTIVITIES
82	9	26	Unit 9 Overview: p. 507 Preparing to Teach: p. 519 Introduction to Section 3: p. 520	Picture It: p. 143 Hiding God's Word: p. 144
83	9	27	Preparing to Teach: p. 527 Review of Lesson 26: p. 529 Setting the Stage: p. 531	Group Activity: TM p. 529 <i>We Are God's Image-Bearers</i>
84	9	27	Disclosure--Topic 1 : p. 533 Topic 2: p. 534 Topic 3: p. 535 Topic 4: p. 535	Group Activity: TM p. 529 <i>We Are God's Image-bearers</i>
85	9	27	Disclosure--Topic 5: p. 536 Summary: p. 541 Character Response: p. 542	Picture It: p. 145 Say It With Symbols: p. 146 Hiding God's Word: p. 147
86	10	28	Unit 10 Overview: p. 545 Preparing to Teach: p. 553 Review of Lesson 27: p. 555 Setting the Stage: p. 558 Disclosure--Topic 1: p. 560	Group Activity: TM p. 555 <i>We Are The Crown of Creation</i>
87	10	28	Disclosure--Topic 2: p. 561 Topic 3: p. 563 Topic 4: p. 564 Topic 5: p. 565 Summary: p. 567 Character Response: p. 568	Picture It: p. 148 Say It With Symbols: p. 149 Hiding God's Word: p. 150
88	11	29	Unit 11 Overview: p. 571 Preparing to Teach: p. 581 Review of Lesson 28: p. 583 Setting the Stage: p. 587 Disclosure: Topic 1, p. 587	Group Activity: TM p. 583 <i>Happy Face, Sad Face.</i>
89	11	29	Disclosure: Topic 2, p. 589 Summary: p. 593 Character Response: p. 594	Picture It: p. 151 Say It With Symbols: p. 152 Hiding God's Word: p. 153

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK GROUP ACTIVITIES
90	12	30	Unit 12 Overview: p. 597 Preparing to Teach: p. 607 Review of Lesson 29: p. 609	
91	12	30	Setting the Stage: p. 612 Disclosure--Topic 1: p. 613 Topic 2: p. 614	Group Activity: TM p. 609 <i>I've Got the Joy.</i>
92	12	30	Disclosure--Topic 3: p. 616 Topic 4: p. 617 Summary: p. 620 Character Response: p. 621	Picture It: p. 154 Say It With Symbols: p. 155 Hiding God's Word: p. 156

SECTION 4: SERVANTHOOD
Units 13-16
Lessons 31-35

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
93	13	31	Unit 13 Overview: p. 623 Preparing to Teach: p. 633 Review of Section 3: p. 635 Review of Units 9-12: p. 636	Group Activity: TM p. 635 <i>Match Up</i>
94	13	31	Introduction to Section 4: p. 642 Summary: p. 645	Picture It: p. 157 Hiding God's Word: p. 158
95	13	32	Preparing to Teach: p. 647 Review of Lesson 31: p. 649 Setting the Stage: p. 650 Disclosure--Topic 1: p. 651 Topic 2: p. 652 Summary: p. 654 Character Response: p. 655	Group Activity: TM p. 649 <i>We Are God's Servants</i> Picture It: p. 159 Say It With Symbols: p. 160 Hiding God's Word: p. 161
96	14	33	Unit 14 Overview: p. 657 Preparing to Teach: p. 667 Review of Lesson 32: p. 669	
97	14	33	Setting the Stage: p. 672 Disclosure--Topic 1: p. 673	Group Activity: TM p. 669 <i>Families and Nations</i>
98	14	33	Disclosure--Topic 2: p. 675 Summary: p. 678 Character Response: p. 679	Picture It: p. 162 Say It With Symbols: p. 163 Hiding God's Word: p. 164
99	15	34	Unit 15 Overview: p. 681 Preparing to Teach: p. 691 Review of Lesson 33: p. 693	
100	15	34	Setting the Stage: p. 696 Disclosure--Topic 1: p. 696 Topic 2: p. 698 Topic 3: p. 699	Group Activity: TM p. 693 <i>Harmony--Disharmony in Our Classroom</i>
101	15	34	Disclosure--Topic 4: p. 701 Topic 5: p. 702 Summary: p. 705 Character Response: p. 706	Picture It: p. 165 Say It With Symbols: p. 166 Hiding God's Word: p. 167

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
102	16	35	Unit 16 Overview: p. 709 Preparing to Teach: p. 717 Review of Lesson 34: p. 719	
103	16	35	Setting the Stage: p. 722 Disclosure--Topic 1: p. 724	Group Activity: TM p. 719 <i>God's Holy Nation</i>
104	16	35	Disclosure--Topic 2: p. 727 Summary: p. 733 Character Response: p. 734	Picture It: p. 168 Say It With Symbols: p. 169 Hiding God's Word: p. 170

SECTION 5: STEWARDSHIP
Units 17-20
Lessons 36-40

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
105	17	36	Unit 17 Overview: p. 737 Preparing to Teach: p. 747 Review of Section 4: p. 749	Group Activity: TM p. 748 <i>Match Up</i> Picture It: p. 171
106	17	36	Review of Units 13-16: p. 750 Introduction to Section 5: p. 755 Summary: p. 759	Hiding God's Word: p. 172
107	17	37	Preparing to Teach: p. 761 Review of Lesson 36: p. 763 Setting the Stage: p. 764	Group Activity: TM p. 763 <i>God Holds His Creation Together</i>
108	17	37	Disclosure--Topic 1: p. 766 Disclosure--Topic 2: p. 768 Summary: p. 771 Character Response: p. 772	Picture It: p. 173 Say It With Symbols: p. 174 Hiding God's Word: p. 175
109	18	38	Unit 18 Overview: p. 775 Preparing to Teach: p. 785 Review of Lesson 37: p. 787	
110	18	38	Setting the Stage: p. 790 Disclosure--Topic 1: p. 790 Disclosure--Topic 2: p. 792	Group Activity: TM p. 787 <i>Caring for the Earth</i>
111	18	38	Disclosure--Topic 3: p. 793 Summary: p. 796 Character Response: p. 797	Picture It: p. 176 Say It With Symbols: p. 177 Hiding God's Word: p. 178
112	19	39	Overview of Unit 19: p. 799 Preparing to Teach: p. 809 Review of Lesson 38: p. 811	Community Extension: TM p. 811
113	19	39	Setting the Stage: p. 814 Disclosure--Topic 1: p. 815	Group Activity: TM p. 811 <i>Before and After</i>
114	19	39	Disclosure--Topic 2: p. 817 Topic 3: p. 819 Summary: p. 822 Character Response: p. 823	Picture It: p. 179 Say It With Symbols: p. 180 Hiding God's Word: p. 181

DAY	UNIT	LESSON	TEACHER MANUAL	STUDENT WORKBOOK AND ACTIVITIES
115	20	40	Unit 20 Overview: p. 825 Preparing to Teach: p. 833 Review of Lesson 39: p. 835	Group Activity: TM p. 835 <i>A New Heaven and Earth</i>
116	20	40	Setting the Stage: p. 838 Disclosure--Topic 1: p. 840 Topic 2: p. 843 Summary: p. 843 Character Response: p. 845	Picture It: p. 182 Say It With Symbols: p. 183 Hiding God's Word: p. 184
117-120	1-20		Final Review: p. 846	Picture It: p. 185 Ongoing Curriculum Review: TM p. 855

FELLOWSHIP

Building a Relationship of Harmony with God When
I Believe that Jesus Is God's Son and My Savior

Unit 5

God Created People to Be His Children and to Praise His Glory

... the Father sent his Son to be the Savior of the world. Whoever confesses that
Jesus is the Son of God has God living inside, and that person lives in God.
1 John 4:14-15 NCV

And we were chosen so that we would bring praise to God's glory.
Ephesians 1:12

The Lord makes me very happy. All that I am rejoices in my God.
Isaiah 61:10



INTRODUCTION

Section 1, *Wisdom*, declared the existence and nature of the only true God, who in the persons of God the Father, God the Son, and God the Holy Spirit has revealed Himself to the cosmos He created. Such personal revelation requires not only a Revealer but someone to whom the revelation can be given. Both the One revealing Himself and the other capable of receiving the revelation have personalities and are beings of intellect, emotion, and will. Because God's revelation reflects His character, it is an intimate and dynamic communication of love between Himself and those He created in His image. Within this plan of intimate fellowship, people and the course of human history find their meaning.

Knowing *about* God is certainly a beginning place in our search for meaning, wisdom, and understanding. But knowing *about* God can never fulfill the biblical definition of knowing that embodies an intimate and personal encounter of fellowship *with* God. Created in God's image, we possess a spiritual dimension designed not only to receive the revelation of God's character, but also to conform to it. In conforming to the character of God, we experience an intimate bond of fellowship with our Creator. In fellowship with God, we find our purpose and greatest joy in life.

The biblical Christian worldview takes issue with the worldly marketing of products and programs designed to help people find meaning, peace, and joy. It affirms that true meaning and satisfaction in life can be found only in a personal relationship of fellowship with the Person of Jesus Christ. As Sire so aptly states, "We find our true home in God and in being in close relationship with Him."¹ Our relationship with God is characterized by love and worship that glorify Him (Unit 5). It is also characterized by an awareness that we are totally dependent upon our Creator for life and breath and all things (Unit 6). While the Christian worldview affirms that sin separates us from fellowship with God (Unit 7), it proclaims the restoration of that fellowship through the atoning work of Christ (Unit 8).

Section 2 is entitled *Fellowship* and includes Units 5-8. In these units, you will have the opportunity to lead your students to know their Creator and His eternal plan for fellowship with them.

As in previous units, you can convey only that which you yourself experience and

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

Twenty *Biblical Truths* are developed in this curriculum. They are numbered to correlate with the number of the unit in which they are presented.

A *Memory Verse* for each section, unit (Biblical Truth), lesson, and character trait of the curriculum has been selected for clarity and brevity appropriate for young students.

understand. Spend time with your Father, and get to know Him. Enjoy His company. Let your communion with Him transform your life so that through you, the living curriculum, students will long to know and experience God for themselves. Don't hesitate to teach this unit with intimacy and unashamed adoration for God. Encourage students to be open with their praise and adoration of God and to experience the joy that fellowship with their Creator can bring.

BIBLICAL TRUTH 5

God created people to be His children and to praise His glory.

The biblical Christian worldview affirms that God created us for the purpose of intimate fellowship and worship, all for the glory of His name.

MEMORY VERSES

SECTION 2: FELLOWSHIP

. . . the Father sent His Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.

1 John 4:14-15 NCV

BIBLICAL TRUTH (UNIT) 5

And we were chosen so that we would bring praise to God's glory.

Ephesians 1:12

LESSONS OF UNIT 5

6 ***The spirit of God created me, and the breath of the Almighty gave me life.***

Job 33:4 NCV

7 ***Lord, you have examined me. You now all about me.***

Psalms 139:1

8 ***Let's kneel before the Lord who made us. He is our God. And we are the people he takes care of.***

Psalms 95:6-7

9 ***. . . whatever you do, do it all for the glory of God.***

1 Corinthians 10:31 NIV

CHARACTER TRAIT 5

The Lord makes me very happy. All that I am rejoices in my God.

Isaiah 61:10

SYMBOL

Two notes joined in harmony, the upper note representing God, the lower note representing people in obedient and loving fellowship with God, bringing glory to His name.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; I Chronicles 29:12)*

Lower note: *People, created by God (Genesis 1:26; Psalm 139:13)*

Hands lifted and staff of music: *The purpose for which people are created --to glorify their Creator through worship and praise (Psalm 33:8-9; Psalm 139:14; Psalm 145:10; Romans 11:36)*

Bridge between the two notes: *The harmonious fellowship God designed to exist between Himself and people (1 John 1:6-7; 4:16-19)*

Teacher's Notes

A musical note motif is used to symbolize each Biblical Truth of this curriculum. Each part of the symbol represents a particular aspect of each truth.



KEY THEMES

THE FELLOWSHIP UNITS 5-8

- The origin of people
- The purpose of people
- The finite, dependent nature of people
- The nature of fellowship with God
- The fall and fellowship with God
- The moral nature of people
- The origin and nature of sin
- The consequences of sin
- Redemption and fellowship with God
- The nature of the new birth and fellowship with God

UNIT 5

- The origin of people
- The glorification of God as the essence of human purpose
- The nature of fellowship with God characterized by knowing, loving, and obeying Him
- Joy as a response of the heart to an intimate and harmonious fellowship with God

UNIT OBJECTIVES

The lessons in Unit 5 should enable students:

- To define the concept of fellowship with God.
- To know the origin of their lives.
- To understand why God created them.
- To experience ways to glorify God and to experience fellowship with Him.

Unit Objectives are expanded and listed as specific objectives in each lesson.

Key Concepts are provided with each lesson to help you become familiar with biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will not only help with lesson preparation, but also provide an in-depth background from which to answer student questions and supplement lesson activities.

- To begin to understand that their relationship with God is the source for personal contentment and joy.

KEY CONCEPTS

THE PURPOSE OF PEOPLE

Every worldview includes beliefs about people. Their origin, nature, purpose, and future destiny have been discussed and debated since the beginning of time. Who am I?, Where did I come from?, Why am I here?, and Where am I going? are questions that all worldviews seek to answer. The Biblical Christian worldview, resting on an epistemological foundation of Scripture, answers these and other questions about people and provides them with truths and direction necessary for purposeful living.

Scripture affirms that the creation reveals planning, order, and purpose (*Genesis 1:14; 8:22; Job 38:31-33; Ecclesiastes 1:6-7; Psalm 112:2, 4; Revelation 4:11*). As part of a purposeful creation, people also exhibit purpose. Specifically, we are to glorify and praise God (*Psalm 145:10*) and enjoy fellowship with Him (*1 John 1:6-7*). According to the Westminster catechism, “Our chief end is to glorify God and enjoy Him forever.” We must center all we do on fulfilling these reasons for our existence.

THE WORSHIP OF GOD

Praise is an expression of homage, reverence, and gratitude for the blessings and works of God (*Psalm 77:11-14; Revelation 15:3-4*). We offer praise to God in humble recognition of His holiness (*Isaiah 6:3*). We are commanded to praise God (*Psalm 9:11*) universally (*Psalm 67:3*) and perpetually (*Hebrews 13:15*). We praise God in response to His gracious adoption of us as His children and His deliverance of us from the kingdom of darkness into the kingdom of light (*1 Peter 2:9*). We offer praise to God through sacrifice (*Leviticus 7:13*), through prayer (*Colossians 1:3*), and by presenting our bodies as living sacrifices in service to God (*Romans 12:1*).

We are not only to praise God, we are also to glorify Him. We glorify God in praise (*Psalm 22:23*), by righteous living and good works (*Matthew 5:16*), through fruitful living (*John 15:8*), in brotherly love and unity (*Romans 15:6*), and through total consecration of our entire being to Him as Lord (*1 Corinthians 6:20*).

THE SPIRITUAL NATURE OF PEOPLE

When God created people as the climax of the creation process, He carefully “*formed the man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being*” (*Genesis 2:7 NIV*). While all creatures received the breath of life from their Creator, God breathed into man and woman, His image-bearers, a unique spiritual nature that enables intimate communication with God Who is Spirit. In fellowship with God through Jesus Christ, the Spirit of God witnesses to our spirits that “*we are children of God, and if children, heirs also, heirs of God and fellow heirs with Christ (Romans 8:16-17 NASB)*.”² Our spiritual nature separates us from the rest of creation and ordains us as religious beings with innate desires and capacities to worship. Whether this worship is directed toward the one true God or toward idols and self, we continually demonstrate our God-given capacity and desire to worship. The biblical Christian worldview affirms that we were created to

direct our worship toward God for His glory and praise.

FELLOWSHIP WITH GOD

God does not need to have fellowship with people in order to be complete or to fill an emotional vacuum within Himself. As an infinite being, He has existed eternally within the harmonious, loving fellowship of the Trinity. However, Scripture affirms that God has desires, and in the creation of man and woman, He fulfilled a desire to share His character, namely His love, with an object of that love. Because we were created as spiritual beings in God's image, we are endowed with the unique capacity to be loved and to reciprocate that love. While God is no more complete when we reciprocate His love than He would be incomplete if we did not reciprocate, He is blessed by our response to His gestures of love (*Luke 15:6-7*). Conner succinctly describes the nature of our fellowship with God when he says that we were "created by love, for love, and to reciprocate love" (*1 John 4:16-19*).³

BIBLE STORIES AND REFERENCES

THOSE WHO ENJOYED INTIMATE FELLOWSHIP WITH GOD

- Adam and Eve enjoyed fellowship with God in the Garden (*Genesis 1, 2*).
- Noah experienced fellowship with God, walking with Him and finding favor in His eyes (*Genesis 6:5-9:17*).
- Abraham followed God's call on his life, trusting, obeying, and communicating with Him (*Genesis 12:1-9; Romans 4; James 2:23*).
- Moses experienced intimate fellowship with God (*See the book of Exodus for various accounts from the burning bush to the exodus and Mount Sinai where God gave His Law. See also and note especially Deuteronomy 34:10*).
- Joshua enjoyed fellowship with God as he took the reins of leadership over Israel after Moses' death (*Joshua 1:1-9*).
- The prophets of God experienced an abiding relationship with Him during their ministry.
 - Samuel (1 Samuel 3-4:1)*
 - Isaiah (Isaiah 6:1-10)*
 - Jeremiah (Jeremiah 1)*
- King David enjoyed intimate fellowship with God. His psalms clearly reveal the reciprocal relationship of love and fellowship between God and himself (*Psalms 25*).
- Daniel shared intimate fellowship with God, especially in times of trial in the fiery furnace and in the lion's den (*Daniel 3, 6*).
- Mary, Martha, and Lazarus were intimate friends of Jesus during His time on earth (*Luke 10:38-42; John 11:1-44*).
- The disciples enjoyed intimate fellowship with Christ who called them His friends (*John 15:15*).

The Bible is the "textbook" for this curriculum. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize Bible stories that can be read, enacted, or paraphrased as the foundation for each lesson.

THE PRAISE AND WORSHIP OF GOD BY THOSE IN FELLOWSHIP WITH HIM

- Noah worshipped God after the flood (*Genesis 8:20*).
- Abraham and Isaac worshipped God (*Genesis 22:1-5*).
- David's psalms reveal a heart of worship toward God (*Psalms 147-150*).
- Daniel expressed praise and thanksgiving to God for His greatness, wisdom, and power and for the intimate communion he enjoyed with Him (*Daniel 2:1-23*).
- The early church spent much time praising and worshipping God (*Acts 2:47*).
- The lame man worshipped God in response to his healing (*Acts 3:1-10*).
- Paul and Silas worshipped God from their prison cell (*Acts 16:25*).
- The shepherds praised God for the things they had seen and heard regarding the birth of Christ (*Luke 2:20*).
- The prophetess Anna worshipped God daily in the temple (*Luke 2:36-38*).
- The people worshipped Jesus when He entered Jerusalem, praising Him for all of the miracles they had seen (*Luke 19:28-40*).
- The disciples worshipped Jesus at His ascension and continued to worship Him in the temple in Jerusalem (*Luke 24:50-53*).
- In fellowship with God, Christians are to express thanksgiving and praise to God in everything they do (*1 Corinthians 10:31; Romans 12:1*).
- Believers are to praise God for restoring their fellowship with Him, for calling them from darkness to light (*Colossians 1:12; 1 Peter 2:9*).
- All the heavenly creatures continually worship God (*Revelation 4*).

CHARACTER RESPONSE

Character Trait 5: Joy

DEFINITION

A happiness in my heart because I am in fellowship with God

MEMORY VERSE

*The Lord makes me very happy. All that I am rejoices in my God.
Isaiah 61:10*

KEY CONCEPTS

The biblical concept of joy, though inclusive of feelings and emotions, is more than outward happiness. In contrast to worldly joy that is often dependent upon circumstance, the believer's joy is a gift from God (*Romans 15:13*). We maintain joy by abiding in Christ whose desire is that joy be an experience of His followers (*John 15:11*). Joy is deeper than happiness. It is exemplified by a deep contentment due to God's eternal presence and our fellowship with Him (*Psalms 16:7-11*). Joyfulness is to be part of our character because it is part of God's character who rejoices over us, His children (*Zephaniah 3:17*).

Joyfulness is developed through faith. It is an essential fruit of the Holy Spirit (*Galatians 5:22*). Though we do not see Christ physically, our belief in His Word and character is the basis for the "*inexpressible and glorious joy*" that we experience (*1 Peter 1:8 NIV*). Joy is evoked because of God's many blessings, especially salvation (*Isaiah 61:10*). His Word is a source of joy (*Jeremiah 15:16*) as are His gracious acts of providence (*Acts 8:5-8*). Even in times of trials and weakness, we can rejoice knowing that God is working His character into our lives (*2 Corinthians 12:9; James 1:2-4*). Perhaps the greatest paradox of the Spirit-filled life is that Biblical joyfulness can coexist with sorrow (*2 Corinthians 6:10*), evidence that it is truly a gift from God bestowed on us, His children with whom He enjoys fellowship.

BIBLE STORIES AND REFERENCES RELATED TO JOY

Those Who Demonstrated Joy in Their Lives

- Miriam rejoiced in the Israelites' deliverance from the Egyptian army (*Exodus 15:19-21*).
- Hannah displayed joy at the birth of her son, Samuel (*1 Samuel 1:27-2:10*).
- David displayed joy through dance when the ark was brought to Jerusalem (*2 Samuel 6:1-6*).
- Habakkuk's life was one of joyfulness in spite of sorrows and hardships (*Habakkuk 3:17-19*).
- Mary expressed joy at the announcement that she was to be the mother of Jesus (*Luke 1:46-55*).

Teacher's Notes

The *Character Response* part of each lesson is not presented in detail. You may simply make this an informal, culminating time of application following the lesson or at another time such as morning devotions. You may emphasize other appropriate character traits if you desire.

Teacher's Notes

- The apostles exhibited joy because they were counted worthy of suffering for Christ (*Acts 5:17-42*).
- The Ethiopian eunuch rejoiced in his salvation (*Acts 8:26-39*).
- The Philippian jailer expressed joy because of his conversion to Christ (*Acts 16:16-34*).
- The Apostle Paul rejoiced in the hardships he suffered for Christ (*2 Corinthians 6:3-10*).
- The early Christians remained joyful in their extreme persecutions (*Hebrews 10:32-34*).

Those Who Did Not Demonstrate Joy in Their Lives

- Naomi exhibited bitterness toward God because of the misfortunes of her life (*Ruth 1*).
- When the Spirit of God left King Saul, he experienced torment rather than joy (*1 Samuel 16:14-23*).
- Elijah's joy over God's victory on Mount Carmel turned to fear when Jezebel threatened to kill him (*1 Kings 19:1-10*).
- The rich young ruler experienced sorrow when he counted the cost of discipleship (*Matthew 19:16-22*).
- The disciples lost their joy at the announcement that Christ would be betrayed (*Mark 14:17-21*).
- Simon the Sorcerer displayed bitterness in his life (*Acts 8:9-24*).

DISCUSSION TOPICS FOR THINKING ABOUT JOY

- Share about things in your family that make you joyful.
- Share how you express your joy in family relationships.
- Share about things in close friendships that make you joyful.
- Share how you express your joy in friendships.
- Share about a time in your life when you were not joyful.
- Share how you feel about your relationship with God.
- Share a time when God gave you a joyful spirit in spite of difficulties or problems you faced.
- Share ways you have expressed joy in response to knowing God.
- Share about things in life that make you joyful.

- If joy is not a part of your life, share how you think it could become a part.
- Tell about someone you know who has a joyful spirit. How does he or she demonstrate joy?
- Explain the difference between happiness and joy. How can you maintain a spirit of joyfulness in difficult times or when you are not happy?

SUPPLEMENTARY RESOURCES

Murphy, Elspeth. *Everybody, Shout Hallelujah!* Elgin, IL: Chariot Books, 1981.

NOTES

1. James W. Sire, *The Universe Next Door* (Downers Grove: InterVarsity Press, (1988), p. 32.
2. M. E. Osterhaven, "Spirit," in Walter A. Elwell, ed., *Evangelical Dictionary of Theology* (Grand Rapids: Baker Book House, 1984), p. 1041.
3. Kevin J. Conner, *The Foundations of Christian Doctrine* (Portland: Bible Temple Publishing, 1980), p. 124.

Teacher's Notes

Although the Bible is the main textbook for this curriculum, you are encouraged to develop a small library of children's books related to the Biblical Truth developed in each unit.

Teacher's Notes

LESSON 6
FAMILIES FOR GOD'S GLORY
God Created Me to Be His Child and to Praise His Glory

PREPARING TO TEACH

Teacher's Notes

INTRODUCTION

Lesson 5 introduced students to the relationship of fellowship God intends for us to have with Him. Within the context of God's plan for the family, Lesson 6 introduces *Biblical Truth 5: God Created people to be His children and to praise His glory*, showing students the origin and purpose of their lives.

MEMORY VERSES

Section 2: Fellowship

. . . the Father sent His Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.

1 John 4:14-15 NCV

Biblical Truth (Unit) 5

And we were chosen so that we would bring praise to God's glory.
Ephesians 1:12

Lesson 6

The Spirit of God created me, and the breath of the Almighty gave me life.

Job 33:4 NCV

OBJECTIVES

- Students will identify two key reasons for their creation--to have fellowship with God and to praise His glory.
- Students will define *family* and identify its origin and purpose in God's plan for creation.
- Students will identify characteristics of their own families and how they became members of them.
- Students will understand that their lives originate and are sustained through God's creative power for His glory and pleasure.

MATERIALS

Worldview Model

Unit 5 Lesson 6

Worldview Model Pieces

Fellowship: Building a relationship of harmony with God when I believe that Jesus is God's Son and my Savior

Biblical Truth 5: God created people to be His children and to praise His glory.

Biblical Truth 6: God created people to need Him for everything.

Biblical Truth 7: Sin causes separation and disharmony between people and God.

Biblical Truth 8: Jesus died to restore fellowship and harmony between people and God.

Worldview Posters

- 2 *The Creation in Harmony*
- 3 *The Creation in Disharmony*
- 4 *The Creation Restored in Harmony*

Bible Poster

Creation Posters

- Day 6b *God Created Adam*
- Day 6c *God Created Eve*

Symbol Cards 2, 4, 5

Biblical Truth Couplet 5

Biblical Truth Couplets CD

Section Memory Verse Card

- 2 *1 John 4:14-15 NCV*

Unit Memory Verse Card

- 5 *Ephesians 1:12*

Lesson Memory Verse Card

- 6 *Job 33:4 NCV*

Word Cards

- 2a-2i *Attributes of God (optional for Part 1, Topic 2)*
- 5a *Fellowship*
- 6a *God's glory*
- 6b *To bring praise to God's glory*
- 6c *Image and likeness*
- 6d *Family*
- 6e *Parents*
- 6f *Grandparents*
- 6g *Great grandparents*
- 6h *Great great grandparents*
- 6i *Generation*

Definition Cards

- 1b *Wisdom: Building the foundation of my life on God, my Rock, by knowing, loving, and obeying Him*
- 5a *Fellowship: Building a relationship of harmony **with God** when I believe that Jesus is God's Son and my Savior*
- 6a *Family: One man and one woman married as husband and wife and their children*

Scripture Cards

- 6a *Ephesians 1:3, 5*
- 6b *Genesis 1:26*
- 6c *Genesis 2:7*
- 6d *Genesis 2:18, 21-22, 3:20*
- 6e *Genesis 1:28; 4:1-2*
- 6f *Job 33:4; Psalm 139:13-16*

Picture Cards

- 5a *Building the Fellowship Wall*
- 5b *Wise William Begins to Build the Fellowship Wall*
- 6a *Wise William Builds Biblical Truth 5 Into the Fellowship Wall*

Teacher Made or Procured

- Blackline Master (Photocopy only. Do not cut or use originals in class.)*
- 6b *Letter From Parents to Child requested in Lesson 2*
- Pictures of weddings; pictures of brides and grooms*
- Pictures of families with children*
- Picture of a mother with her infant or picture of an expectant mother*
- Photo of each student requested earlier*
- Baby doll with clothes, bottle, blanket, and other accessories for use in Group Activity "Totally Dependent"*

DEVELOPING THE COMPREHENSION

Student Workbook Activity

- Picture It: Biblical Truth 5, p. 27*
- Say It With Symbols: Biblical Truth 5, p. 28*
- Picture It: About My Family and Me, pp. 30-32*

Group Activity

- Totally Dependent:* Demonstrate and allow students to care for the baby doll. Emphasize the variety of needs infants have. Correlate with our dependency upon God for our lives.

MAKING THE APPLICATION

Student Workbook Activity

- Hiding God's Word: Ephesians 1:12, p. 29*
- Hiding God's Word: Job 33:4 NCV, p. 33*

Group Activity

- I Am Special:* Have students discuss the physical differences they observe among themselves. *Caution: Be sensitive to any harmful comparisons.* Then, using their parents' letters, have students share with the class their vital statistics at birth which make them unique, including their date and place of birth, birth weight, body length, and hair and eye color. Emphasize that each person, though similar, is very different from others. You may wish to make a chart compiling the data beside each name. If available, add a photo of each child.

Community Extension

- Our Generations:* If possible, invite a family representing three or four generations to your class. Family members would include the student's

Teacher's Notes

Suggestion: For continuity of theme and for discussion, read *Scripture Cards* the first time without the references, especially when there are several Scriptures on one card. Identify the references only when you correlate the *Scripture Card* with the *Bible Poster*.

You may wish to color the *Picture Cards*. If so, make a photocopy to color, and save the original to make future copies.

For large classes, feel free to prepare overhead transparencies of visual aid cards.

Advance preparations for Lesson 6

Confirm the arrangements for the visit of parents with an infant for Setting the Stage of this lesson. Explain that you will be asking questions related to the parent/child relationship in order to help students understand the concept of fellowship that God desires to have with His children.

Advance preparations for Lesson 10

Invite a mother and/or father with an infant old enough to be bottle or spoon fed but not yet walking to visit the class during Lesson 10 to help you introduce *Biblical Truth 6*. Have the parents demonstrate feeding, clothing, and caring for the infant to demonstrate the dependent relationship God designed for His creation. See the syllabus to set the date.

Advance preparations for Lesson 11

Have parents send a photo of their child as an infant and a photo of their family. See the syllabus to set the due date.

generation, his or her parents, grandparents, and great grandparents. Have each generation share things unique to their generation.

TEACHING THE LESSON

REVIEW OF LESSON 5

- Review the four relationships of creation and correlate them with the four walls of the **Worldview Model**.

Focus: God created us to be in relationship with Him, with ourselves, with others, and with the earth. Understanding the truths about these relationships is important if we are to build strong lives as wise builders.

Display **Worldview Poster 2**, *The Creation in Harmony*.

Discuss:

*What four relationships of harmony did God create?
What parts of the poster remind us of these relationships?*

Display and rotate the **Worldview Model** as constructed thus far (*The Rock, The Foundation of Wisdom*, including *Biblical Truths 1, 2, 3, and 4*, and the *base piece* for the *Fellowship Wall*).

Remind students of the fully assembled model they saw in Lesson 1.

Discuss:

*How many walls are we going to build in our House of Truth?
What Biblical truths do you think the walls of our house will remind us of?*

Explain that the first wall will be built with Biblical truths about our relationship with God; the second wall with Biblical truths about our relationship with ourselves; the third wall with Biblical truths about our relationships with others; and the fourth wall with Biblical truths about our relationship with the earth.

- Review the definition of *fellowship*.

Focus: Fellowship refers to the relationship of harmony we can have with God through faith in Christ and His atoning work as God's Son and our Savior.

Display **Picture Card 5b**, *Wise William Begins to Build the Fellowship Wall*.

Display the **Worldview Model**.

Refer to the *base piece* of the *Fellowship Wall*, which was placed on the *Foundation of Wisdom* in Lesson 5.

Discuss:

*What is the name for our relationship of harmony with God?
What does the word fellowship mean?*

Display **Definition Card 5a**, *Fellowship: Building a relationship of harmony with God when I believe that Jesus is God's Son and my Savior*.

Read it, and have students recite it with you.

- Review the memory verse for *fellowship*.

Focus: Fellowship with God is through faith in the atoning work of Jesus Christ, God's Son and our Savior.

Display **Section 2 Memory Verse Card**, 1 John 4:14-15.
Read it, and have students recite it with you.
Correlate it with the **Bible Poster**.

1 John 4
[14-15] . . . *the Father sent His Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.* NCV

Discuss:

Whom did God send to be our Savior?

What do we need to be saved from?

If we confess (believe) that Jesus is God's Son and our Savior, where does God live?

If we confess that Jesus is God's Son and our Savior, where do we live?

If God lives in us and we live in God, do we have a relationship of harmony or disharmony with God?

What do we call the relationship of harmony we have with God when we believe in Jesus as God's Son and our Savior?

- Review the construction of the *Fellowship Wall* of the **Worldview Model**.

Focus: The first two pillars of each wall represent truths related to God's creational intent for the relationship. The third pillar represents truths related to the effects of the fall on that relationship. The fourth pillar represents truths related to the restoration of the relationship through Christ. This pattern is repeated for each of the four walls (relationships).

Note: You do not need to present this pattern at this time.

Display **Picture Card 5a**, *Building the Fellowship Wall*.

Discuss:

How many pillars of truth about our relationship with God are we going to build into the Fellowship Wall in our House of Truth?

Display the four **Worldview Model Pieces** representing *Biblical Truths* 5, 6, 7, and 8.

Place the four pillars into the *Fellowship Wall*.

Explain that each pillar represents a Biblical truth about our relationship of fellowship with God.

After placing the four pillars in the wall, remove them.

- Explain that this lesson explores the first Biblical truth about our relationship of fellowship with God.

PART 1: INTRODUCTION TO BIBLICAL TRUTH 5

SETTING THE STAGE

- Introduce the parents and their infant to the class.

Focus: Infants are completely dependent upon their parents.

Invite the parents to share about their child's name, birthday, needs, and habits. Have them share about the many things they must do and provide for their baby.

- Ascertain students' understanding of why parents want to have children.

Focus: Parents do not have children for the things children can do for their parents but for the relationship of love and fellowship they can enjoy within the bonds of family.

Discuss:

Can (name) do things for Mr. and Mrs. (name)?

Can he/she wash and iron their clothes?

Can he/she help clean the house?

Mow the yard?

Fix the car?

Do Mr. and Mrs. (name) need (name) to do things for them?

Why do you think Mr. and Mrs. (name) wanted to have a baby if they do not need him/her to do things for them?

- Have the parents share their reasons for wanting to have a child.

Focus: Most parents bring children into the world in order to create and enjoy relationships of love and fellowship within the bonds of family.

Have the parents tell about the love they want to share with and receive from their child.

- Discuss ways parents and children express their love for each other.

Focus: Parents express love through affection, teaching, discipline, physical provision, service, counsel, encouragement, etc. Children express love through affection, obedience, helpfulness, kindness, respect, etc.

Discuss:

How do parents show love to their children?

How do children show love to their parents?

- Correlate the relationship between parents and children with the relationship between God and His children.

Focus: God did not create us out of a need. He created us for His glory and for the pleasure of fellowship.

Discuss:

Did God create us because He needs us to do things for Him?

If God does not need us, why did He create us?

How does God show His love to us?

How do we show our love to God?

Have students thank the parents for bringing their baby to class.

- Explain that this lesson explores the Biblical truth about why God created people.

DISCLOSURETOPIC 1. GOD CREATED US FOR HIS PLEASURE

- Introduce the concept that we were created to be God's children for His pleasure.

Focus: God, Who is complete and in harmonious fellowship within the Trinity, did not create us to fill any need He has. He created us for His pleasure.

Note: While acknowledging various answers to the questions below, be sure to emphasize that God did not create us out of need. If students express that view, explain that there is complete fellowship within the Trinity. God is not alone.

Discuss:

Did Mr. and Mrs. (name) need to have a baby in order to live or survive?

Why did they choose to have a baby?

Does God need us so we can do things for Him?

Can He live without us?

Is He alone?

Why not?

Why did God create us?

Where can we find out why God created us?

- Introduce and discuss the Scripture search.

Focus: In his letter to the Ephesian church, Paul explains that God created us and made us His children for His pleasure. He did not create us because He needed us, but because He desired to.

Display **Scripture Card 6a**, *Ephesians 1:3, 5*, and read it as formatted below. Correlate it with the **Bible Poster**.

Ephesians 1

[3] Praise be to the God and Father of our Lord Jesus Christ.

[5] Before the world was made, God decided to make us his own children through Jesus Christ. That was what he wanted and what pleased him.

Discuss:

Who chose us and created us to be His children?

When did God choose us to be His children?

Did God need to create us in order to be happy?

Why does God not need us in order to be happy?

Why did God choose to create us as His children?

TOPIC 2. GOD CREATED US TO PRAISE HIS GLORY

- Review God's greatness.

Focus: God displays His greatness in His eternal omnipotence, omniscience, and omnipresence. God demonstrates His greatness in His absolutely perfect and infinite character. People experience God's greatness through His expressions of perfect love.

Remind students of the attributes of God they have already studied.

Display **Symbol Card 2**.

You may wish to use **Word Cards 2a-2i**, naming God's attributes, as review.

Discuss:

What truths about God does this Symbol Card help us remember?

What word means that God knows everything?

What word means that God is all powerful?

What word means that God is everywhere at the same time?

What word means that God does not sin?

What word means that God lives forever?

What word means that God never changes?

How perfect is God?

How great is God?

- Introduce the concept of God's glory, and correlate it with God's greatness.

Focus: God's glory refers not only to His perfect power, wisdom, holiness, and love, but also to all the unique and perfect attributes that only He possesses.

Explain that there is a special word that includes everything about God that makes Him the only true and great God.

Display **Word Card 6a**, *God's glory*.

Read it, and have students recite it with you.

Correlate God's glory with all that makes Him God.

Discuss:

Is God's omnipotence part of His glory?

Is God's omnipresence part of His glory?

What other things about God are part of His glory?

- Introduce the concept that we were created to worship and praise God's glory.

Focus: We were created to respond to God's greatness and glory. This response is characterized by thanking Him for all He has done and by praising and worshipping His greatness and glory.

Explain that there is another reason God created us.

Help students correlate the displays of love (words, hugs, obedience, gifts) parents enjoy receiving in response to their goodness and love with displays of worship and praise God enjoys receiving in response to His greatness and love.

Discuss:

What do you do to show your parents love and to let them know how wonderful they are?

Are your parents happy when you show them love and tell them how

wonderful they are?

If God is so great and if His glory is so wonderful, what does He want us to show Him and tell Him?

How can we show and tell God how much we love Him and how wonderful He is?

What do you think is another reason why God created us?

Where can we find another reason God created us?

- Introduce the Scripture search and memory verse for Biblical Truth (Unit) 5.

Focus: The New Testament writer Paul wrote about God's desire to receive praise and worship in response to His glory.

Display **Unit 5 Memory Verse Card**, *Ephesians 1:12*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Ephesians 1

[12] And we were chosen so that we would bring praise to God's glory.

Display and read **Word Card 6b**, *To bring praise to God's glory*.

Explain that to *bring praise* means to love, respect, thank, and worship God's glory.

Review the concept of *God's glory*--all God's attributes that make Him the only true and almighty God.

Discuss:

Why did God choose us to be His children?

What does God's glory mean?

What things can we do to praise God and His glory?

- Introduce the Symbol Card for Biblical Truth 5.

Focus: God created us for fellowship and for the praise of His glory.

Display **Symbol Card 5**.

Discuss:

What part of the Symbol Card reminds us that God created us?

What part of the Symbol Card reminds us that God wants us to be in fellowship with Him as His children?

What part of the Symbol Card reminds us that God created us to praise His glory?

What part of the Symbol Card reminds us about the things that are part of God's glory?

Display and read **Biblical Truth 5 Couplet**.

Have students recite it with you.

*God created us
To be His friend,
To praise His glory
Without end.*

Play the **Biblical Truth Couplets CD**, track 5.

Have students sing along.

- Construct the **Worldview Model**.

Focus: Biblical Truth 5 is the first pillar of truth about our fellowship with God in the *Fellowship Wall*.

Display **Picture Card 5a**, *Building the Fellowship Wall*.

Discuss:

How many pillars of truth are we going to build in our Fellowship Wall?

Refer to the **Worldview Model**.

Discuss:

How many pillars have we built into our Fellowship Wall so far?

Display **Picture Card 6a**, *Wise William Builds Biblical Truth 5 Into the Fellowship Wall*.

Display again **Symbol Card 5**.

Discuss:

*What does Biblical Truth 5 tell us?
What does it mean to praise God's glory?*

Invite a student to mount **Worldview Model Piece**, *Biblical Truth 5: God created people to be His children and to praise His glory*, into the *Fellowship Wall*.

SUMMARY

- Review the definition of *fellowship*.

Focus: Fellowship refers to the relationship of harmony we can have with God through faith in Christ and His atoning work as God's Son and our Savior.

Display the **Worldview Model**.

Refer to the *Fellowship Wall*.

Discuss:

What is the name for our relationship of harmony with God?

Display **Definition Card 5a**, *Fellowship: Building a relationship of harmony with God when I believe that Jesus is God's Son and my Savior*.

Discuss:

How do we build a relationship of harmony with God?

- Review the memory verse for *fellowship*.

Focus: We experience fellowship with God through our faith in the atoning work of Jesus Christ, God's Son and our Savior.

Display **Section 2 Memory Verse Card**, *1 John 4:14-15*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

1 John 4

[14-15] . . . the Father sent His Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God. NCV

Discuss:

If we confess (believe) that Jesus is God's Son and our Savior, where does God live?

If we confess that Jesus is God's Son and our Savior, where do we live?

If God lives in us and we live in God, do we have a relationship of harmony or disharmony with God?

What do we call the relationship of harmony we can have with God when we believe in Jesus, God's Son and our Savior?

- Review the Symbol Card for Biblical Truth 5.

Focus: God created us for fellowship and for the praise of His glory.

Display **Symbol Card 5**.

Display and refer to the **Worldview Model**.

Discuss:

What is the first pillar of truth about our fellowship with God that we built into our House of Truth?

What parts of the Symbol Card help us remember this truth?

Display **Biblical Truth 5 Couplet**.

Have students recite it with you.

Play the **Biblical Truth Couplets CD**, track 5.

Have students sing along.

- Review the memory verse for Biblical Truth (Unit) 5.

Focus: We were chosen and created to enjoy fellowship with God and to live for the praise of His glory.

Display **Unit 5 Memory Verse Card**, *Ephesians 1:12*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Ephesians 1

[12] And we were chosen so that we would bring praise to God's glory.

Discuss:

Why did God choose to create us as His children?

What is God's glory?

How can we give praise to God for His glory?

PRAYER

- Have students thank God for choosing them to have fellowship with Him. Have them ask God to give them the ability to bring Him glory through everything they do in their lives.

PART 2: GOD CREATES US THROUGH FAMILIES

SETTING THE STAGE

- Ascertain students' understanding of the nature, origin, and purpose of families.

Focus: God created the family as the basic social unit of His creation. The nuclear family consists of one husband and one wife and any children that may be born or adopted into their family. Through family and birth, God ordained that we fill the earth with His image-bearers so that He might be glorified and enjoy fellowship with us.

Display **Pictures** of weddings and brides and grooms.

Discuss:

- What do these pictures show?*
- Who are the members of the family shown in these picture?*
- What is a family?*
- Who was the first family?*
- Where did the first family come from?*
- Why did God create the first family?*

Display **Pictures** of families with children.

Discuss:

- What do these picture show?*
- Who are the members of the family in these pictures?*
- What is a family?*
- Where do families come from today?*
- Why does God want families today?*

- Explain that this part of the lesson explores what a family is, where families come from, and why there are families today.

DISCLOSURE

TOPIC 1. GOD CREATED THE FIRST FAMILY IN A SPECIAL WAY

- God uniquely created the first family.

Focus: The family was created and ordained by God to be the basic social unit of creation. Adam, the first man and husband, was uniquely created from the dust of the earth and endowed with God's image. Likewise, Eve, the first woman and wife, was uniquely created from one of Adam's ribs. Eve also bore God's image.

Again, display **Pictures** of brides and grooms.

Discuss:

- Who was the first family on earth?*
- Did they have parents like you and I have?*
- How were they born?*
- Where can we find out where the first family came from?*

Family is defined later in this lesson. The definition includes the concept of the core nuclear family--the husband and wife, and the extended nuclear family, including children.

- Introduce and discuss the Scripture search.

Focus: Moses recorded the special creation of the first family in the book of Genesis.

Part 1: The Triune God created the first man and woman in His image.

Display **Scripture Card 6b**, *Genesis 1:26*, and read it as formatted below. Correlate it with the **Bible Poster**.

Genesis 1
[26] Then God said, "Let us make human beings in our image and likeness."

Display **Symbol Card 4**, *God is the Creator*.

Discuss:

*What does this Symbol Card remind us of?
Where did the first human beings come from?*

Point out the part of the Symbol Card representing the Triune God. Review the role of the Trinity in creation.

Discuss:

Who is God talking about when He says "Let us make human beings in our image and likeness"?

Briefly introduce/review the concept of image-bearing. Display **Word Card 6c**, *Image and likeness*. Have students recite it with you.

Discuss:

What do you think God meant when He said "Let us make human beings in our image and likeness"?

Develop students' understanding of image-bearing by discussing the following questions.

Discuss:

*Does God think?
Can people think?
Does God have feelings?
Do people have feelings?
Does God make choices?
Can people make choices?
If God thinks, feels, and makes choices and the people He creates think, feel, and make choices, are they created to be like Him?
How are people like a picture or image of God?*

Part 2: God created Adam from the dust of the earth.

Display **Creation Poster Day 6b**, *God Created Adam*.

Discuss:

*How did God create the first man?
Where can we find out how God created the first man?*

Teacher's Notes

The roles of the Father, Son, and Holy Spirit in creation were developed in Grade 1. This truth can be briefly reviewed by referring to the symbols of the Trinity in Symbol Card 4.

Image-bearing was first introduced in Grade 1. It is introduced again in Grade 2, Unit 6, Lesson 11 and Unit 9, Lesson 26. Here it is only briefly discussed in Topic 1 of Lesson 6.

Teacher's Notes

Although Adam was created in fellowship with God, he was still alone. His social nature was created to be expressed and fulfilled in relationship with his fellow image-bearer and wife, Eve.

Display **Scripture Card 6c**, Genesis 2:7, and read it as formatted below. Correlate it with the **Bible Poster**.

Genesis 2

[7] Then the Lord God took dust from the ground and formed man from it. The Lord breathed the breath of life into the man's nose. And the man became a living person.

Discuss:

Was the first man born from parents as a baby boy like boys are born today?

How did God create the first man, Adam?

Was Adam a husband and part of a family when God first made him?

Part 3: God created Eve from Adam's rib.

Display **Creation Poster Day 6c**, *God Created Eve*.

Discuss:

How did God create the first woman?

Where can we find out how God created the first woman?

Display **Scripture Card 6d**, Genesis 2:18, 21-22, 3:20, and read it as formatted below.

Correlate it with the **Bible Poster**.

Genesis 2

[18] Then the Lord God said, "It is not good for the man to be alone. I will make a helper who is right for him." [21] So the Lord God caused the man to sleep very deeply. While the man was asleep, God took one of the ribs from the man's body. Then God closed the man's skin at the place where he took the rib. [22] The Lord God used the rib from the man to make a woman. Then the Lord brought the woman to the man.

Genesis 3

[20] The man [Adam] named his wife Eve. This is because she is the mother of everyone who ever lived.

Discuss:

Was the first woman born from parents as a baby girl like girls are born today?

How did God create the first woman, Eve?

Why did God create Eve for Adam?

When God brought Adam and Eve together, what did they become?

What did Adam name his wife?

Who was the first husband?

Who was the first wife?

How many people were in the first family God created?

TOPIC 2. GOD COMMANDED FAMILIES TO GROW

- Develop the concept of family growth.

Focus: God's plan for populating the earth was through the institution of marriage and family. After the special creation of Adam and Eve, all people

have been born from earthly parents.

Display again **Pictures** of *families with children*.

Discuss:

What do these picture show?

Who are the members of the families in these picture?

How many members do you have in your family?

After God created Adam and Eve, where did all the other people who have lived on the earth come from?

Did God create all the people on earth in the same way He created Adam and Eve?

Where can we find out how God created all other people on the earth?

- Introduce and discuss the Scripture search.

Focus: In Genesis, Moses recorded the story of the growth of the first family.

Display **Scripture Card 6e**, Genesis 1:28; 4:1-2, and read it as formatted below.

Correlate it with the **Bible Poster**.

Genesis 1

[28] God blessed [Adam and Eve] and said, "Have many children and grow in number. Fill the earth and be its master."

Genesis 4

[1] Eve . . . became pregnant and gave birth to Cain. [2] After that, Eve gave birth to Cain's brother Abel.

Discuss:

What did God tell Adam and Eve to do?

How many sons did Adam and Eve have?

What were the names of Adam and Eve's first two sons? Who was the oldest?

- Introduce the definition of *family*.

Focus: God ordained the core of the nuclear family to consist of the marriage union of one man and one woman as husband and wife for life. The nuclear family also includes the children born or adopted into that family.

Display **Word Card 6d**, *Family*.

Have students recite it with you.

Discuss:

Who were the members of Adam and Eve's family?

What is a family?

Display **Definition Card 6a** *Family*: One man and one woman married as husband and wife and their children.

Discuss:

What is a family?

Teacher's Notes

Although it is important to clearly define family from a Biblical perspective, you must at the same time be sensitive to the different family structures present in your class. Some students will have only one parent in the home. Some children may be adopted, and some may live in blended families from remarriage.

*Does God still want us to have families today?
How many people are in your family?*

- Explain that the next part of Lesson 6 explores the families represented in the class.

TOPIC 3. GOD PLACES EACH OF US IN FAMILIES TODAY

- Develop the concept of families represented within the class.

Focus: The family is the foundational institution of creation for the perpetuation of life.

Display the **Letters from Parents to Children**.

Explain that these letters were written to each child by his or her parents. The letters tell about each child's family that God created.

Emphasize that during the next lessons you will help students read their letters and that you will give them their letters to keep in a few days.

Select about one-fourth of the letters to read. Invite each child to stand beside you as you read his or her letter. If students can read, have them assist you. Read only Part 1 related to each child's birth and the family each belongs to. Have students whose letters you read listen carefully for the information their parents provide in the letter. After you read Part 1 of each letter, ask the child the following questions. Help them read their answers if necessary.

Discuss:

*When were you born?
Where were you born?
How much did you weigh?
How long were you?
What is the name of the family into which God placed you?
How did your family choose your name?*

- Develop the concept of *generations* within families.

Focus: Families are continued and linked through generations.

After reading the selected letters, develop the concept of generations by displaying **Word Cards 6e, Parents; 6f, Grandparents; 6g, Great grandparents; and 6h, Great great grandparents**, as you ask the questions below.

Discuss:

*About parents:
Were each of you born to parents?
What two parents does everyone have? (A mother and a father)*

*About grandparents:
Were your parents born to parents?
What do you call the parents of your parents?
What four grandparents does everyone have? (Two grandmothers and two grandfathers)*

*About great grandparents:
Were your grandparents born to parents?
What do you call the parents of your grandparents?*

Emphasize the fact that even if a student's parent, grandparent, or great grandparent is not still living, all people are off-spring of these generations. You may wish to develop the concept that generations go back to the first parents, Adam and Eve.

What 8 great grandparents does everyone have?

About great great grandparents:

Were your great grandparents born to parents?

What do you call the parents of your great grandparents?

What 16 great great grandparents does everyone have?

Distribute **Word Cards 6e, 6f, 6g, and 6h** to four students.

Have the students form a line in front of the class in the correct generational order, beginning with parents.

Discuss:

How many groups of parents have we shown?

Which set of parents is the oldest?

Which set of parents is the youngest?

Display **Word Card 6i**, *Generation*.

Have students recite it with you.

Explain that each set of parents is called a *generation*.

Discuss:

How many generations of parents have we shown?

Invite a student to stand at the beginning of the line before the *Parent generation*.

Explain that children represent the next or youngest generation in a family line.

- Develop the truth that God creates our lives and places us into the families He chooses.

Focus: Life is a gift from God. He orders the biological development of all life and sets the days of our lives before we are born.

Display a **Picture** of a *mother with her infant* or an *expectant mother*.

Discuss:

Where did we begin and grow before we were born as babies into our families?

Tastefully explain that before people are born as the next generation in a family, they began and grew inside their mothers' bodies.

Discuss:

Who made us and caused us to grow as a little baby inside our mother's body before we were born?

Where can we read about how God creates us and makes us grow as little babies?

- Introduce and discuss the Scripture search.

Focus: The writers of Job and the Psalms record the divine origin of all life. Even though God does not create us in the exact way He created Adam and Eve, He is still the one who gives us life and creates us within the womb.

Display **Scripture Card 6f**, *Job 33:4, Psalm 139:13-16*, and read it as formatted

Teacher's Notes

You may wish to draw a family tree to illustrate the multiplication factor in generations, i.e., 2 parents, 4 grandparents, 8 great-grandparents, 16 great-great-grandparents.

below.
Correlate it with the **Bible Poster**.

Job 33

[4] The Spirit of God created me, and the breath of the Almighty gave me life.

Psalm 139:13-16

[13] You made my whole being; you formed me in my mother's body.

[14] I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well.

[15] You saw my bones being formed as I took shape in my mother's body. When I was put together there, [16] you saw my body as it was formed. All the days planned for me were written in your book before I was one day old.

Discuss:

Who begins our life inside our mother's body and causes us to grow until we are ready to be born?

What does God see as we grow?

Who plans the days of our lives even before we are one day old?

Who creates our lives and puts us into our families?

- Introduce the memory verse for Lesson 6.

Focus: All life is created by God.

Display **Lesson 6 Memory Verse Card**, *Job 33:4*, and read it as formatted below.

Correlate it with the **Bible Poster**.

Have students recite it with you.

Job 33

[4] The Spirit of God created me, and the breath of the Almighty gave me life. NCV

Discuss:

Even though we are born to our parents, Who begins and creates our lives?

Why did God create us?

SUMMARY

- Review the origin, definition, and purpose of the family.

Focus: God created the family as the basic social unit of creation. He creates new life for His glory and pleasure through the institution of family.

Display **Creation Posters Day 6b**, *God Created Adam*, and **Day 6c**, *God Created Eve*.

Discuss:

How did God create Adam?

How did God create Eve?

Why did God create Eve?

Who was the first husband?

Who was the first wife?

What did God tell Adam and Eve to do so that their family would grow?

Why did God create the first family?

Display **Definition Card 6a**, *Family*: One man and one woman married as husband and wife and their children.

Have students recite it with you.

Discuss:

What is a family?

Does God create our families today in the same way He created Adam and Eve?

How does God create families today?

Besides your generation and your parents' generation, what other generations do you have in your family?

Why does God create families today?

- Review the memory verse for Lesson 6, Part 2.

Focus: God creates our lives within the institution of family.

Display **Lesson 6 Memory Verse Card**, Job 33:4.

Read it, and have students recite it with you. Discuss it briefly.

Correlate it with the **Bible Poster**.

Job 33

[4] The Spirit of God created me, and the breath of the Almighty gave me life. NCV

Discuss:

How did your life in your family begin?

PRAYER

- Have students thank God for creating them. Have them thank God for the family into which He placed them.

Teacher's Notes

FELLOWSHIP

Building a Relationship of Harmony with God When
I Believe that Jesus Is God's Son and My Savior

Unit 6

God Created People to Need Him for Everything

. . . the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.
1 John 4:14-15 NCV

This God is the One who gives life, breath, and everything else to people.
Acts 17:25

Lord, I trust you. I have said, "You are my God."
Psalm 31:14



INTRODUCTION

Knowing God as our Creator and understanding His divine plan for intimate fellowship with us are essential to our physical, spiritual, and emotional well-being. We are greatly assured knowing that life is not a meaningless cosmic accident, but rather an eternally planned existence designed for us so that we can enjoy intimate communion with the Creator of the universe. Because God is infinite and we are finite, the dimensions of this fellowship are difficult for us to grasp. Yet for reasons known only to God, He has chosen to take up residence within us, calling us "a temple for the Holy Spirit" (1 Corinthians 6:19 NCV) as well as "children of God" (1 John 3:1 NIV).

Although we were created for intimate fellowship with our Creator, we were also designed to be *absolutely* dependent upon Him for all things (Acts 17:25). Unit 6 is designed to lead students to understand that their lives, daily existence, talents, basic needs, and everything they hope to accomplish are absolutely dependent upon their Creator. Jesus said "apart from me you can do nothing" (John 15:5 NIV) not as hyperbole, but as truth applicable to every dimension and endeavor of life.

Our total dependence upon God must be understood within the context of His loving care and desire for fellowship. If our God is a capricious taskmaster, then our viewpoint becomes fatalistic or at best a continual effort to appease the One on whom our life depends. But within the arms of a loving Jehovah-Jireh, we are comforted and assured by our dependency. "[L]ike a baby with its mother . . ." (Psalm 131:2 NCV) is calm, quiet, and at peace, so are we as God's children who acknowledge our dependency upon Him and rest intimately in His arms of fellowship.

As you teach this unit, allow God's character and promises to reaffirm your relationship with Him. Acknowledge your dependence upon Him. Let Him show you areas of independence that you need to relinquish and lay at His feet. Only as you understand your relationship of dependency on God and the true peace it brings can you communicate it to your students. Share personally with them God's faithfulness in your life. Let your confidence and trust in God encourage your students not only to desire fellowship with Him but also to develop absolute trust in the One through

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

Twenty *Biblical Truths* are developed in this curriculum. They are numbered to correlate with the number of the unit in which they are presented.

A *Memory Verse* for each section, unit (Biblical Truth), lesson, and character trait of the curriculum has been selected for clarity and brevity appropriate for young students.

whom they "live and move and have [their] being" (Acts 17:28 NIV).

BIBLICAL TRUTH 6

God created people to need Him for everything.

The biblical Christian worldview affirms that we are finite, created by God to be dependent upon Him for life, breath, and the daily provision of every basic need.

MEMORY VERSES

SECTION 2: FELLOWSHIP

. . . the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.

1 John 4:14-15 NCV

BIBLICAL TRUTH (UNIT) 6

This God is the One who gives life, breath, and everything else to people.

Acts 17:25

LESSONS OF UNIT 6

11 *You made my whole being. You formed me in my mother's body. All the days planned for me were written in your book before I was one day old.*

Psalms 139: 13, 16

12 *Every good and perfect gift is from above, coming down from the Father*

James 1:17 NIV

13 *Jesus said to his followers, "So I tell you, don't worry about the food you need to live. Don't worry about the clothes you need for your body."*

Luke 12:22

14 *My God will use his wonderful riches in Christ Jesus to give you everything you need.*

Philippians 4:19

CHARACTER TRAIT 6

Lord, I trust you. I have said, "You are my God."

Psalms 31:14

SYMBOL

Two notes joined "in harmony," the upper note representing God, the lower note representing people and all things for which they depend upon God.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; I Chronicles 29:12)*

Lower note: *People, created by God (Genesis 1:26; Psalm 139:13)*

Heart within person: *Life, breath, and the spirit of people dependent upon God (Genesis 1:26-27; Genesis 2:7; Acts 17:28)*

House, bread, and garments: *All of life's basic needs provided by God (Psalm 66:8-9; Psalm 104:27-30; Matthew 6:28-34)*

Bridge between first and second notes: *People in dependent fellowship with God (John 17:7)*

KEY THEMES

THE FELLOWSHIP UNITS 5-8

- The origin of people
- The purpose of people
- The finite, dependent nature of people
- The nature of fellowship with God
- The fall and fellowship with God
- The moral nature of people
- The origin and nature of sin
- The consequences of sin
- Redemption and fellowship with God
- The nature of the new birth and fellowship with God

UNIT 6

- The dependent nature of people
- God as the source and provider of all physical needs for life
- God as the source and provider of all nonphysical needs for life
- The means by which God meets the needs of creation
- Joy as a response of the heart to an intimate and harmonious fellowship with God

UNIT OBJECTIVES

The lessons in Unit 6 should enable students:

- To understand that each day they are dependent upon God.
- To know that God meets all their basic physical needs.
- To identify specific ways God meets their basic physical needs.

Teacher's Notes

A musical note motif is used to symbolize each Biblical Truth of this curriculum. Each part of the symbol represents a particular aspect of each truth.



Unit Objectives are expanded and listed as specific objectives in each lesson.

Teacher's Notes

Key Concepts are provided with each lesson to help you become familiar with biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will not only help with lesson preparation, but also provide an in-depth background from which to answer student questions and supplement lesson activities.

- To know that God meets all their nonphysical needs.
- To acknowledge their dependence upon God and to trust Him for meeting every need.

KEY CONCEPTS

OUR DEPENDENT NATURE

Men and women are the creatures; God is the Creator. We are finite; God is infinite. As finite creatures, we are absolutely dependent upon the infinite Creator for every dimension of our lives. We are not self-existent as God is, and, therefore, we cannot be independent of Him. Our every breath comes from God (*Acts 17:28*). Though we may proclaim our autonomy from God and not realize our dependence upon Him, we remain dependent creatures. Only fools trust completely in themselves (*Proverbs 28:26*).

We exist as physical and spiritual beings. God's creative acts brought us into existence in a duality of relationships, one with the natural creation and one with God Himself. Formed from the already created dust of the earth, our physical bodies bear resemblance to the rest of the created order.¹ Endowed with a spiritual dimension, we bear resemblance to our Creator. Thus our physical dimension (*Genesis 1:26-27; 2:7; Job 10:8-12; Colossians 1:16-17*) as well as our spiritual dimension (*Genesis 2:7; Job 33:4; Isaiah 42:5*) are dependent upon God.

Not only is the creation of all life dependent upon God, but the preservation of life is also in His hands (*Psalms 66:8-9; Psalm 104:27-30; Acts 17:28*). Although we can play a role in the preservation of our lives through work, obedience, and good stewardship of our bodies, others, and nature (*Psalms 37:28; Psalm 97:10*), our lives ultimately depend upon God.

We are eternal. Created in God's image, we have been given an eternal spirit, a spirit that once conceived can never die. Though our physical bodies perish and return to the earth, our spirits and resurrected bodies live eternally, either in the presence of God (*John 6:68-69*) or in the absence of God (*Matthew 18:8*).

In order to live eternally in God's presence, we must depend upon His grace. Eternal life is a free gift through the atoning work of Christ (*Ephesians 2:8-9*). We cannot earn it. All we are given as new creations in Christ (*2 Corinthians 5:18*)—including our wisdom, righteousness, sanctification, and redemption (*1 Corinthians 1:30*)—depends on God's grace and mercy.

GOD'S PROVISION FOR OUR BASIC NEEDS

We not only depend upon God for the initial gift of life, but we must also rely on Him to meet the basic daily needs that sustain our lives. As physical creatures, we need food, clothing, and shelter, and God graciously provides for these needs (*Matthew 6:32*). Created in God's image, we are emotional creatures. We need love (*Jeremiah 31:3; Lamentations 3:22-24*), comfort in times of sorrow (*Isaiah 66:13*), and peace when strife prevails (*Philippians 4:5-9*). Jehovah-Jireh, our provider, meets these needs as well.

We must depend upon our Creator for the strength to accomplish the tasks set before us (*Psalms 118:14; Philippians 4:13; 1 Peter 5:10*). In fact, we cannot accomplish

anything without God's help (*John 15:5*).

As a loving Father, God provides help in times of need (*Hebrews 4:16; 13:5-6*), safety in times of danger (*Psalms 4:8; Psalm 23; Proverbs 3:24*), and rest in times of weariness (*Mark 6:31-32*). He graciously guides us, giving direction to our life's path (*Proverbs 3:5-6*).

God provides for our needs in various ways. He has established an orderly universe designed to produce what we need. We can rely on the seasons and the regularity of natural laws that enable us to develop the earth's resources for our benefit (*Matthew 5:45*). God provides us with creativity and skills for subduing and ruling over the earth and for making it produce what we need through the work of our hands (*Proverbs 28:19; 2 Thessalonians 3:8, 10-12*). Even our ability to earn wages is a direct provision of God (*Deuteronomy 8:17-18; Proverbs 10:22; 1 Timothy 6:17*).

God provides for us through the service of others (*Philippians 4:14-19*). He provides protection by ordaining community order through governments (*Romans 13:1-5*). When we are unable to meet our own needs even with help from others and the availability of God's resources, God may miraculously intervene on our behalf (*Daniel 6:22, 24*).

Nowhere is God's intimate provision and sustenance more clearly demonstrated than in His personal indwelling of those He has redeemed, "*working in you to help you want to do and be able to do what pleases him*" (*Philippians 1:6; 2:13 NCV*). This essential Christian doctrine provides assurance and hope as well as comfort and security for us as believers who depend on God's leading in our lives.

PERSONAL IDENTITY

As dependent creatures, we cannot find our identity within ourselves. We are not the center of the cosmos although we are the crown of God's creation. We must depend upon God Who is the absolute authority over creation and the ultimate reference point for truth. We find our identity only as we recognize ourselves as image-bearers of the Creator and depend upon Him and His grace and mercy. Acknowledging our dependence and walking in obedient faith, we can live confidently, knowing that in Christ we can do all things (*Philippians 4:13*) and that nothing will separate us from the love and fellowship of our sustaining Creator (*Romans 8:31-39*).

BIBLE STORIES AND REFERENCES

DEPENDENCY UPON GOD FOR PHYSICAL NEEDS

- God provided Adam and Eve with food (*Genesis 1-2*).
- God provided Adam and Eve with clothing (*Genesis 3:21*).
- God provided food for Egypt and the surrounding nations during a seven-year famine (*Genesis 41-42*).
- God sent manna to feed the children of Israel in the wilderness (*Exodus 16*).
- God provided food for Ruth, a widow (*Ruth 2-3*).
- God provided food for the widow of Zarephath and her son (*1 Kings 17*).

Teacher's Notes

The Bible is the "textbook" for this curriculum. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize Bible stories that can be read, enacted, or paraphrased as the foundation for each lesson.

Teacher's Notes

- God provided food for Elijah in the time of famine (*1 Kings 17:6*).
- God provided oil as a means of income for the prophet's widow (*2 Kings 4:1-7*).
- God purified poisonous stew during the famine in Gilgal, thus sustaining its inhabitants (*2 Kings 4:38-41*).
- God fed 100 men from 20 barley loaves in Baal Shalishah (*2 Kings 4:42-44*).
- God provides all our basic material needs (*Matthew 6:25-34*).
- God provided food for the multitudes who followed Christ (*Matthew 14:13-21*).
- God provided a shelter for Christ's birth (*Luke 2*).
- God provided for the basic needs of the early church (*Acts 2:43-47*).
- Other references: *Leviticus 19:10, 33-34; Malachi 3:10; Matthew 5:45; Luke 6:38*

DEPENDENCY UPON GOD FOR PROTECTION

- God protected Noah in the ark (*Genesis 7*).
- God sustained Israel through the Red Sea crossing (*Exodus 14*).
- God protected Daniel in the fiery furnace (*Daniel 3*) and in the lions' den (*Daniel 6*).
- Jesus protected his disciples during a storm at sea (*Mark 4:35-41*).
- God protected Peter in prison (*Acts 12:1-18*).
- God protected Paul during a shipwreck (*Acts 27*).
- Other references: *Exodus 33:22; Psalm 4:8; 23; 57:1; 116:6; Proverbs 3:24; Isaiah 25:4; 51:16; Matthew 23:37*

DEPENDENCY UPON GOD FOR HEALTH AND HEALING

- God healed Naaman of leprosy (*2 Kings 5*).
- Jesus healed a man with leprosy (*Matthew 8:1-4*).
- Jesus healed demon possessed men (*Matthew 8:28-34*).
- Jesus healed a paralyzed man (*Matthew 9:1-8*).
- Jesus healed blind and mute men (*Matthew 9:27-34*).
- Jesus healed a crippled woman (*Luke 13:10-13*).
- God touches us with healing today (*James 5:13-18*).

DEPENDENCY UPON GOD FOR EVERY NEED OF LIFE

- Daily life (*Job 12:7-10; Psalm 37:28; 66:8-9; 97:10; 104:27; Acts 17:24-25, 28*)
- Eternal life (*John 6:68-69*)
- Salvation (*Ephesians 2:8-9*)
- Emotional security:
 - Love (*Jeremiah 31:3*)
 - Comfort (*Isaiah 66:13*)
 - Peace (*Philippians 4:5-9; 1 Peter 5:7*)
- Strength for all tasks (*Isaiah 40:29; Psalm 118:14; Philippians 4:13; 1 Peter 5:10*)
- Rest (*Mark 6:31-32*)
- Direction for our lives (*Proverbs 3:5-6*)
- A willingness to serve God (*Philippians 2:13*)
- Finances and the ability to earn wages (*Deuteronomy 8:17-18; Proverbs 10:22; 1 Timothy 6:17*)
- Resisting temptation (*1 Corinthians 10:13*)

CHARACTER RESPONSE

Character Trait 6: Trust

DEFINITION

A strong belief in my heart that God will always do what He says

MEMORY VERSE

Lord, I trust you. I have said, "You are my God."

Psalms 31:14

KEY CONCEPTS

Recognizing that God created us for fellowship within the context of total dependence upon Him can evoke conflicting responses. We may experience joy and peace when we think of a loving Creator who desires to have an intimate relationship with us and who shares His thoughts and love freely with us. But a different response may be stirred when we realize that this same Father says that we must trust Him for everything we need, including our very breath. When He tells us that we can do nothing without Him (*John 15:5*), we may find ourselves questioning His all-sufficiency. Fear and doubt may override the warm feelings of love and security; and either purposefully or inadvertently, we may look to others, to systems, or to ourselves to meet our needs. We want to trust, but we may not know our Creator

Teacher's Notes

The *Character Response* part of each lesson is not presented in detail. You may simply make this an informal, culminating time of application following the lesson or at another time such as morning devotions or afternoon closing activities. You may emphasize other character traits as you deem appropriate.

well enough to accept Him as God Who will do what He says He will do. For our own emotional security, we need to trust God for everything. We need to trust God if we are to please Him (*Hebrews 11:6*). Trusting God for everything is a key to blessing in our lives (*Psalms 40:4*). Trusting God is the key to answered prayer (*Matthew 21:22*), personal peace (*Isaiah 26:3*), justification (*Romans 5:1*), and victory in our daily battles with Satan (*Mark 9:23; Ephesians 6:16*).

Trusting God and receiving personal blessing, however, is never to be viewed as a means to personal gain. Rather, our trust in God should keep us from relying on, pampering, and protecting ourselves and move us into a life of selfless service to others (*Galatians 5:6; James 2:17; 1 John 3:23*). Trusting God for everything calls us to “seek first his kingdom and his righteousness” (*Matthew 6:33 NIV*) rather than our personal needs and to rest in His promise that our needs will be met as we do so (*Matthew 6:25-34*).

God intended our fellowship with Him to be a relationship of immense joy and intimacy as we acknowledge our dependence upon Him and His immeasurable trustworthiness to meet all our needs.

BIBLE STORIES AND REFERENCES RELATED TO TRUST

Those Who Demonstrated Trust in God

- Noah trusted God and built the ark (*Genesis 6*).
- Abraham trusted God and left Haran, not knowing where he was to go (*Genesis 12*).
- Abraham trusted God by demonstrating his willingness to sacrifice his son Isaac's life to God (*Genesis 22*).
- Moses trusted God to part the Red Sea (*Exodus 14, 15*).
- Caleb and Joshua trusted God to see them into the Promised Land (*Numbers 13*).
- Caleb trusted God to drive out the Anakites (*Joshua 14*).
- David trusted God and saw deliverance from the lion, the bear, and Goliath (*1 Samuel 17*).
- Naaman trusted God to heal him in the River Jordan (*2 Kings 5*).
- Job trusted God through his trials (*Job 19:25*).
- Shadrach, Meshach, and Abednego trusted God to deliver them from the fiery furnace (*Daniel 3*).
- Daniel trusted God in the lions' den (*Daniel 6*).
- A leper trusted God to heal him (*Matthew 8*).
- A centurion trusted God to heal his servant (*Matthew 8*).
- An afflicted woman trusted God to heal her (*Mark 5*).

- Saul trusted God to save him from harm in the storm (*Acts 27*).
- Other references: *2 Kings 18:5; Isaiah 12:2; Hebrews 11; 1 Timothy 4:10; 2 Timothy 1:3-5*

Those Who Did Not Demonstrate Trust in God

- Abraham distrusted God when God told him he would become a father at age 100 (*Genesis 17*).
- Lot's sons-in-law distrusted that God would destroy Sodom (*Genesis 19*).
- Moses distrusted God when God told him to provide food for the Israelites in the wilderness (*Numbers 11*).
- Some Israelites distrusted God and thus failed to enter the Promised Land (*Numbers 13*).
- Peter distrusted God as he walked on the water (*Matthew 14*).
- The disciples distrusted God in the storm at sea (*Mark 4*).
- Zacharias distrusted God's message that he would become a father (*Luke 1*).
- Thomas distrusted that Jesus was who He said He was after His resurrection (*John 20*).
- Other references: *Matthew 13:58; Luke 24:11; 22:67; John 3:11; 12:37*

DISCUSSION TOPICS FOR THINKING ABOUT TRUST

- Share about something you trust God to do.
- Share about something you have difficulty trusting God to do.
- Share an experience when you trusted God and He met your need.
- Share how you have seen another person demonstrate his or her trust in God.
- Share about someone you know who is trustworthy and how he or she demonstrates trustworthiness.
- Share one thing for which you want to trust God.
- Share how you think your trust in God will grow.
- Share how your trust in God can be expressed in acts of kindness to others--how God can use you to meet the needs of others.
- Share about a trial or difficulty that helped your trust in God grow.

Teacher's Notes

Although the Bible is the main textbook for this curriculum, you are encouraged to develop a small library of children's books related to the Biblical Truth developed in each unit.

SUPPLEMENTARY RESOURCES

Bennett, Rebecca. *God Gives Us Good Food*. Cincinnati, OH: Standard Publishing, 1987.

Jackson, Molly. *We Thank God for the Clothes We Wear*. Elgin, IL: Chariot Books, 1991.

Murphy, Elspeth. *God Cares When I Don't Feel Good*. Elgin, IL: Chariot Books, 1987.

Nystrom, Carolyn. *I Learn to Trust God*. Chicago, IL: Moody Press, 1990.

Wade, Evelyn. *God Is Here, I'm Not Afraid*. Minneapolis, MN: Augsburg Fortress, 1988.

NOTES

1. H. D. McDonald, "Man, Doctrine Of," in *New Bible Dictionary* (Grand Rapids: Wm. B. Eerdmans Publishing Co., 1962), p. 676.

LESSON 11

WHO AM I? WHY AM I HERE? WHERE AM I GOING?

My Whole Life Depends on God

PREPARING TO TEACH

Teacher's Notes

INTRODUCTION

Lesson 10 introduced students to *Biblical Truth 6: God created people to need Him for everything*. Lesson 11 explores the answers to the universal worldview questions *Where did I come from? Why am I alive? Who is in charge of the days I live on the earth? and What happens to me after I die?*

MEMORY VERSES

Biblical Truth (Unit) 6

This God is the One who gives life, breath, and everything else to people.

Acts 17:25

Lesson 11

You made my whole being. You formed me in my mother's body. All the days planned for me were written in your book before I was one day old.

Psalms 139:13, 16

OBJECTIVES

- Students will explore their dependent relationship with God by examining the universal worldview questions *Where did I come from? Why am I alive? Who is in charge of the days I live on earth? and What happens to me after I die?*
- Students will identify the origin of life.
- Students will identify the physical characteristics of life and aging.
- Students will explore the concept of life spans and the basis and reality of physical death.
- Students will distinguish between the temporal nature of physical life and the eternal nature of the spirit and resurrected body.
- Students will contrast the eternal state of those who believe the gospel and those who do not.

MATERIALS

Worldview Model

Unit 6 Lesson 11

Teacher's Notes

Worldview Poster

3 *The Creation in Disharmony*

Bible Poster

Creation Posters

Day 6b *God Created Adam*

Day 6c *God Created Eve*

Symbol Card 6

Biblical Truth Couplet 6

Biblical Truth Couplets CD

Unit Memory Verse Card

6 *Acts 17:25*

Lesson Memory Verse Card

11 *Psalm 139:13, 16*

Word Cards

6i *Generation*

11a *Potter*

11b *Where did I come from?*

11c *I was created by God.*

11d *Why am I alive?*

11e *God keeps me alive.*

11f *Who is in charge of the days I live on the earth?*

11g *God is in charge of the days I live on the earth.*

11h *What happens to me after I die?*

11i *I will live forever in fellowship with God or separated from Him.*

11j *I depend on God for the gift of my life.*

Definition Card

5a *Fellowship: Building a relationship of harmony **with God** when I believe that Jesus is God's Son and my Savior*

Scripture Cards

11a *Isaiah 64:8*

11b *Psalm 139:13-15*

11c *Psalm 90:10*

11d *Psalm 139:13, 15-16*

11e *1 Thessalonians 4:13-14, 16-17*

11f *2 Thessalonians 1:8-9*

Picture Cards

5a *Building the Fellowship Wall*

5b *Wise William Begins to Build the Fellowship Wall*

10a *Wise William Builds Biblical Truth 6 Into the Fellowship Wall*

Teacher Made or Procured

Modeling clay, tan or brown

Stethoscope

Watch or large wall clock with a second hand

Obituary page from the newspaper

Baby and family photos of students requested earlier

Suggestion: For continuity of theme and for discussion, read *Scripture Cards* the first time without the references, especially when there are several Scriptures on one card. Identify the references only when you correlate the *Scripture Card* with the *Bible Poster*.

You may wish to color the *Picture Cards*. If so, make a photocopy to color, and save the original to make future copies.

For large classes, feel free to prepare overhead transparencies of visual aid cards. .

Picture of an expectant mother

Pictures of people in the following age groups:

an infant about 1 year old

a child about 10 years old

a young adult about 20 years old

an adult about 40 years old

an older adult about 70-80 years old

Pictures of the circulatory and respiratory systems from a health book, poster, or the Internet

Prepare the following Gift Sacks to use in Lessons 11-14:

12 inexpensive paper sacks decorated to represent gift sacks

Number the sacks 1 through 12 with colorful markers

12 index cards, numbered and labeled as follows:

1--*Life*

2--*Mind*

3--*Emotions*

4--*Will*

5--*Conscience*

6--*Food*

7--*Clothing*

8--*Shelter*

9--*Peace*

10--*Comfort*

11--*Wisdom*

12--*Love & Acceptance*

Place each Card in its corresponding Gift Sack.

Teacher's Notes

Advance preparations for Lesson 11

Confirm that parents have sent a photo of their child as an infant and a photo of their family.

DEVELOPING THE COMPREHENSION

Student Workbook Activity

Picture It: Wonderfully Made, p. 57

The Main Points: God Gives Me Life and Breath, p. 58

Picture It: When Jesus Comes Back, p. 60

Group Activity

Poster/Bulletin Board Collage: Have students cut out pictures of people of different ages and mount them on colored paper. Discuss the stages of growth and aging and the value of each life to God. Label the poster or bulletin board with *Psalm 139:16, All the days planned for me were written in your book before I was one day old.*

The Potter: Have students use modeling clay to make any object they choose. Have them share with the class their clay creations and the thoughts they had during the creative process. Correlate the activity with God's sovereignty in their lives.

MAKING THE APPLICATION

Student Workbook Activity

Hiding God's Word: Psalm 139:13, 16, p. 59

Thinking About It: My Prayer for Salvation, p. 61

Group Activity

Who Are We? One at a time, display students' baby pictures from the

Student Workbook, Lesson 11, p. 57. Cover the names. Have students guess the identity of each picture. Using the theme *I depend on God for my life*, discuss the physical changes that occur with growth.

A Prayer for Salvation: This lesson's emphasis on life and eternal life provides a good opportunity for you to encourage students to reflect on the nature of God's gift of salvation through Jesus Christ. Without pressure and without asking students to raise their hands if they "want Jesus in their hearts," review the story of creation, fall, and redemption. Have students reflect on the truth of their own sinfulness and how God, who always does what is right, must punish sin. Remind them of the consequences of sin and how sin has affected all the relationships of creation. Focus especially on the separation sin produces between people and God. Invite students to share with you, other teachers, and especially their parents their belief in Jesus Christ as the One who died in their place that they might have eternal life and their desire to ask God to forgive their sins. You may wish to lead students in the "sinner's prayer" as you deem appropriate.

Community Extension

A Doctor's Visit: Invite a doctor or nurse to share information about the heart and lungs, emphasizing how to take good care of the body.

Visitors's Day: Invite a teenager, a young adult, a middle aged adult, and a senior adult to visit the class. Have each one share a little about their lives and their walk with the Lord.

TEACHING THE LESSON

REVIEW OF LESSON 10

- Review the Symbol Card for Biblical Truth 6.

Focus: God created people to need him for everything.

Remind students of the parents and their infant who visited the class.
Display **Symbol Card 6**.

Discuss:

*What does Biblical Truth 6 tell us?
For what must we depend on God?*

Display **Biblical Truth 6 Couplet**.
Have students recite it with you.

Play the **Biblical Truth Couplets CD**, track 6.
Have students sing along.

- Review the Worldview Model.

Focus: Biblical Truth 6 is the second pillar of truth about our fellowship with God that we have built into our House of Truth.

Display the **Worldview Model**.
Display **Picture Card 5b**, *Wise William Begins to Build the Fellowship Wall*.

Discuss:

What is the name of the wall that tells about the relationship God created us to have with Him?

Display **Definition Card 5a**, *Fellowship: Building a relationship of harmony with God when I believe that Jesus is God's Son and my Savior.*

Discuss:

What is fellowship?

Display **Picture Card 5a**, *Building the Fellowship Wall.*

Discuss:

How many pillars of truth are we going to build in our Fellowship Wall?

Refer to the **Worldview Model**.

Discuss:

How many pillars have we built into our Fellowship Wall so far?

Display **Picture Card 10a**, *Wise William Builds Biblical Truth 6 Into the Fellowship Wall.*

Display again **Symbol Card 6**.

Discuss:

What does Biblical Truth 6 tell us?

What are some of the things we must depend on God to provide for us?

- Review the memory verse for Biblical Truth (Unit) 6.

Focus: We depend on God, our Creator, to give us life and to sustain it.

Display **Unit 6 Memory Verse Card**, *Acts 17:25.*

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Acts 17

[25] This God is the One who gives life, breath, and everything else to people.

Discuss:

After God creates us, what does He give us so we can live?

On whom do we depend for every breath we breathe?

On whom do we depend for our food, clothes, and shelter?

Could we live at all if God did not create us and keep our lives going?

SETTING THE STAGE

This discussion may raise the issue of children who are not happy with the way God created them. Emphasize that each individual is unique and special to God, that the heart of the person is most precious to God, and that His love and care helps people learn to accept the things that they cannot change.

Although the potter has control over the basic design of his or her creation, other factors affect the quality of the final product. In this respect, the human potter is not completely sovereign over his or her work as is God.

- Review the visit of the parents with their infant as an example of how we are dependent on God and our parents for our physical lives.

Focus: God creates all life through biological processes of the sexes. All life ultimately depends on God for its existence.

Remind students of the visit of the parents and their infant.

Discuss:

Did Baby ____ create himself/herself?

Where did Baby ____ have to grow before he/she was born?

Who began Baby ____'s life inside his/her mother so that he/she could be born to Mr. and Mrs. ____ ?

Did Baby ____ have any choice about whether or not he/she would be created and born?

As Baby ____ grows older, whom will he/she begin to look like?

Did Baby ____ have any choice about his/her height, eye color, hair color, or the way he/she will look?

On whom must Baby ____ depend for life and the way he/she looks?

- Develop the concept of a *potter* and the complete control (sovereignty) the potter has over the clay.

Focus: A potter is "sovereign" over the design and creation of his or her work.

Display the **Modeling clay**.

Explain that you are going to make something from the clay.

Shape the clay into a simple **pot**.

Discuss:

What did I create?

Did the clay tell me I could or could not make it into a pot?

Did the pot tell me I could or could not make it?

What do we call a person who makes clay pots?

Display **Word Card 11a, Potter**.

Have students recite it with you.

Explain that this word describes artists who work with clay to produce pots or other pottery pieces.

Re-emphasize that the potter has control over the clay.

Deliberately reshape the pot into a **ball**.

Discuss:

Did the pot have anything to say about my reshaping it into a ball?

Who has complete control over what the clay becomes?

Explain that you are going to make something else from the **Modeling clay**.

Talk to yourself as you create the various parts of a **human being**. Use the suggested monologue below, or create one of your own.

"Let's see. I think I will create a human being. He'll need a body, a head with eyes to see, a mouth to speak, a nose to smell, and ears to hear. I think he should have arms and hands so he can hold and move

things around. And oh, yes, two legs so that he can walk from place to place. I think I'll cover him with lovely skin to protect him. I think I'll make this one with brown skin."

Continue your monologue in order to communicate to students that what you are making will be just like you want it to be.
Position the figure to stand or sit when finished.

Discuss:

Why do you think I made this model of a human being?

Why did I make it the way I did?

Did the clay have any choice about whether it wanted to be made into the shape of a human being?

Did the figure have anything to say about whether it wanted to be made or not?

- Correlate the illustration of you as a potter with God as the Master Potter, the Creator of all life.

Focus: The Bible (*Romans 9*) refers to God as the Master Potter Who creates each life according to His desires and creative pleasure.

Display the **Photos of students as infants**.

Discuss:

Where did you come from?

Did you have any choice as to whether or not you would be created and born?

Did you get to choose when you were created?

Did you get to choose the color of your eyes, hair, or skin?

Who is the Potter who made you exactly like you are?

Display **Scripture Card 11a**, *Isaiah 64:8*, and read it as formatted below.

Correlate it with the **Bible Poster**.

Have students read it with you.

Isaiah 64

[8] But Lord, you are our father. We are like clay, and you are the potter. Your hands made us all.

Discuss:

If a piece of clay must depend on the potter for what it is to become and what it is to be used for, on Whom must we depend to create us?

If the creation of our lives depends on God, what else must we depend on God for if we are to live?

Explain that this lesson explores how we must depend totally on God for life.

Teacher's Notes

Be sensitive to students who are adopted if the question arises. Emphasize that all children have birth parents, and some have both birth parents and adoptive parents.

A *generation* refers to the group of people who were born and are living in the same time span. It is often defined as an average time span between the birth of parents and the birth of their offspring. For this lesson, *generation* refers to the set of parents in the family tree along with others in their age group.

The concept of human conception can be tastefully presented to young children. Simply emphasize that life requires "a mommy and a daddy" for the baby to grow inside the "mommy" until it is born. Remind students that God begins and develops the life within the mother (Lesson 6).

DISCLOSURE

TOPIC 1. GOD CREATED MY LIFE

- Review the concept of *generation* developed in Lesson 6.

Focus: God creates all life. His plan is for life to be created through the generational lineage of the family.

Discuss:

Was Baby _____ the child of Mr. and Mrs. _____ ?

Distribute the **Photos of students' families**.

Invite students to identify their parents, siblings, grandparents, etc.

Discuss:

Were each of you born to parents?

Were your parents born to parents?

What do we call the parents of our parents?

Were your grandparents born to parents?

What do we call the parents of our grandparents?

Did your great grandparents have parents?

Display **Word Card 6i**, *Generation*.

Discuss:

What do we call the sets of parents who give birth to children who will become the next sets of parents?

How many generations does your family photo show us?

- Review the truth that God creates every new life through biological development within the mother.

Focus: We are both creations of God and the offspring of our parents.

Display **Creation Posters Day 6b**, *God Created Adam*, and **Day 6c**, *God Created Eve*.

Discuss:

How did God create Adam and Eve?

Display a **Picture** of an expectant mother.

Discuss:

Does God create people today the same way He created Adam and Eve?

Where does God create our lives today?

Where did Baby _____ grow before he/she was born?

Where does God cause all people to grow before they are born?

Display **Scripture Card 11b**, *Psalm 139:13-15*, and read it as formatted below. Correlate it with the **Bible Poster**.

Psalm 139

[13] You made my whole being. You formed me in my mother's body.

[14] I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well. [15] You

saw my bones being formed as I took shape in my mother's body. When I was put together there, you saw my body as it was formed.

Discuss:

Who made you inside your mother's body?

Who watched your bones and body being formed each day?

Who is your Creator?

Who are your parents?

- Have students reflect on the question *Where did I come from?* and begin to formulate a biblical response to it.

Focus: *Where did I come from?* is a universal worldview question. The answer to the question is multi-faceted, but it begins with an understanding that we are creations of God, born as children to our earthly parents.

Display **Word Card 11b**, *Where did I come from?*

Discuss:

To whom were you born?

Who are you?

Who began and created your life?

Who are you?

After discussion, display **Word Card 11c**, *I was created by God.*

Have students recite it with you.

TOPIC 2. GOD KEEPS MY LIFE GOING

- Develop the concept that our breathing shows that we are alive and our breathing keeps us alive.

Focus: Our life is sustained by the proper functioning of all our biological systems. Our breathing and our heartbeat demonstrate that we are alive.

Sit quietly in front of your students, close enough for them to observe your breathing.

Refer to a second hand on a clock or watch.

Have students count the number of times you breathe in 30 seconds.

Slightly exaggerate your inhalations to make the counting easier.

Discuss:

How many times did I breathe in 30 seconds?

Can you guess how many times I breathe during a day?

Can you guess how many times I breathe during a year?

Lead the discussion to explain that you breathed approximately 6 times in 30 seconds.

For fun, explain that this means you breathe approximately 12 times a minute, 17,000 times a day, or 1,530,000 times per year.

Write the numbers on the board even though students may not be familiar with place values beyond three digits. Emphasize the point that we take millions of breaths during our lifetime.

Discuss:

What would cause someone to breathe faster than I was breathing today in class?

What would cause someone to breathe slower?

Display the **Stethoscope**.

Discuss:

Have you ever seen a doctor or nurse use this instrument?

What is the name of this doctor's instrument?

What is it used for?

Explain that the stethoscope is used to listen to the sounds our hearts and lungs make.

Discuss:

What does your heart do for you?

What do your lungs do for you?

Explain the basic functions of the heart and lungs, and then demonstrate the use of the stethoscope.

Allow several students to take turns listening to each other's heartbeats.

Select one student to listen to another student's heartbeat. (Alternatively, if students do not hear the heartbeat clearly, you can act as the listener.)

Using a **Watch or wall clock with a second hand**, record the number of heartbeats the student (or you) hears in 30 seconds.

Write the number of beats on the board.

Explain that you will help the class determine how many times their hearts beat (at resting rate) during a 24-hour day.

Even though students may not yet have been introduced to the math function of multiplication or the units of time such as minutes and seconds, they will be fascinated by the number of times their hearts beat in a 24-hour period.

Write the time intervals and beats per interval on the board as follows:

Multiply the 30-second heart rate by 2 to determine the minute rate.

Multiply the minute rate by 60 to determine the hourly rate.

Multiply the hourly rate by 24 to determine the daily rate.

With an average resting heart rate of about 72 beats per minute, the hourly rate would equal 4,320 beats and the 24-hour rate would equal 103,680. If you have place value mathematics materials that can demonstrate this number concretely, use them to emphasize the magnitude of this number.

Discuss:

What would cause the heart to beat faster than what we counted in class today?

What would cause the heart to beat slower?

- Review the truth that God sustains the breath of life in each person.

Focus: God sustains the biological processes of our lives.

Display **Pictures** of the respiratory and circulatory systems.

Discuss:

Who created us with a heart to beat and to pump our blood and lungs to breathe oxygen?

Who keeps us alive by keeping our hearts beating and our lungs breathing?

Where can we find out who keeps us alive every day?

Display **Unit 6 Memory Verse Card**, Acts 17:25.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Acts 17

[25] This God is the One who gives life, breath, and everything else to people.

Briefly review the miracle of every second of life as a gift from God.

Discuss:

Who created us?

Who gives us breath for every second of our lives?

- Have students reflect on the question *Why am I alive?* and begin to formulate a biblical response to it.

Focus: *Why am I alive?* is a universal worldview question. It closely parallels the question *Why am I here?* We are here for God's glory. God keeps us alive by His power and will.

Display **Word Card 11d**, *Why am I alive?*

Discuss:

Who created your life?

Who keeps you alive after you are born?

After discussion, display **Word Card 11e**, *God keeps me alive*.

Have students recite it with you.

TOPIC 3. GOD DETERMINES THE DAYS OF MY LIFE

- Sensitively develop the concept of growth, aging, and death.

Focus: Our physical lives are mortal and usually pass through the stages of growth, aging, and eventually death. Death is a consequence of the fall.

Discuss:

How many of you are six years old? Seven? Eight?

Are your parents older or younger than you?

How many of you have grandparents?

Are your grandparents younger or older than your parents?

Display **Pictures** of an infant about 1 year old, a child about 10 years old, a young adult about 20 years old, an adult about 40 years old, and an older adult about 70-80 years old.

Have students arrange the pictures in order from the youngest to the oldest.

Discuss:

Do people live on the earth forever?

What happens to people after they live a long time on the earth?

Do people sometimes die before they grow old?

Teacher's Notes

Display **Worldview Poster 3**, *The Creation in Disharmony*.

Discuss:

Why do people not live on the earth forever?

Briefly review the concept that physical death is one of the consequences of the fall.

- Develop the concept of aging and physical change.

Focus: The average life-span is divided into periods of infancy, childhood, adolescence, and adulthood. Physical changes are associated with each age period.

Refer to the **Pictures** of the infant, child, and adults of different ages.

Discuss:

Which picture shows someone about 1 year old?

Which picture shows someone about 10 years old?

Which picture shows someone about 20 years old?

Which picture shows someone about 40 years old?

Which picture shows someone about 70 years old?

When you were born, what did you look like?

How do you look different today than when you were born?

How will you look when you are 10?

How will you look when you are 40?

How will you look when you are 70?

How do people change after they are born?

Draw a time-line from 0-100 with ages marked at intervals of 10 years.

Draw it long enough and with the intervals wide enough so that you can mount the pictures of people of different ages underneath the corresponding time mark.

Have students help you sequence the pictures.

- Develop the concept of an average life span.

Focus: The average life span is between 70 and 80 years.

Discuss:

Do people live on the earth forever after they are born?

How many years do most people live?

Who do you think set the number of years most people are able to live on the earth?

Where can we find out how long most people are able to live on the earth?

Display **Scripture Card 11c**, *Psalm 90:10*, and read it as formatted below. Correlate it with the **Bible Poster**.

Psalm 90

[10] Our lifetime is 70 years. If we are strong, we may live to be 80.

Discuss:

How long do most people live on the earth?

Do all people live exactly 70 or 80 years?

Explain that this Scripture does not mean that people live only 70 or 80 years, but that God sets limits for our earthly lives because of the fall. The ages mentioned in the Scripture passage represent average life spans. Ultimately, God sets the days of our lives.

God's sovereignty over our lives does not violate our free-will. The tension of this theological mystery is not easily resolved, and we accept it by faith.

*Who decides the number of days we will live on the earth?
Where can we find out who plans the number of days we will live on the earth?*

Display **Scripture Card 11d**, *Psalm 139: 13, 15-16*, and read it as formatted below.

Have students read it with you.

Correlate it with the **Bible Poster**.

Psalm 139:13-16

[13] You made my whole being. You formed me in my mother's body.

[15] You saw my bones being formed as I took shape in my mother's body. When I was put together there, [16] you saw my body as it was formed. All the days planned for me were written in your book before I was one day old.

Discuss:

Who created our life inside our mothers and made us grow?

Who planned every day we would live even before we were born or before we were one day old?

- Have students reflect on the question *Who is in charge of the days I live on the earth?* and begin to formulate a biblical response to it.

Focus: *Who is in charge of the days I live on the earth?* is another worldview question. God ordains the days of our lives according to His will and by His power.

Display **Word Card 11f**, *Who is in charge of the days I live on the earth?*

Discuss:

Who created your life?

Who is in charge of the days of your life on earth?

After discussion, display **Word Card 11g**, *God is in charge of the days I live on the earth.*

Have students recite it with you.

TOPIC 4. GOD CREATED ME TO LIVE FOREVER

- Sensitively discuss the concept of death.

Focus: Physical death is the penalty for sin for all people.

With sensitivity, display and explain the **Newspaper obituary page**.

Discuss:

Do people live forever on the earth?

What eventually happens to every person?

Have you ever known someone who died?

How did it make you feel?

Why does every person eventually have to die?

- Ascertain students' understanding of immortality.

It is not necessary to explore all the imagery of eternal punishment (*outer darkness, Matthew 18:12; unquenchable fire, Mark 9:43; being lost Matthew 10:6*). Emphasize instead the eternal nature of life after death even for those who will suffer God's judgment and punishment.

Focus: From the moment of conception, our lives are eternal. The physical death of our body does not end our existence. Eternally, people will live either in the presence of God or separated from Him. The grief of death is overcome by the hope of eternal life with God.

Discuss:

When people die, is that the end of their lives forever?

What happens to people after they die?

Where can we find out what happens to people who die who believe in Jesus as God's Son and their Savior?

Display **Scripture Card 11e**, 1 Thessalonians 4:13-14, 16-17, and read it as formatted below.

Correlate it with the **Bible Poster**.

1 Thessalonians 4

[13] Brothers and sisters, we want you to know about those Christians who have died. We do not want you to be sad as others who have no hope. [14] We believe that Jesus died and that he rose again. So, because of Jesus, God will bring together with Jesus those who have died.

[16] The Lord himself will come down from heaven. There will be a loud command with the voice of the archangel and with the trumpet call of God. And those who have died and were in Christ will rise first.

[17] After that, those who are still alive at that time will be gathered up with them. We will be taken up in the clouds to meet the Lord in the air. And we will be with the Lord forever.

Discuss:

After Christians die, do they stay in the grave forever?

What will happen to them?

After Jesus comes back and brings all Christians back to life, how long will they live with the Lord?

How long is forever?

If we are Christians, why do we not need to be afraid of death?

What happens to people who die who do not believe in and obey Jesus?

Where can we find out what happens to people who die who do not believe in and obey Jesus?

Display **Scripture Card 11f**, 2 Thessalonians 1:8-9, and read it as formatted below.

Correlate it with the **Bible Poster**.

2 Thessalonians 1

[8] He [God] will come from heaven with burning fire to punish those who do not know God. He will punish those who do not obey the Good News of our Lord Jesus Christ.

[9] Those people will be punished with a destruction that continues forever. They will not be allowed to be with the Lord, and they will be kept away from his great power.

Discuss:

What happens to people who die who do not know and obey Jesus?

Will people who die and have not obeyed the Good News of Jesus die after they are punished or will they live forever in punishment and never see God?

Do those who believe in Jesus and obey Him need to be afraid of eternal punishment after they die? Why not?

Who has already taken the punishment for our sins so that we can live forever with God in heaven?

Briefly review the plan of salvation and the peace and hope it provides for all Christians.

- Have students reflect on the question What happens to me after I die? and begin to form a biblical response to it.

Focus: *What happens to me after I die?* is a universal worldview question.

Display **Word Card 11h**, *What happens to me after I die?*

Have students recite it with you.

Discuss:

Do our lives end after we die?

What happens to us after we die?

After discussion, display **Word Card 11i**, *I will live forever in fellowship with God or separated from Him.*

Have students recite it with you.

- Introduce the memory verse for Lesson 11.

Focus: God created us, sustains us, and ordains all the days of our lives. Our lives are not our own. We are completely dependent upon Him for everything.

Have students look around the room at each of their classmates.

Discuss:

Who made you?

Who is really in charge of everything about your life?

Why is it good to know that God created you and is in charge of the days of your life?

Display **Lesson 11 Memory Verse Card**, *Psalm 139:13, 16.*

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Psalm 139

[13] You made my whole being. You formed me in my mother's body.

[16] All the days planned for me were written in your book before I was one day old.

Discuss briefly.

- Develop the concept that life is a gift from God.

Focus: We must depend on God for the gift of life.

Display **Gift Sack 1**.

Discuss:

During this lesson, we have been learning about a very special gift that we depend on God for. What gift is this?

After discussion, invite a student to open the Gift Sack and remove **Card 1, Life**.

Tape the card to the front of the Gift Sack.

Display **Word Card 11j**, *I depend on God for the gift of my life*.

Have students recite it with you.

SUMMARY

- Review the universal worldview questions related to how our lives are created and sustained.

Focus: God creates and sustains our lives. Once created, we live eternally.

Distribute to students who can read the Word Cards, Scripture Cards, and Memory Verse Card listed below.

Word Cards

11c *I was created by God.*

11e *God keeps me alive.*

11g *God is in charge of the days I live on the earth.*

11i *I will live forever in fellowship with God or separated from Him.*

Scripture Cards

11b *Psalms 139:13-15*

11e *1 Thessalonians 4:13-14, 16-17*

11f *2 Thessalonians 1:8-9*

Lesson Memory Verse Card

11 *Psalms 139:13, 16*

Unit Memory Verse Card

6 *Acts 17:25*

Ask the questions from Lesson 11 using the Word Cards listed below. Have students with the corresponding Word and Scripture Cards respond.

Word Cards

11b *Where did I come from?*

11d *Why am I alive?*

11f *Who is in charge of the days I live on the earth?*

11h *What happens to me after I die?*

Refer to the **Worldview Model** and **Biblical Truth 6**.

Display **Symbol Card 6**.

Relate the four worldview questions of this lesson to Biblical Truth 6.

Display **Gift Sack 1** with **Card 1**, *Life*, taped to the front.

Discuss:

For what gift must we completely depend on God?

Display **Word Card 11j**, *I depend on God for the gift of my life*.

Have students recite it with you.

- Review the memory verse for Lesson 11.

Focus: God created us, sustains us, and ordains all the days of our lives. Our lives are not our own. We must depend completely on God for everything.

Display **Lesson 11 Memory Verse Card**, *Psalm 139:13, 16*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Psalm 139

[13] You made my whole being. You formed me in my mother's body.

[16] All the days planned for me were written in your book before I was one day old.

Discuss:

Who made you?

Who is really in charge of everything about your life?

Why is it good to know that God created you and is in charge of the days of your life?

PRAYER

- Have students thank God for creating them and for sustaining their lives. Have them thank God for giving them eternal life through Jesus.

Note: This lesson provides a good opportunity for you to present the Gospel. Have students reflect on their salvation, and invite them to prayerfully make a commitment to Christ. You may use page 61 of the Student Workbook as part of this activity.

Teacher's Notes

FELLOWSHIP

Building a Relationship of Harmony with God When
I Believe that Jesus Is God's Son and My Savior

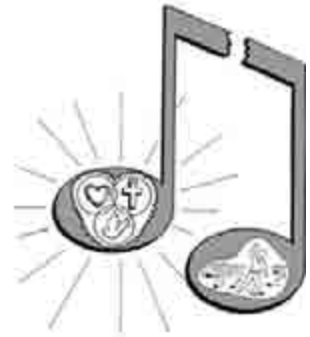
Unit 7

Sin Causes Separation and Disharmony Between People and God

... the Father sent his Son to be the Savior of the world. Whoever confesses that
Jesus is the Son of God has God living inside, and that person lives in God.
1 John 4:14-15 NCV

It is your evil that has separated you from your God.
Your sins cause him to turn away from you.
Isaiah 59:2

And all of you should be very humble with each other.
1 Peter 5:5



INTRODUCTION

God's plan to create the world and its inhabitants was intentional, eternal, and omnisciently designed for His glory and pleasure. When the moment came for its birth, all the angels of heaven must have watched in awe as God spoke His flawless and harmonious masterpiece into existence (*Job 38:7*). Perhaps the greatest awe was reserved for the moment the heavenly hosts beheld the crown of God's creation, Adam and Eve. They alone were created as God's image-bearers to enjoy an unblemished and eternal fellowship with their Creator for His glory. But this fellowship was conditional, requiring that Adam and Eve and subsequent generations not only acknowledge their dependence upon God but also that they obey Him. Only through their trust and obedience would they be able to enjoy the eternal state of perfection and blessing for which they were created.

Living millenniums beyond the perfections of Eden, we find it hard, if not impossible, to comprehend the concept of perfection. We can describe it only imperfectly because none of us has ever experienced it. The long, tragic continuum of human history declares, all too painfully, that all dimensions of God's perfect creation, including people, are no longer perfect. Despite the fact that we can and do exhibit virtuous behavior from time to time, we are forced to admit that evil is an integral part of our human nature. Because we do evil, we who were created to glorify and enjoy fellowship with our Creator are now separated from Him.

The problem of evil, including its origin and how to mitigate or eliminate it, has been a core element of human thought throughout the centuries. Whether we view evil as a result of sin, a lack of education, superstition, or a stage in human evolution, our efforts to understand, eliminate, or minimize it are constant reminders that evil and the effects of sin are a reality with which we must deal. Tragically, because we are imperfect, our assessment of evil and its solution are equally imperfect. Only as we discover God's truth revealed in His Word will our understanding be enlightened.

The biblical Christian worldview affirms that sin entered the human race when people, created in God's image with volitional capacities, chose to disobey God. Tempted by visions of infinite wisdom and power "[people] exchanged the truth of God for a lie, and worshiped and served created things rather than the Creator (*Romans 1:25*)

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

NIV).⁷⁷ In this willful act of disobedience, people not only ushered sin into the human race but also forfeited their relationship of intimate, flawless fellowship with God. Although we find assurance in understanding our origin and why we were created (Unit 6), the biblical Christian worldview affirms that our sins separate us from God and cause Him to hide His face from us (*Isaiah 59:2*). Just as important, we must understand that our sin not only separates us from our Maker but also prevents us from fulfilling our destiny. Our sin causes personal as well as corporate pain and suffering. As sinners, we are accountable to God for our sin.

The subject of Unit 7 is not a joyful one. Yet as we formulate our worldview, it is essential that we understand our sin nature. Gratefully, the subject of our sinful nature does not stand alone, for the good news of salvation is God's gracious answer to our dilemma (Unit 8).

As you teach the material in this unit, you may be tempted to minimize the concept of sin, especially for younger children. This is understandable. Nevertheless, sin is not a subject we can treat lightly. Children are very aware of sin and its ugliness. Without preaching condemnation, you must lovingly and forthrightly talk about the human heart. You must show the contrast between our heart and the heart of the holy and infinite God discussed in Unit 2. You must show sin for what it is—abhorrent to God and the very cause of our separation from Him. Pray for wisdom as you teach the lessons in this unit. Assure students that God's eternal plan for fellowship still exists and that He does have an answer to our problem. While you teach the bad news of Unit 7, assure students that the good news of salvation is the topic of Unit 8.

Pray that your students will begin to understand the nature of their heart and humble themselves before God. At the same time, pray that every heart will be cultivated to receive the truths of God's eternal plan of redemption and fellowship through Jesus Christ and thus be lifted up (*1 Peter 5:6*).

BIBLICAL TRUTH 7

Sin causes separation and disharmony between people and God.

The biblical Christian worldview affirms that we are all by nature sinful and are therefore separated from fellowship with God.

MEMORY VERSES

SECTION 2: FELLOWSHIP

. . . the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.

1 John 4:14-15 NCV

BIBLICAL TRUTH (UNIT) 7

It is your evil that has separated you from your God. Your sins cause him to turn away from you.

Isaiah 59:2

A *Memory Verse* for each section, unit (Biblical Truth), lesson, and character trait of the curriculum has been selected for clarity and brevity appropriate for young students.

LESSONS OF UNIT 7

16 *Doing wrong is always sin.*

1 John 5:17

17 *Stand against the devil, and the devil will run away from you.*

James 4:7

18 *No one can say, "I am innocent. I have never done anything wrong."*

Proverbs 20:9

19 *Sin came into the world because of what one man did. And with sin came death.*

Romans 5:12

CHARACTER TRAIT 7

And all of you should be very humble with each other.

1 Peter 5:5

SYMBOL

Two notes, broken in harmony, the upper note representing God, the lower note representing people in rebellion against God.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; 1 Chronicles 29:12)*

Lower note: *People created by God (Genesis 1:26; Psalm 139:13)*

Person with back to God: *Disobedient and sinful people, declaring their independence from God (Proverbs 11:2; 16:18; 21:4; Hebrews 3:12; 1 John 2:16)*

Broken bridge between the upper and lower note: *Broken fellowship between God and people due to sin (Isaiah 59:2; 64:7; Hosea 6:5)*

KEY THEMES

THE FELLOWSHIP UNITS 5-8

- The origin of people
- The purpose of people
- The finite, dependent nature of people
- The nature of fellowship with God
- The fall and fellowship with God
- The moral nature of people
- The origin and nature of sin
- The consequences of sin
- Redemption and fellowship with God
- The nature of the new birth and fellowship with God

Teacher's Notes

A musical note motif is used to symbolize each Biblical Truth of this curriculum. Each part of the symbol represents a particular aspect of each truth.



UNIT 7

- The moral nature of people
- The origin and existence of evil
- The sin nature of people
- The effects of sin on the relationship between God and people
- Humility as a moral value

Unit Objectives are expanded and listed as specific objectives in each lesson.

OBJECTIVES

The lessons in Unit 7 should enable students:

- To understand that sin is an act of wrongdoing.
- To identify certain acts that are sinful.
- To understand how sin entered the cosmos through Lucifer's rebellion.
- To understand how sin first entered humanity.
- To understand that all people are sinners.
- To identify personal and social consequences of sin.
- To define and begin to exhibit the character trait of humility as an appropriate response to their sin nature.

Key Concepts are provided with each lesson to help you become familiar with biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will not only help with lesson preparation, but also provide an in-depth background from which to answer student questions and supplement lesson activities.

KEY CONCEPTS

A PERFECT FELLOWSHIP

Everything God created was good. Adam and Eve were perfect and existed in harmonious relationships with God, with themselves, with each other, and with nature. Depending upon God, they carried out their assigned tasks and offered praise and worship to their Maker. Created in God's image (see Unit 9), they were endowed with intellect and a will, both of which they exercised in submitting to God and living in fellowship with Him.

AN IMPERFECT WORLD

No one doubts that the harmony of creation described in Genesis 1 no longer exists. Human relationships are often filled with strife and discord, and the physical creation exhibits disharmony and decay. We must balance the beauty we see in life with its stark, opposing contrasts: life and death, beauty and ugliness, light and darkness, and good and evil. Even the earth which God prepared to serve and bless people does so only reluctantly.

THE ENTRANCE OF SIN INTO THE WORLD

The biblical Christian worldview affirms that the source of all earthly disharmony and evil is sin.¹ The Bible defines sin as unrighteousness or injustice (*1 John 5:17*), unbelief (*Romans 14:23*), and transgression of God's laws (*1 John 3:4*). Contemporary definitions that define sin as a mistake, an illness, a weakness, or a problem do not align with biblical truth.

Sin entered God's created order in heaven through Lucifer, one of God's created angelic beings. Called the Day Star and Son of the Morning because of his brightness, Lucifer was endowed with magnificent qualities and attributes including wisdom and beauty (*Isaiah 14:12-14; Ezekiel 28:11-19*). Created with a will and intellect, he was free to live in submission to his Creator or to assert himself and live independently of Him. Choosing the latter, Lucifer exalted himself against God, and according to some biblical interpreters, led one-third of the angels in rebellion against their Creator (*Revelation 12:3-4*).

Lucifer's sin was rooted in pride as he reveled in his wealth, wisdom, and beauty (*Ezekiel 28:2, 4-5, 17*). Activated by his self-will in opposition to God's will (*Isaiah 14:12-14*),² Lucifer's sin expressed itself in covetousness or lust, desiring for himself worship that belonged only to God (*Matthew 4:10*). The penalty for his rebellion was eternal punishment (*Matthew 25:41*).

After being cast from heaven to earth, Lucifer (Satan) and the fallen angels (demonic spirits) continued their course of rebellion, their goal being to destroy God's earthly creation by tempting His image-bearers. As sinless creatures, Adam and Eve were endowed with a mind for understanding God's laws. They were endowed with a moral nature for discerning between right and wrong, and as free agents, they were given a will, empowering them to choose between good and evil (*Genesis 2:16-17*). Lucifer's strategy was to undermine God's authority by tempting Adam and Eve to assert their will above His.

THE TEMPTATION AND FALL

Satan initiated his temptation by leading Eve to question God's laws and enticing her to think she could become as wise as her Creator (*Genesis 3:5-6*). He tempted her to doubt God's word ("*Did God really say . . . ?*" *Genesis 3:1 NIV*) and later to disbelieve it ("*You will not surely die.*" *Genesis 3:4 NIV*).³ His temptation appealed to the lust of the flesh (the fruit was good for food), the lust of the eye (the fruit was pleasant to look at), and the pride of life (the fruit would make her wise like God). In a moment that must have caused heaven to recoil, Adam and Eve disbelieved God, asserted their independence from Him, and ushered sin into the human race.

Adam and Eve did not have to sin. They were not created with the bent toward sin that we now possess. Even though they were capable of being tempted, they were not forced to sin. In essence, Adam and Eve made a choice, acted on that choice, and were accountable for it. Their sin was deliberate disobedience.

The fall of Adam and Eve endowed them and all generations of the human race with a sin nature (*Genesis 6:5; Psalm 53:3; Ecclesiastes 7:20; Romans 3:23*). This dark part of our nature originates in our hearts (*Matthew 15:19; James 1:15; 4:1*), hearts that are desperately wicked (*Jeremiah 17:9*). We willfully engage in sin and enjoy it (*Psalm 52:3; Proverbs 2:14; 2 Thessalonians 2:12*). Because we choose to sin, we are accountable for our choices and have no excuse for our unrighteousness (*John 15:22; Romans 1:20; 2:1*).

THE CONSEQUENCES OF SIN

DEATH

The consequences of sin could never have been imagined. The death that God foretold as a consequence for disobedience entered creation the moment Adam and Eve asserted their self-will (*Romans 6:23*). Spiritual death destroyed the harmonious fellowship they enjoyed with their Creator. It also affected the relationship of harmony they enjoyed within themselves as individuals and between themselves as husband and wife. In time, their sin brought disharmony within their family and the extended community of the human race (Units 11, 15). The physical harmony of the creation also began to exhibit disharmony (Unit 19) as both the earth and its people embarked upon the aging process leading to death and decay. Most tragically, the second death or lake of fire (*Matthew 25:41*) became everyone's eternal destination.

SEPARATION FROM GOD

Sin cannot dwell in the presence of a holy God. When Lucifer rebelled and sinned against God, he was cast from heaven. When Adam and Eve sinned, they were cast from the Garden, and through inheritance of the sin nature, all people are now separated from God (*Deuteronomy 31:18; Psalm 44:24; Isaiah 1:15; 59:2*). Wickedness cannot dwell with the Lord (*Psalm 5:4*), and those who continue to walk in rebellion and refuse to be reconciled to God through Jesus Christ are rejected by Him (*1 Samuel 15:23; 2 Kings 17:20; Hebrews 12:17*). They are given up to their own lusts and forsaken by God (*1 Samuel 16:14; Proverbs 1:28; Romans 1:24*). Through their persistent unbelief and rebellion, they reap the consequence of eternal separation and punishment (*Matthew 25:41*).

THE CONSEQUENCES OF SEPARATION FROM GOD

Separated from fellowship with God, we cannot know the perfection of inner harmony we were created to enjoy. We have been left to follow our own darkened minds (*Ephesians 4:17-24; Colossians 1:21*), enslaving, self-centered wills, uncontrolled emotions, and perverted instincts. The divine presence of our Creator that once provided perfect wisdom, guidance, and fulfillment is no longer ours to enjoy. In our fallen state, we are unable to fully understand the world around us or to reason without error. Morally we are less able to discern between right and wrong, and socially we exploit others. Because of our separation from God, we cannot find the means for filling the emptiness in our lives or setting ourselves free from the behaviors and thoughts that enslave us. Fortunately, God chose to reveal to us in His Word the means for restoring our personal harmony. That means, the finished work of Jesus Christ, is the topic of Unit 8.

BIBLE STORIES AND REFERENCES

EXAMPLES OF SINFULNESS

- Adam and Eve disobeyed God's commands (*Genesis 3*).
- Cain killed his brother Abel (*Genesis 4*).
- All people on earth were evil prior to the flood (*Genesis 6*).
- Noah became drunk in his tent (*Genesis 9:20-27*).
- Rebekah and her son Jacob deceived Isaac (*Genesis 27*).
- Aaron built the golden calf for the Israelites (*Exodus 32:15-24*).
- Nadab and Abihu disobeyed God's commands for serving as priests (*Numbers 3:1-5*).
- Achan stole the Babylonian robe, gold, and silver, causing Israel to lose the battle of Ai (*Joshua 7*).
- Saul's disobedience cost him God's favor (*1 Samuel 15*).
- King David had Bathsheba's husband killed in an attempt to conceal his own sin of adultery (*2 Samuel 11-12*).
- King Solomon turned away from God (*1 Kings 11*).
- Jezebel and Ahab plotted to have Naboth killed in order to obtain his vineyard (*1 Kings 21*).
- Jonah disobeyed God's command to go to Ninevah (*Jonah 1*).
- Judas betrayed Jesus (*Matthew 26*).
- After Jesus' arrest, Peter denied Him (*Matthew 26*).
- Zacchaeus was a dishonest tax collector (*Luke 19*).
- Ananias and Sapphira lied to the church and to God about their possessions (*Acts 5*).
- Saul of Tarsus persecuted the early church (*Acts 8*).

Teacher's Notes

The Bible is the "textbook" for this curriculum. Even where supplemental materials (books, videos, etc.) are available, you are encouraged to emphasize Bible stories that can be read, enacted, or paraphrased as the foundation for each lesson.

Teacher's Notes

The *Character Response* part of each lesson is not presented in detail. You may simply make this an informal, culminating time of application following the lesson or at another time such as morning devotions or afternoon closing activities. You may emphasize other character traits as you deem appropriate.

CHARACTER RESPONSE

Character Trait 7: Humility

DEFINITION

An attitude in my heart that I am not better than other people

MEMORY VERSE

And all of you should be very humble with each other.

1 Peter 5:5

KEY CONCEPTS

Definitions of humility include the concepts of submission, lack of self-assertion, modesty, and meekness. Misconceptions of humility include cowering, retiring, and Milquetoast behaviors as well as self-flagellation for imperfection, character flaws, or sins. While the biblical concept of humility includes none of these misconceptions, it can include the concepts of submission, modesty, and meekness.

Perhaps biblical humility is best understood when it is set in opposition to pride. If we define pride as a grandiose perception of ourselves (as Adam and Eve demonstrated when they believed they could become equal with God), then we can define humility as being able to see ourselves for what and who we *really* are in contrast to God's greatness. We are creatures of our Creator endowed with marvelous talents and abilities. Nonetheless, we are finite and sinful and completely dependent upon Him for everything (*Acts 17:25*). The essence of humility is acknowledging that although everything we have and are comes from God, we are sinners by nature and are thus separated from Him.

God requires us to be humble (*Micah 6:8*). Humility is a prerequisite for fellowship with Him (*Isaiah 57:15*). It is not a pious self-denial (*Colossians 2:18*), but a recognition that we "*can do all things through Christ*" who is at work in us to strengthen us (*Philippians 4:13 NIV*). We "*do all things through Christ*" in our acts of servitude (*Luke 22:26*), where we humble ourselves like Christ (*Philippians 2:7-8*) and become the servant of all (*Mark 10:43*). In humbly serving others, we are never to think of ourselves more highly than we should (*Romans 12:3*), but just the opposite. In humility, we should consider others better than ourselves (*Philippians 2:3*).

With humility comes blessing. Humility leads to wisdom (*Proverbs 11:2*) and honor (*Proverbs 15:33*). With humility, we can forego the destruction that pride always brings (*Proverbs 16:18*). Through true humility, we are promised God's richest blessing, the restoration of fellowship with Him (*1 Peter 5:6*).

BIBLE STORIES AND REFERENCES RELATED TO HUMILITY

Those Who Demonstrated Humility

- Jacob humbled himself before his brother Esau (*Genesis 32*).
- Joseph exhibited humility when he gave God the credit for interpreting Pharaoh's dreams (*Genesis 41*).
- Achan humbled himself by confessing his sin (*Joshua 7*).
- Saul humbled himself and confessed his sin to Samuel (*1 Samuel 15*).
- David humbled himself by confessing his sin to Nathan (*2 Samuel 12*).
- Naaman humbled himself in order to be healed of leprosy (*2 Kings 5*).
- Job humbled himself before God by repenting (*Job 42*).
- The wise men humbled themselves before Jesus (*Matthew 2*).
- John the Baptist humbled himself before Jesus (*Matthew 3*).
- Mary humbled herself in becoming the mother of Jesus (*Luke 1*).
- The prodigal son humbled himself by repenting and asking for forgiveness (*Luke 15*).
- Jesus humbled Himself and washed the disciples' feet (*John 13*).

Those Who Did Not Exhibit Humility

- Pharaoh exhibited pride in refusing to submit to God (*Exodus 5*).
- Naaman initially exhibited pride by refusing to dip in the Jordan to be healed (*2 Kings 5*).
- King Uzziah's pride led to his downfall (*2 Chronicles 26*).
- King Hezekiah's pride led to his downfall (*2 Chronicles 32:24-33*).
- Haman's pride led him to plan the execution of the Jews (*Esther 3:5-6*).
- King Nebuchadnezzar's pride led to his downfall (*Daniel 4:28-37*).
- King Belshazzar's pride led to his downfall (*Daniel 5*).
- James and John exhibited pride in wanting to be first, next to Jesus (*Mark 9*).
- The Pharisees exhibited pride in their religious life (*Luke 18:9-14*).

DISCUSSION TOPICS FOR THINKING ABOUT HUMILITY

- Share ways you can demonstrate an attitude of humility in your relationship with God.
- Share how you can demonstrate humility in your relationship with others.
- Share a time when you did not exhibit humility.
- Share about an attitude of humility you saw someone else demonstrate.
- Share how you have exhibited pride in your life.
- Share how you have seen other people demonstrate pride in their lives.
- Share how you see yourself in relation to God. Who is God, and who are you?
- Share why you can be proud of your talents and abilities without being prideful. What is another word you could use instead of pride?
- Share how you can use your talents and abilities without exhibiting pride.
- Share an area of pride in your life that God has spoken to you about recently.

Although the Bible is the main textbook for this curriculum, you are encouraged to develop a small library of children's books related to the Biblical Truth developed in each unit.

SUPPLEMENTARY RESOURCES

Nystrom, Carolyn. *Why Do I Do Things Wrong?* Chicago, IL: Moody Press, 1981.

NOTES

1. Kevin J. Conner, *The Foundations of Christian Doctrine* (Portland: Bible Temple Publishing, 1980), p. 133.
2. Conner, op. cit., p. 143.
3. Paul E. Little, *Know What You Believe* (Wheaton: Victor Books, 1987), p. 67.
4. James W. Sire, *The Universe Next Door* (Downers Grove: InterVarsity Press, 1988), p. 38.

LESSON 16
A LITTLE THREE LETTER WORD
Sin: A Little Word That Causes BIG Problems

PREPARING TO TEACH

Teacher's Notes

INTRODUCTION

Lesson 15 reviewed Unit 6 and introduced students to *Biblical Truth 7: Sin causes separation and disharmony between people and God*. Lesson 16 defines sin and explores specific sins committed by God's fallen image-bearers.

MEMORY VERSES

Biblical Truth (Unit) 7

It is your evil that has separated you from your God. Your sins cause him to turn away from you.

Isaiah 59:2

Lesson 16

Doing wrong is always sin.

1 John 5:17

Character Trait 7: Humility

And all of you should be very humble with each other.

1 Peter 5:5

OBJECTIVES

- Students will review the definition of sin.
- Students will be introduced to the sin nature of all people.
- Students will explore various situations they may encounter and identify specific sins that may result from these encounters.
- Students will define specific sins.
- Students will explore both the personal and corporate problems sin causes.
- Students will be encouraged to walk in humility as an appropriate response to God's loving grace to them as sinners.

MATERIALS

Worldview Model

Bible Poster

Symbol Card 7

Biblical Truth Couplet 7

Biblical Truth Couplets CD

Section Memory Verse Card

2 1 John 4:14-15 NCV

Unit Memory Verse Card

7 Isaiah 59:2

Lesson Memory Verse Card

16 1 John 5:17

Word Cards

15a Sin
 16a Lying
 16b Stealing
 16c Grumbling
 16d Jealousy
 16e Pride
 16f Greed
 16g Selfishness
 16h Coveting

Definition Cards

5a Fellowship: Building a relationship of harmony **with God** when I believe that Jesus is God's Son and my Savior
 15a Sin: Any thought, word, or act against God's commands
 16a Lying: The sin of saying something that is not true
 16b Stealing: The sin of taking something that does not belong to me
 16c Grumbling: The sin of complaining about something or someone
 16d Jealousy: The sin of having unloving feelings toward others who have something I want and do not have
 16e Pride: The sin of thinking that I am better than others
 16f Greed: The sin of wanting more than I need
 16g Selfishness: The sin of not wanting to share what I have with others
 16h Coveting: The sin of wanting something that belongs to someone else

Scripture Cards

16a Leviticus 19:11b
 16b Leviticus 19:11a
 16c James 5:9 NIV
 16d Galatians 5:26
 16e Romans 12:3
 16f Luke 12:15

Suggestion: For continuity of theme and for discussion, read *Scripture Cards* the first time without the references, especially when there are several Scriptures on one card. Identify the references only when you correlate the *Scripture Card* with the *Bible Poster*.

- 16g *Philippians 2:3; Hebrews 13:16*
16h *Romans 13:9 NIV*

Picture Card

- 15a *Wise William Builds Biblical Truth 7 Into the Fellowship Wall*

Character Trait Word Card

- 7 *Humility*

Character Trait Definition Card

- 7 *Humility: An attitude in my heart that I am not better than other people*

Character Trait Memory Verse Card

- 7 *1 Peter 5:5*

Teacher Made of Procured

- Blackline Master (Photocopy only. Do not cut or use originals in class.)*
16a-g *Sins of the Heart (Favoritism, Jealousy, Hatred, Unkind words, Murder, Slavery, Lying)*

DEVELOPING THE COMPREHENSION

Student Workbook Activity

- Picture It: The Sins of Joseph's Brothers, p. 83*
The Main Points: What Is the Right Choice, p. 85
The Main Points: Sins of the Heart--Part 1, p. 86
The Main Points: God's Word Says--Part 1, p. 87
The Main Points: Sins of the Heart--Part 2, p. 88
The Main Points: God's Word Says--Part 2, p. 89

Group Activity

I'm Searching For: Distribute the Word Cards, Definition Cards, and Scripture Cards related to the eight sins presented in this lesson (*lying, stealing, grumbling, jealousy, pride, greed, selfishness, coveting*). Have students with the Word Card naming each sin say, "I'm searching for the Definition Card and the Scripture Card for _____ (name the sin). Have students with the corresponding cards read and display them for the class.

Separated From God: Have students (with parental help) collect newspaper and magazine headlines and pictures identifying and depicting the consequences of sin in the world. Mount the headlines and pictures on a bulletin board entitled *Separated From God*. Label the display with *Isaiah 59:2*.

MAKING THE APPLICATION

Student Workbook Activity

- Hiding God's Word: 1 John 5:17, p. 84*
Hiding God's Word: 1 Peter 5:5, p. 90

Group Activity

The Sins of Joseph's Brothers: Have students role play the story of Joseph being sold into slavery by his brothers. Make signs naming the various

Teacher's Notes

You may wish to color the *Picture Cards*. If so, make a photocopy to color, and save the original to make future copies.

For large classes, feel free to prepare overhead transparencies of visual aid cards.

wrongdoings (sins) the characters in the story commit or encounter. Have one student display the sign that identifies each wrongdoing as it is enacted.

Community Extension

School Rules: Invite the school principal to your class to discuss school rules that are necessary for maintaining a harmonious atmosphere in the school. Help students see the correlation between a rule and the sin that makes the rule necessary.

TEACHING THE LESSON

REVIEW OF LESSON 15

- Review the definition of *fellowship*.

Focus: Fellowship is the relationship of harmony we can have with God through faith in Christ and His atoning work as God's Son and our Savior.

Display the **Worldview Model**.
Refer to the *Fellowship Wall*.

Discuss:

*What is the name for our relationship of harmony with God?
What does fellowship mean?*

Display **Definition Card 5a**, *Fellowship: Building a relationship of harmony with God when I believe that Jesus is God's Son and my Savior*.

Discuss:

How do we build a relationship of harmony with God?

- Review the memory verse for *fellowship*.

Focus: We experience fellowship with God through our faith in the atoning work of Jesus Christ, God's Son and our Savior.

Display **Section 2 Memory Verse Card**, *1 John 4:14-15*.
Read it, and have students recite it with you.
Correlate it with the **Bible Poster**.

*1 John 4
[14-15] . . . the Father sent His Son to be the Savior of the world.
Whoever confesses that Jesus is the Son of God has God living inside,
and that person lives in God. NCV*

Discuss:

If we confess (believe) that Jesus is God's Son and our Savior, where does God live?

If we confess that Jesus is God's Son and our Savior, where do we live?

If God lives in us and we live in God, are we living in a relationship of harmony or disharmony with God?

What do we call the relationship of harmony we have with God when we believe in Jesus as God's Son and our Savior?

- Review the Symbol Card for Biblical Truth 7.

Focus: Sin causes separation and disharmony between people and God.

Refer to the **Worldview Model**.

Locate **Biblical Truth 7** on the Worldview Model.

Display **Picture Card 15a**, *Wise William Builds Biblical Truth 7 Into the Fellowship Wall*.

Display **Symbol Card 7**.

Discuss:

What is the third pillar of truth about our fellowship with God that we built into our House of Truth?

What parts of the symbol help us remember this truth?

Display **Biblical Truth 7 Couplet**.

Have students recite it with you.

Play the **Biblical Truth Couplets CD**, track 7.

Have students sing along.

- Review the memory verse for Biblical Truth (Unit) 7.

Focus: Sin separates us from a holy God. Sin and holiness are mutually exclusive; thus God cannot abide in relationship with sinners.

Display **Unit 7 Memory Verse Card**, *Isaiah 59:2*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Isaiah 59

[2] It is your evil that has separated you from your God. Your sins cause him to turn away from you.

Discuss:

What separates us from God?

Why does sin separate us from fellowship with God?

SETTING THE STAGE

- Review the definition of *sin*.

Focus: Sin is any word, thought, or action that disobeys God's commands.

Display **Word Card 15a**, *Sin*.

Have students recite it.

Discuss:

Is the word sin a big word or a little word?

How many letters does it have?

What is sin?

After discussion, display again **Definition Card 15a**, *Sin: Any thought, word,*

Teacher's Notes

Children have a moral nature that enables them to be aware of right and wrong at a very early age. It is necessary and appropriate, therefore, to introduce and develop the biblical truth of sin at the elementary school level. As you teach the lessons in Unit 7, which emphasize our sin nature and the separation from God that sin causes, encourage students by reminding them of Christ's sacrifice that restores our fellowship with God, the focus of Unit 8.

Differentiate between doing wrong and making a mistake, carefully emphasizing that a legitimate mistake is not sin. Emphasize, however, that we must identify sin for what it is. We must not equate sin with mistakes, illness, weakness, problems, etc. Although these popular conceptions of sin may intertwine with the larger concept of sin, they are used to diminish an individual's personal accountability for his or her sin and to deny our sin nature.

Teacher's Notes

or act against God's commands.
Have students recite it.

Discuss:

Even though sin is a little word, does it cause big problems or little problems in our lives and in the world?

What are some sins we learned about in the newspaper and magazine articles we read?

- Identify sins associated with the story of Joseph from the Bible.

Focus: The story of Joseph and his brothers in Genesis illustrates many sinful behaviors.

Explain that you are going to tell a story from the Bible about a young shepherd boy and his brothers who lived long ago.

Explain that the story reveals several acts of wrongdoing that you will display.

Display, read, and briefly define **BLM 16a-g, Sins of the Heart--Favoritism, Jealousy, Hatred, Unkind words, Murder, Slavery, and Lying.**

Have students recite the words with you. Have them listen carefully to the story in order to find out when each act of wrongdoing occurs.

Read the story of Joseph being sold as a slave from Genesis 37 as paraphrased below.

Students who participated in Grade 1 of *Building on the Rock* studied the life of Joseph in detail.

The Sins of Joseph's Brothers

A man named Jacob lived in the land of Canaan. He had twelve sons. The youngest son was named Joseph. Jacob loved Joseph more than all of his other sons. Because he loved him so much, Jacob made Joseph a very beautiful long sleeved coat with many colors in it. When the other brothers saw that their father loved Joseph more than he loved them, they became very jealous of Joseph. They hated him and could not speak any kind words to him.

One day, Joseph had a dream about his brothers and told them about it. He said, "Listen to the dream I had. We were all in the field tying up bundles of wheat together. My bundle stood up, and your bundles of wheat came around mine and bowed down to it."

His brothers became angry when they heard the dream. They said, "Do you really think that you are going to be a king over us?" And Joseph's brothers hated him even more because of the dream.

One day while Joseph's brothers were in the field taking care of the sheep, they saw Joseph coming toward them. Before he reached them, they made a plan to kill him. They said to each other, "Here comes Joseph, the dreamer. Let's kill him and throw his body into one of the wells we use to get water for the sheep. We can tell our father that a wild animal killed him. Then we'll see what will happen to his dreams."

But Reuben, the oldest brother, said, "No! Don't kill him. Just throw him into the well, but don't hurt him." Reuben didn't tell his brothers

what he was thinking, but he wanted to come back later and rescue Joseph and send him back to his father Jacob.

So the other brothers agreed to Reuben's plan. They pulled Joseph's beautiful coat off and threw him into the well. It was empty, and there was no water in it.

After throwing Joseph into the well, the brothers sat down to eat. While they were eating, they saw a caravan of camels and merchants coming across the desert. Suddenly, one of the brothers, Judah, had an idea. "Let's not leave Joseph in the well to die," he said. "If we do, we'll be guilty of killing our own brother. Instead, let's take him out of the well and sell him to the merchants in the camel caravan. Then they can take Joseph away as a slave to Egypt, and we won't be bothered with him any more."

All the brothers agreed. When the merchants arrived, they sold Joseph for about twenty dollars. He was now a slave headed for Egypt.

"We need to cover up what we have done," the brothers said to each other after the camel caravan had gone. So they killed a small goat and dipped Joseph's coat in its blood. "We'll take the bloody coat to our father Jacob, and he'll think that a wild animal killed Joseph," they said.

When Jacob saw the coat with blood on it, he said, "It is my son's robe! Some wild animal has eaten him. My son Joseph has been torn to pieces!" Jacob was very sad, and nothing his sons and daughters could say or do would comfort his broken heart. "I will be sad until the day I die," he cried.

Discuss:

*Of all of the brothers, whom did their father Jacob love the most?
What did he do to show that he loved Joseph more than he loved his other sons?
Do you think Jacob was right to pick a favorite son and love him more than his other sons?
What sin does this part of the story tell us about?*

Help students identify the black heart Favoritism.

Discuss:

*Because the brothers knew that Joseph was Jacob's favorite son, how did they feel toward Joseph?
Was it right for them to be jealous of Joseph and to hate him?
What sins does this part of the story tell us about?*

Help students identify the black hearts Jealousy and Hatred.

Discuss:

*What kinds of words did Joseph's brothers speak to him?
Was it right to speak unkind words to Joseph?
What sin does this part of the story tell us about?*

Help students identify the black heart Unkind words.

Discuss:

*What did Joseph's brothers plan to do to him?
Why did they plan to kill him?
Was it right to plan to murder their brother?
What sin does this part of the story tell us about?*

Help students identify the black heart *Murder*.

Discuss:

*Instead of killing Joseph, what did the brothers finally do with him?
Was it right to sell their brother as a slave to the merchants?
What sin does this part of the story tell us about?*

Help students identify the black heart *Slavery*.

Discuss:

*To cover up their sin of selling Joseph, what plan did the brothers make?
Was it right for Joseph's brothers to lie to their father?
What sin does this part of the story tell us about?*

Help students identify the black heart *Lying*.

Display again **Word Card 15a, Sin**.

Discuss:

*How many different acts of wrongdoing or sin did we read about in this part of the story of Joseph and his brothers?
Did these sins cause big problems for Joseph, for his brothers, and for their father, Jacob?
What are some of the problems these sins caused?*

Lead the discussion to focus on the consequences of sin, including emotional and physical suffering, guilt, etc.

Discuss:

*Are Joseph's brothers the only people who have ever sinned?
Who else has sinned since God created people on the earth?*

Lead the discussion to focus on the sin nature of all people since the fall of Adam and Eve in the garden.

- Introduce the memory verse for Lesson 16.

Focus: Sin is any thought, word, or action against God's commands. Sin is setting oneself against God.

Display **Lesson 16 Memory Verse Card**, 1 John 5:16.

Read it, and as have students recite it with you.

Correlate it with the **Bible Poster**.

1 John 5
[17] Doing wrong is always sin.

Discuss:

*What is sin?
Can we do wrong in our thoughts?*

*Can we do wrong in our words?
 Can we do wrong in our actions?
 Is making a mistake a sin?
 What does sin do to our fellowship with God?
 What are some sins we commit?
 What are some problems sin causes in our world today?*

- Explain that this lesson identifies some of the sins people commit and the problems those sins cause.

DISCLOSURE

TOPIC 1. IDENTIFYING SPECIFIC SINS

- Present situations that may elicit sinful responses.

Focus: We often respond sinfully in situations that seem to threaten or counter our personal desires and well being.

Explain that you are going to describe some situations students may experience at home, at school, or in their neighborhood.

Have students name wrong or sinful choices they *could* make in each situation.

On the board, draw a heart for each student response. Write the potential sin inside the heart.

Situation 1

You want something very much, but your parents won't let you have it.

Discuss:

What wrong thoughts, words, or actions might you think, say, or do?

Help students identify ways they might behave in this situation such as pouting, using verbal disrespect, stealing, having a temper tantrum, etc.

Write the wrong or sinful responses inside the individual hearts on the board.

Note: If anger is mentioned, explain that the emotion of anger is not sinful, but that the behaviors stemming from anger may be sinful.

Discuss:

What problems might these sinful behaviors cause in your family, your school, or your neighborhood?

Help students identify problems such as strained relationships, hurt feelings, personal guilt, etc.

Situation 2

Your best friend gets a new scooter as a birthday present from her parents. You have wanted one for a long time, but still don't have one.

Discuss:

What wrong thoughts, words, or actions might you think, say, or do?

Help students identify ways they might behave in this situation such as being jealous, stealing, damaging the friend's scooter, etc.

Write the wrong or sinful responses not previously listed inside the individual hearts on the board.

Discuss:

What problems might these sinful behaviors cause in your family, your school, or your neighborhood?

Situation 3

You do something your parents or teacher told you not to do. They find out you did it.

Discuss:

What wrong thoughts, words, or actions might you think, say, or do?

Help students identify ways they might behave in this situation such as lying, blaming others, making excuses, etc.

Write the wrong or sinful responses not previously listed inside the individual hearts on the board.

Discuss:

What problems might these sinful behaviors cause in your family, your school, or your neighborhood?

Situation 4

Your brother, sister, or friend wants to have his or her own way while you are playing together.

Discuss:

What wrong thoughts, words, or actions might you think, say, or do?

Help students identify ways they might behave in this situation such as fighting, saying hurtful words, etc.

Write the wrong or sinful responses not previously listed inside the individual hearts on the board.

Discuss:

What problems might these sinful behaviors cause in your family, your school, or your neighborhood?

Situation 5

Someone calls you a bad name or says something unkind about you to others.

Discuss:

What wrong thoughts, words, or actions might you think, say, or do?

Help students identify ways they might behave in this situation such as fighting, saying hurtful words, hating, etc.

Write the wrong or sinful responses not previously listed inside the individual

hearts on the board.

Discuss:

What problems might these sinful behaviors cause in your family, your school, or your neighborhood?

Situation 6

You forget how to spell a word on your spelling test.

Discuss:

What wrong thoughts, words, or actions might you think, say, or do?

Help students identify ways they might behave in this situation such as cheating, lying, etc.

Write the wrong or sinful responses not previously listed inside the individual hearts on the board.

Discuss:

What problems might these sinful behaviors cause in your family, your school, or your neighborhood?

- Reinforce the truth that all wrongdoing is sin.

Focus: All sin separates us from God. While some sins may have greater social consequences, all wrongdoing, whether in thought, word, or action, is sin.

Reread **Situation 2** above.

Review the potential *action* of stealing and the potential *attitude* of jealousy.

Discuss:

Which would be the bigger sin--to steal or damage your friend's new scooter, or to be jealous of your friend for having something you want but don't have?

Refer to the sins written in the hearts on the board.
Have students recite them.

Discuss:

*Do you think some of these sins are bigger sins or worse sins than other sins?
If so, which would you call little sins and which would you call big sins?*

Have students recite the sins they identified in the story of Joseph and his brothers.

Discuss:

*Do you think some of the sins Joseph's brothers thought, said, or did were bigger or worse sins than other sins?
If so, which would you call little sins and which would you call big sins?*

Display again **Lesson 16 Memory Verse Card**, 1 John 5:16.
Read it, and have students recite it with you.

Teacher's Notes

The personal and social consequences of some sins may be greater than that of others, *i.e.*, murder versus gossip, but all wrongdoing is sin.

1 John 5
[17] Doing wrong is always sin.

Discuss:

What is sin?

Is doing wrong always sin?

Are some sins more wrong or sinful than others?

Are some sins very big and some sins very little?

TOPIC 2. DEFINING THE SINS OF LYING,
STEALING, GRUMBLING, AND JEALOUSY

- Present situations that illustrate the sins of lying, stealing, grumbling, and jealousy.

Focus: God gives His image-bearers both a conscience and His Word to help them identify sinful behavior.

Explain that you are going to read four short stories about people committing a particular sin.

Explain that after each story you will ask students to identify the sin, define it, and see what God says in His Word about each sin.

Distribute the following Word Cards, Definition Cards, and Scripture Cards to students who can read.

Have them read and display their cards when called on.

Word Cards

16a *Lying*

16b *Stealing*

16c *Grumbling*

16d *Jealousy*

Definition Cards

16a *Lying: The sin of saying something that is not true*

16b *Stealing: The sin of taking something that does not belong to me*

16c *Grumbling: The sin of complaining about something or someone*

16d *Jealousy: The sin of having unloving feelings toward others who have something I want and do not have*

Scripture Cards

16a *Leviticus 19:11b*

16b *Leviticus 19:11a*

16c *James 5:9*

16d *Galatians 5:26*

Story 1--Lying

Alex was caught cheating on his spelling test. When his teacher asked him if he were cheating on the test, he said, "No."

Help students identify the sin of lying.

Discuss:

*Besides the sin of cheating, what other sin did Alex commit when he did not tell the truth about cheating on the spelling test?
Who has a Word Card that names the sin of not telling the truth?*

Have the student with **Word Card 16a**, *Lying*, read and display it.

Discuss:

*What does lying mean?
Who has a Definition Card that tells us what lying means?*

Have the student with **Definition Card 16a**, *Lying*: The sin of saying something that is not true, read and display it.

Discuss briefly.

Discuss:

*What do you think God's Word says about lying?
Who has a Scripture Card that tells us what God says about lying?*

Have the student with **Scripture Card 16a**, *Leviticus 19:11b*, read it as formatted below.

Correlate it with the **Bible Poster**.

Leviticus 19

[11b] "You must not lie to each other."

Discuss:

What does God say about lying?

Display the Definition Card and Scripture Card related to lying as a set.

- Develop the reasons why lying is wrong and emphasize why being honest is right.

Focus: Lying is wrong because it disobeys God's command; it does not reflect the absolutely truthful character of God Whose image we bear in holiness; it chooses to follow the way of Satan, the father of lies, instead of God Who is truth; it destroys interpersonal relations and trust; it ensnares the liar in bondage to lying, needing to covering one lie with another.

Help students identify the reasons why lying is wrong.

Help students identify the reasons why being honest is right.

Encourage students to make a commitment to be honest.

Discuss:

*Why is lying wrong?
Why is telling the truth right?*

Story 2--Stealing

Jeremy went into the toy store at the mall. He saw a small toy he wanted, but he didn't have the money to buy it. He slipped the toy into his pocket and walked out of the store without paying for it.

Help students identify the sin of stealing.

Discuss:

What sin did Jeremy commit when he took the action figure without paying for it?

Who has a Word Card that names the sin of taking something without paying for it or taking something that does not belong to you?

Have the student with **Word Card 16b**, *Stealing*, read and display it.

Discuss:

What does stealing mean?

Who has a Definition Card that tells us what stealing means?

Have the student with **Definition Card 16b**, *Stealing*: *The sin of taking something that does not belong to me*, read and display it.

Discuss briefly.

Discuss:

What do you think God's Word says about stealing?

Who has a Scripture Card that tells us what God says about stealing?

Have the student with **Scripture Card 16b**, *Leviticus 19:11a*, read it as formatted below.

Correlate it with the **Bible Poster**.

Leviticus 19
[11a] "You must not steal."

Discuss:

What does God say about stealing?

Display the Definition Card and Scripture Card related to stealing as a set.

- Develop the reasons why stealing is wrong.

Focus: Stealing is wrong because it disobeys God's command; it reveals distrust in God's promise to provide for our needs; it threatens the well being of our neighbor; it violates God's command to work for what we have; it destroys interpersonal relationships and community welfare; it violates God's provision for personal ownership of property.

Help students identify the reasons why stealing is wrong.

Discuss:

Why is stealing wrong?

Story 3--Grumbling

Kevin always complained about his school lunch and what his mom cooked for dinner. He complained when he didn't get his way, and he complained when he had to do his chores at home. He also complained to his teacher when someone didn't want to be his friend.

Help students identify the sin of grumbling.

Discuss:

*What sin did Kevin commit when he complained about so many things?
Who has a Word Card that names the sin of always complaining?*

Have the student with **Word Card 16c**, *Grumbling*, read and display it.

Discuss:

*What does it mean to grumble?
Who has a Definition Card that tells us what grumbling means?*

Have the student with **Definition Card 16c**, *Grumbling: The sin of complaining about something or someone*, read and display it.

Discuss briefly.

Discuss:

*What do you think God's Word says about grumbling?
Who has a Scripture Card that tells us what God says about grumbling?*

Have the student with **Scripture Card 16c**, *James 5:9*, read it as formatted below.

Correlate it with the **Bible Poster**.

James 5

[9] Don't grumble against each other NIV

Discuss:

*What does God say about grumbling?
If it is wrong to grumble about others, is it wrong to grumble about things?*

Display the Definition Card and Scripture Card related to grumbling as a set.

- Develop the reasons why grumbling is wrong.

Focus: Grumbling is wrong because it disobeys God's commands; it seeks contentment only in having every selfish desire satisfied rather than in the blessings God gives us; it demonstrates ingratitude; it is preoccupied with self.

Help students identify the reasons why grumbling is wrong.

Discuss:

Why is grumbling wrong?

Story 4--Jealousy

Jennifer's friend Joey always makes better grades on his math tests than she does. Jennifer has bad feelings toward Joey because his grades are better than hers.

Help students identify the sin of jealousy.

Discuss:

What sin does Jennifer commit when she has bad feelings toward Joey for making better grades in math than she makes?

Jealousy is an intense emotion which can be viewed in a positive light as zeal, or in a negative light as envy. God's jealousy is a zeal for His name and honor. While our jealousy may reflect a zeal for God or other good things, we often express it as envy that results in destructive and negative actions toward self and others.

Who has a Word Card that names the sin of having unloving feelings toward others because of what they have or can do?

Have the student with **Word Card 16d**, *Jealousy*, read and display it.

Discuss:

What does jealousy mean?

Who has a Definition Card that tells us what jealousy means?

Have the student with **Definition Card 16d**, *Jealously*: *The sin of having unloving feelings toward others who have something I want and do not have*, read and display it.

Discuss briefly.

Discuss:

What do you think God's Word says about jealousy?

Who has a Scripture Card that tells us what God says about jealousy?

Have the student with **Scripture Card 16d**, *Galatians 5:26*, read it as formatted below.

Correlate it with the **Bible Poster**.

Galatians 5

[26] And we must not be jealous of each other.

Discuss:

What does God say about being jealous of others?

Display the Definition Card and Scripture Card related to jealousy as a set.

- Develop the reasons why jealousy is wrong.

Focus: Jealousy is wrong because it disobeys God's command; it focuses upon my needs and wants rather than on the needs and wants of others; it is the antithesis of love, resenting others for what they have; it turns us away from our own productivity and resourcefulness; it creates tension between us and others; it dishonors others in failing to recognize them for what they have achieved.

Discuss:

Why is jealousy wrong?

TOPIC 3. DEFINING THE SINS OF PRIDE, GREED, SELFISHNESS, AND COVETING

- Present situations that illustrate the sins of pride, greed, selfishness, and coveting.

Focus: God gives His image-bearers both a conscience and His Word to help them identify sinful behavior.

Explain that you are going to read four more short stories about people committing a particular sin.

Explain that after each story you will ask students to identify the sin, define it, and see what God says in His Word about each sin.

Distribute the following Word Cards, Definition Cards, and Scripture Cards to students who can read.

Have them read and display their cards when called on.

Word Cards

- 16e *Pride*
- 16f *Greed*
- 16g *Selfishness*
- 16h *Coveting*

Definition Cards

- 16e *Pride: The sin of thinking that I am better than others*
- 16f *Greed: The sin of wanting more than I need*
- 16g *Selfishness: The sin of not wanting to share what I have with others*
- 16h *Coveting: The sin of wanting something that belongs to someone else*

Scripture Cards

- 16e *Romans 12:3*
- 16f *Luke 12:15*
- 16g *Philippians 2:3; Hebrews 13:16*
- 16h *Romans 13:9*

Story 5--Pride

Steven is a very good soccer player. He always scores goals for his team. But because he scores more goals than his teammates, he thinks he's a better person than they are.

Help students identify the sin of pride.

Discuss:

What sin does Steven commit when he thinks he is better than everyone else on his soccer team?

Who has a Word Card that names the sin of thinking you are better than others?

Have the student with **Word Card 16e**, *Pride*, read and display it.

Discuss:

What does pride mean?

Who has a Definition Card that tells us what pride means?

Have the student with **Definition Card 16e**, *Pride: The sin of thinking that I am better than others*, read and display it.

Discuss briefly.

Discuss:

What do you think God's Word says about pride?

Who has a Scripture Card that tells us what God says about pride?

Have the student with **Scripture Card 16e**, *Romans 12:3*, read it as formatted below.

Correlate it with the **Bible Poster**.

Teacher's Notes

Romans 12

[3] Do not think that you are better than you are.

Discuss:

What does God say about pride or thinking that you are better than you are?

Display the Definition Card and Scripture Card related to pride as a set.

- Develop the reasons why pride is wrong.

Focus: Pride is wrong because it disobeys God's command; it leads us to assert self above others and God; it blinds and deceives us regarding our own imperfections and sinfulness; it results in the mistreatment of others; it fails to reflect the image of God Who in Christ exhibited great humility in atoning for our sins; it refuses to see the equal worth and dignity of each of God's image-bearers.

Discuss:

Why is pride wrong?

Story 6--Greed

Amy has lots of toys to play with--so many, in fact, that she doesn't even play with most of them. Still, every time she goes shopping with her mom, she begs her to buy more toys.

Help students identify the sin of greed.

Discuss:

What sin does Amy commit when she wants more toys than she needs or can play with?

Who has a Word Card that names the sin of wanting more than you need?

Have the student with **Word Card 16f**, *Greed*, read and display it.

Discuss:

What does greed mean?

Who has a Definition Card that tells us what greed means?

Have the student with **Definition Card 16f**, *Greed*: *The sin of wanting more than I need*, read and display it.

Discuss briefly.

Discuss:

What do you think God's Word says about greed?

Have the student with **Scripture Card 16f**, *Luke 12:15*, read it as formatted below.

Correlate it with the **Bible Poster**.

Luke 12

[15] Then Jesus said to them, "Be careful and guard against all kinds of greed."

Discuss:

What does God say about greed?

Display the Definition Card and Scripture Card related to greed as a set.

- Develop the reasons why greed is wrong.

Focus: Greed is wrong because it disobeys God's command; it reflects dissatisfaction with what God gives us; it seeks satisfaction through created things rather than through our Creator; it is self-centered, focusing only upon what I want rather than what others need.

Discuss:

Why is greed wrong?

Story 7--Selfishness

Mark received two new video games for his birthday. When his friends come over, he won't let them play his new games.

Help students identify the sin of selfishness.

Discuss:

What sin does Mark commit by not sharing his video games with his friends?

Who has a Word Card that names the sin of not sharing with others?

Have the student with **Word Card 16g**, *Selfishness*, read and display it.

Discuss:

What does selfishness mean?

Who as a Definition Card that tells us what selfishness means?

Have the student with **Definition Card 16g**, *Selfishness: The sin of not wanting to share what I have with others*, read and display it.

Discuss briefly.

Discuss:

What do you think God's Word says about selfishness?

Who has a Scripture Card that tells us what God says about selfishness?

Have the student with **Scripture Card 16g**, *Philippians 2:3; Hebrews 13:16*, read it as formatted below.

Correlate it with the **Bible Poster**.

Philippians 2

[3] When you do things, do not let selfishness . . . be your guide.

Hebrews 13

[16] Do not forget to do good to others. And share with them what you have.

Discuss:

What does God say about selfishness?

Display the Definition Card and Scripture Card related to selfishness as a set.

- Develop the reasons why selfishness is wrong.

Focus: Selfishness is wrong because it disobeys God's command; it does not reflect the generous character of God Whose image we bear; it elevates self above the needs of others; it demonstrates distrust in God and His desire and ability to provide all we need; it assumes that all we possess belongs to us rather than to God.

Discuss:

Why is selfishness wrong?

Story 8--Coveting

Allison saw Jamie's new bike. Allison's bike was old, and she wanted to have Jamie's new bike for her very own. Everyday she thought about Jamie's new bike and wanted to have it.

Help students identify the sin of coveting.

Discuss:

What sin did Allison commit by wanting Jamie's new bike for her very own?

Who has a Word Card that names the sin of wanting something that belongs to someone else?

Have the student with **Word Card 16h**, *Coveting*, read and display it.

Discuss:

What does coveting mean?

Who has a Definition Card that tells us what coveting mean?

Have the student with **Definition Card 16h**, *Coveting: The sin of wanting something that belongs to someone else*, read and display it.

Discuss briefly.

Discuss:

What do you think God's Word says about coveting?

Have the student with **Scripture Card 16h**, *Romans 13:9*, read it as formatted below.

Correlate it with the **Bible Poster**.

Romans 13

[9] . . . "Do not covet" . . . NIV

Discuss:

What does God say about coveting?

Display the Definition Card and Scripture Card related to coveting as a set.

- Develop the reasons why coveting is wrong.

Focus: Coveting is wrong because it disobeys God's command; it desires

something that is not our right to possess because it belongs to another; it reveals dissatisfaction with what God gives us; it assumes that we find personal satisfaction in things rather than in God; it destroys community and interpersonal relationships by focusing on personal wants instead of the needs of others.

Discuss:

Why is coveting wrong?

SUMMARY

- Review the eight sins and their definitions studied in this lesson.

Focus: Sin is any thought, word, or act contrary to God's laws. Sin opposes God, and because God is absolutely holy, our sin separates us from Him.

Display and read **Word Card 15a**, *Sin: Any thought, word, or act against God's commands.*

Have students recite it.

Discuss:

What is sin?

Who has sinned since the time Adam and Eve sinned in the garden?

What sins have we learned about in this lesson?

What does our sin do to our fellowship with God?

Distribute **Word Cards 16a-h**.

Read **Definition Cards 16a-h**, and have students read the Word Card that corresponds to the definition.

Match and display the Word and Definition Cards together.

Discuss each set briefly.

Distribute **Word Cards 16a-h**, **Definition Cards 16a-h**, and **Scripture Cards 16a-h**.

Have teams of three match the cards in sets and read them to the class.

- Review the memory verse for Lesson 16.

Focus: Sin is not limited to our actions, but includes any thoughts and words that are contrary to God's holiness and laws. All wrongdoing is sin. We cannot dismiss wrongdoing as imperfection, weakness, or mistakes.

Display **Lesson 16 Memory Verse Card**, *1 John 5:17*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

1 John 5

[17] Doing wrong is always sin.

Discuss:

What is sin?

Is doing wrong always sin, or is it just sometimes sin?

Are some sins more wrong or sinful than others?

Are there very big sins and very little sins?

Teacher's Notes

The *Character Response* section is not presented in detail. You may simply make this an informal, culminating time of application after teaching the lesson or at another time such as morning devotions or afternoon closing activities. Emphasize the need for students to respond in heart to the truths that God reveals to them. The character response should be demonstrated by a character trait that reflects Jesus in each student's life. The selected character trait is one of several that could apply to each lesson. You may emphasize others as you deem appropriate.

A different character trait has been selected for each unit. The trait, its definition, corresponding memory verse, key concepts, related Bible stories, and discussion topics are included in the *Introduction* to each unit. Become familiar with these components prior to presenting the *Character Response* section of the lesson.

- Review the memory verse for Biblical Truth (Unit) 7.

Focus: Sin separates us from a holy God. Sin and holiness are mutually exclusive; thus God cannot abide in relationship with sinners.

Display **Unit 7 Memory Verse Card**, *Isaiah 59:2*.
Read it, and have students recite it with you.
Correlate it with the **Bible Poster**.

Isaiah 59

[2] It is your evil that has separated you from your God. Your sins cause him to turn away from you.

Discuss:

What separates us from God?

Why does sin separate us from fellowship with God?

PRAYER

- Have students reflect silently on any of the sins studied in the lesson that they recognize in their own lives. Encourage students to know that God forgives their sins when they confess them and repent.

CHARACTER RESPONSE--HUMILITY: PART 1

- Introduce the concept of *humility*.

Focus: Humility flows from an understanding that we, like all people, are sinners, and thus we are no better than others. Humility is a heart response to God for His grace in saving us from the punishment we deserve.

Display **Character Trait 7 Word Card**, *Humility*.
Read it, and have students recite it with you.

Discuss:

If I say, "Jill is a very humble person," what do I mean?

If I say, "Ryan does not show humility when he plays soccer," what do I mean?

What is humility?

- Define *humility*.

Focus: Humility is rooted in the character of God, Who humbled Himself, taking the form of a servant so that we could be restored in fellowship with Him.

Display **Character Trait 7 Definition Card**, *Humility: An attitude in my heart that I am not better than other people*.
Read it, and have students recite it with you.

Discuss:

What is humility?

Why are we no better than other people?

- Develop the concept of *humility* as an appropriate character response to our understanding that sin separates us from fellowship with God.

Focus: Humility stems from an understanding that we are all sinners, separated from God, our Creator.

Discuss:

Who is separated from God because of sin?

How many sins must we commit before we are separated from fellowship with God?

If we think our sins are little compared to someone else's, does that mean we are not separated from God?

Why are we no better than other people?

- Introduce the memory verse for *humility*.

Focus: As God's image-bearers, we are all sinners saved by His grace. Knowing this requires us to walk in humility with one another.

Display **Character Trait 7 Memory Verse Card**, 1 Peter 5:5.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

1 Peter 5

[5] And all of you should be very humble with each other.

Discuss:

Why should we be very humble with each other?

Even if we are better at some things than others are, why must we still be humble with each other?

- Discuss *humility*.

Refer to *Bible Stories and References Related to Humility and Discussion Topics for Thinking About Humility* in *Unit 7 Introduction: Character Response*.

Note: The Roof of Character will be constructed at the end of this study when all the character responses for Biblical Truths 1 through 20 have been presented. The construction will take place in Lesson 40 as students review each Biblical Truth and its corresponding character trait.

Teacher's Notes

A three-part presentation is suggested. In Part 1, introduce the character trait, its definition, and its corresponding memory verse.

In Part 2, select and read a Bible story in which the character trait is demonstrated. Following the story, ask and discuss relevant questions.

In Part 3, select and read a Bible story in which the character trait is *not* demonstrated. Following the story, ask and discuss relevant questions.

Teacher's Notes

FELLOWSHIP

Building a Relationship of Harmony with God When
I Believe that Jesus Is God's Son and My Savior

Unit 8

Jesus Died to Restore Fellowship and Harmony Between People and God

... the Father sent his Son to be the Savior of the world. Whoever confesses that
Jesus is the Son of God has God living inside, and that person lives in God.
1 John 4:14-15 NCV

For Christ died for sins once for all,
the righteous for the unrighteous, to bring you to God.
1 Peter 3:18 NIV

... clothe yourselves with compassion ...
Colossians 3:12 NIV



INTRODUCTION

No doubt Satan and the demons rejoiced in their seeming victory in Eden as the fall of Adam and Eve appeared to doom God's eternal plan. The tempter's lie found its target in God's crown of creation, and in a moment, absolute perfection became absolute imperfection. The paradise of perfect joy, peace, and fellowship suddenly became "paradise lost." Where once a bridge of fellowship linked the Creator and the people He created there now remained only a chasm that could not be spanned--a chasm separating absolute holiness from absolute sinfulness.

The fall produced painful disharmony within each of the relationships of creation. Adam and Eve no longer experienced the joy of fellowship with God nor the blessings of peace within themselves, between each other, or with the earth. Sadly, human history is an ongoing reflection of this disharmony. Sinful people, alienated from God yet still bearing His image, have striven to find harmony and meaning in their lives. They have tried to build civilizations that reflect order and harmony. Tragically, they have been constrained in their personal and corporate efforts by the law of spiritual genetics whereby one imperfect generation can reproduce only after its kind (*Romans 5:12*). History is the ongoing story of alienation from God and disharmony in the relationships of creation.

In spite of history's recurring themes of brokenness and suffering, the glimmer of God's moral nature within people has restrained them from abandoning their dreams of bringing harmony out of disharmony. Recognizing that evil exists, most people strive, although impotently, to combat evil's cancerous effects on their good plans and noble intentions. They legislate, war, educate, and appeal to the nobler dimensions of being human, hoping to achieve that which they know innately to be good. Some perform religious rites designed to appease spirits believed to be the source of evil. Others, knowing that evil is a result of sin and separation from God, strive to make amends and bridge the chasm of separation through good works and self-sacrifice. Nonetheless, evil and disharmony remain personally and corporately entrenched.

The biblical Christian worldview affirms the bad news of the fall--the brokenness and alienation of humanity and the hopelessness of people's efforts to bring order out of chaos. But it also declares good news, affirming that the plans and purposes of

Teacher's Notes

The introduction provides an overview of the theme and essential character response for each unit.

Teacher's Notes

the God Who does not change (*Malachi 3:6*) are likewise unchangeable (*Proverbs 19:21; Ephesians 3:11*). The eternal design for creation is the same "yesterday, today, and tomorrow." Regardless of outward appearances, the cosmos with all its imperfections is right on track. It is still sovereignly controlled and predestined to fulfill the purposes for which it was created. God's plan for each of the relationships of creation is being and will continue to be realized through His eternal plan of redemption and restoration in Jesus Christ (*Revelation 13:8*). The harmony that people so desperately desire but will never be able to accomplish in themselves has been initiated and is being completed only through God's grace in Christ.

The lessons in Unit 8 are the most important in the curriculum because they focus on our redemption and salvation from the fall. Only through the work of Christ at Calvary can our separation from God and the subsequent disharmony in our lives be overcome. You as the teacher have the privilege of telling the "greatest story ever told." In these lessons are truths that if learned and accepted will result in eternal life, but if rejected will result in eternal death. This may not be the first or the last time your students hear this message, but teach it as though it were both. Don't let the familiarity of the salvation message grow stale. Meditate upon its significance and its price. Let God again quicken in your heart the most vital truth you can ever know: "*For God so loved the world that he gave his one and only Son, that whoever believes in Him shall not perish but have eternal life*" (*John 3:16 NIV*).

As you teach, let the Father's compassion permeate your lessons. Let it touch the hearts of students who as sinners need to respond willingly to God's forgiveness. Pray that the Holy Spirit will bring new or renewed understanding of God's compassion to your students and that they in turn will respond compassionately to others.

BIBLICAL TRUTH 8

Jesus died to restore fellowship and harmony between people and God.

The biblical Christian worldview affirms that through the redemptive and atoning death of Christ, our penalty for sin has been paid, God's wrath has been appeased, and fellowship between God and us has been restored.

MEMORY VERSES

SECTION 2: FELLOWSHIP

. . . the Father sent his Son to be the Savior of the world. Whoever confesses that Jesus is the Son of God has God living inside, and that person lives in God.

1 John 4:14-15 NCV

BIBLICAL TRUTH (UNIT) 8

For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God.

1 Peter 3:18 NIV

A *Memory Verse* for each section, unit (Biblical Truth), lesson, and character trait of the curriculum has been selected for clarity and brevity appropriate for young students.

LESSONS OF UNIT 8

21 *But Christ died for us while we were still sinners. In this way God shows his great love for us.*

Romans 5:8

22 *In Christ we were chosen to be God's people, because from the very beginning God had decided this in keeping with his plan.*

Ephesians 1:11 NCV

23 *All people have sinned and are not good enough for God's glory. People are made right with God by his grace, which is a free gift.*

Romans 3:23-24

24 *"For God loved the world so much that he gave his only Son. God gave his Son so that whoever believes in him may not be lost, but have eternal life."*

John 3:16

CHARACTER TRAIT 8

. . . clothe yourselves with compassion . . .

Colossians 3:12 NIV

SYMBOL

Two notes bonded together by the cross represent the restored fellowship between God and people through the atoning work of Jesus Christ.

Upper note: *God, Sovereign Creator (Deuteronomy 4:39; 1 Chronicles 29:12)*

Lower note: *People, created by God (Genesis 1:26; Psalm 139:13)*

Cross: *The person and redemptive work of Jesus Christ (John 3:16)*

Person, hands raised in praise: *People restored in fellowship with God for the purpose of praising and glorifying Him (Ephesians 1:5-6; 1 Peter 2:9)*

Mended bridge between first and second note: *Fellowship between God and people restored (1 John 3:1)*

KEY THEMES

THE FELLOWSHIP UNITS 5-8

- The origin of people
- The purpose of people
- The finite, dependent nature of people
- The nature of fellowship with God
- The fall and fellowship with God
- The moral nature of people
- The origin and nature of sin
- The consequences of sin

Teacher's Notes

A musical note motif is used to symbolize each Biblical Truth of this curriculum. Each part of the symbol represents a specific aspect of each truth.



Teacher's Notes

- Redemption and fellowship with God
- The nature of the new birth and fellowship with God

UNIT 8

- The need for salvation from sin and its consequences
- The effects of Christ's redemptive work on evil in the world
- The nature of salvation as a free gift of God's grace appropriated by faith
- Compassion as a moral value

OBJECTIVES

The lessons in Unit 8 should enable students:

- To define the meaning and purpose of the atonement.
- To know and respond to God's eternal plan of sending Jesus to atone for their sins.
- To understand that the death, burial, and resurrection of Jesus Christ are necessary for the forgiveness of sins.
- To know that all people can be forgiven and restored in fellowship with God through faith in the person and work of Jesus Christ.
- To develop a heart of compassion toward others demonstrated by acts of service and witnessing.

KEY CONCEPTS

ATONEMENT AND SALVATION

The biblical Christian worldview affirms that because of our rebellion against God, both we and our environment exist in a corrupted state and stand under the condemnation of God.¹ It also affirms that God in His mercy intervened on our behalf and provided salvation from condemnation through the atonement of His Son, the God-Man, Jesus Christ. Because the cross of Christ stands as the central fact of human history, the key concepts covered in Unit 8 are comprehensive in scope, laying the foundation for understanding the restoration of harmony within the four relationships of creation.

In order to comprehend God's provision of salvation through the atonement of Jesus Christ, we must first understand the relationship between the holiness of God, His law, our sinfulness, His divine wrath, and His divine grace.² Each of these concepts is discussed separately below.

THE HOLINESS OF GOD

Holiness is one of God's moral attributes. In His holiness, God is absolutely sinless and incapable of tolerating sin. His holiness is expressed in His hatred of sin and in the requirement that all sin be judged and punished (*Romans 1:17*). For God to ignore sin, He would, in fact, have to deny His own holiness.

Unit Objectives are expanded and listed as specific objectives for each lesson.

Key Concepts are provided with each lesson to help you become familiar with biblical doctrines and truths upon which the lessons are designed. Knowing doctrinal truths will not only help with lesson preparation, but also provide an in-depth background from which to answer student questions and supplement lesson activities.

THE LAW OF GOD

When God created people, He could create only beings who were perfect and holy because they were created in His image. As creatures, people were to live within boundaries defined by the laws of God and of His character and to which He, Himself, was bound.

THE SINFULNESS OF HUMANITY

We were created with a will to exercise in obedience to God's standards of holiness. Tragically, we chose to assert ourselves above God's law, and in transgressing it, sin entered the world (*1 John 3:4*). This sin separated us from God (*Isaiah 59:2*).

THE WRATH OF GOD

God's response to sin must be one of wrath because sin and holiness are directly opposed to each other. God's wrath is a righteous anger against sin and results in His judgement and punishment of it. If God ignored sin, in essence, He would be violating His own character. For God's character to be vindicated, sin must be punished.

THE GRACE OF GOD

While God's holiness requires sin to be punished and judged, His divine grace and patience require Him to restrain His wrath to allow His image-bearers to turn away from their sins in repentance. In keeping with His divine wrath and grace, neither of which can be violated, God sent His Son Jesus to atone for our sins--a sacrificial act that makes our salvation possible through faith and repentance.

Conner summarizes the relationship between God's holiness, sin, and the atonement: ". . . we see that God's holiness demands that man's sinfulness be dealt with; that wrath be executed upon it, but divine grace restrains immediate wrath waiting for God to provide a means for man to escape the wrath."³

THE UNIQUENESS OF CHRIST AND CHRISTIANITY

To fully appreciate the nature of the atonement as God's provision for our salvation, it is essential to understand the uniqueness of Christ and Christianity. The Christian religion is not only based upon the teachings of Christ, but its very essence is identified with the character and nature of Christ. All of Christianity's truths, promises, and hopes find their origin and fulfillment in Christ.⁴

Christ was not just a great teacher. He was God in the flesh, the incarnation of Truth, fully God Himself, yet fully man (*John 1:1; Colossians 2:9*). All the attributes of God are found in Christ, including his preexistence and eternal nature (*John 8: 57-58*). In Christ's death on the cross, the central point in human history, is found the incredible uniqueness of the Christian faith--salvation by grace. In contrast to all other religions, which in essence proclaim salvation by works, Christianity provides for our salvation through the atoning grace of the one Who created us, Jesus Christ. It is this selfless act of love that evokes the worship of every creature in heaven and on earth (*Revelation 5:9, 12-13*).⁵

THE ATONEMENT

The doctrine of the atonement refers to the saving work of Christ Who by grace redeemed or ransomed sinful humanity from the eternal wrath of a holy God, thus restoring or reconciling us to our original place of fellowship with our Creator.

The word atonement has several meanings and ramifications, but basically it can be defined as "at-one-ment" or the process whereby fallen humanity and a Holy God are brought together as one. The estrangement experienced at the fall has been reconciled or eliminated, but at a cost. The ransom paid to buy back or redeem us from our penalty of death was the sinless blood of Christ shed at Calvary (*Hebrews 12:22-24; 1 Peter 1:18-20*). Because it was Christ's blood and not ours, the atonement carries with it the concept of substitution or the exchange of one thing for another. The substitution of Christ's death for ours appeased the wrath of a Holy God; thus the atonement also includes the concept of propitiation (reconciliation).

At the heart of the atonement is grace. Unable to save ourselves and completely unworthy of God's forgiveness, we are helpless before God. No human effort can ever atone for our sin and reconcile us to God. Salvation is a gift from God, an act of grace extended freely to us. It is undeserved (*Romans 9:22*), unearned (*Ephesians 2:1-9*), and unmerited (*Romans 3:23-25*). Grace is a reflection of God's love, patience, and long-suffering toward us, whom He created, and an expression of His eternal investment and commitment to the creative works of His hands.

THE BLESSING OF SALVATION

The benefits of salvation are multifaceted. On this side of death and bodily resurrection, we are blessed with imputed benefits of redemption including justification, regeneration, adoption, and sanctification. At the second coming of Christ, we will be blessed with glorification, a state in which all the benefits of the atonement will be perfected. These dimensions of salvation are examined separately below.

JUSTIFICATION

Being redeemed, we are at once justified or declared free from guilt. Inherent within the concept of justification are pardon or release from punishment and the declaration that we are righteous or made holy. We pass from death to life--the past is forgotten and we stand righteous before God.

REGENERATION

The righteousness that Christ imputes to us is not superimposed over the old sinful nature. The atonement initiates the regeneration of the old self, a process referred to as the new birth (*John 3:3-8*). This rebirth is spiritual, resulting in a new creation, not a remodeled one. Every dimension of our lives is made new in this regenerative process, including our personality, intellect, moral awareness, creativity, and social capacity.⁶ Although we will not be perfect until Christ's return, we nevertheless have the capacity for renewed living and thinking through the power of Christ in this lifetime (*Romans 12:1-2; Ephesians 4:22-24*).

ADOPTION

Being justified and regenerated, we are also adopted into the family of God with all of its rights and privileges. Perhaps no blessing of the atonement is more intimate than being called God's children (*1 John 3:1*). Our estrangement and alienation

are overturned as we, God's prodigal children, return to the bosom of our Creator and Father.

SANCTIFICATION

As new creations in Christ, we are set aside and dedicated for holy service to God, a process known as sanctification. Sanctification is a work accomplished by each member of the Godhead on our behalf (*1 Thessalonians 5:23-24; Hebrews 10:10; 1 Peter 1:2*). Sanctification is both an instant and a progressive process by means of the Word of God (*Romans 15:16*), the blood of Christ (*Hebrews 13:12*), and the power of the Holy Spirit (*1 Corinthians 6:11*). In contrast to justification whereby God declares us righteous, sanctification is a becoming process, something that God does in us. In essence, sanctification is the experiential reality of our declared righteousness.⁷ It is an ongoing process by which we are continually growing in holiness and are preserved from the power of sin (*Romans 6:1-14; 8:1-2*).

GLORIFICATION

At the return of Christ, we will fully realize all the benefits of the atonement. As "completed believers," we will be perfect, totally healed, and in sinless harmony with God, with ourselves, with others, and with nature. This perfection is referred to as our glorification, a time when we will experience the perfection of Christ-likeness within ourselves, reflecting His image perfectly and eternally (*Romans 8:17; 2 Corinthians 3:18; Colossians 3:4; 1 John 3:2*).

OUR RESPONSIBILITY

Although our salvation is a free gift of God's grace, we must respond to that grace in a twofold manner. First, we must respond in repentance. We must change our minds and hearts in reference to sin and our broken relationship with God. Repentance involves turning away from our futile attempts at good works that are as filthy rags before God (*Hebrews 6:1-2*) and turning toward Him by confessing our sins (*Psalms 32:5; 1 John 1:9*) and expressing contrite sorrow for them (*2 Corinthians 7:10*).

Second, we must respond in faith toward God (*Hebrews 6:1-2; 11:6*), believing that He is God and that through Christ He has reconciled us to Himself. Faith in God, in His character, and in His Word impute to us the blessing of righteousness (*Romans 4:3*).

RESTORED HARMONY WITH GOD

God's reconciliation of people to Himself is the pivotal event in human history. The fellowship God ordained in the beginning was fully restored in the atoning work of Christ on the cross and forms the foundation for restoring harmony to all other earthly relationships. Secure in the Father, we are free to function as new creatures in harmony with self, with others, and with nature.

Teacher's Notes

The Bible is the "textbook" for this curriculum. Even where supplemental materials (books, videos, *etc.*) are available, you are encouraged to emphasize Bible stories that can be read, enacted, or paraphrased as the foundation for each lesson.

BIBLE STORIES AND REFERENCES

SALVATION

- God announced His redemptive plan to Adam and Eve in the Garden of Eden (*Genesis 3*).
- God saved Noah and his family from His judgement of the earth (*Genesis 6-9*).
- God saved Israel from Egypt as part of His plan to save all humanity (*Exodus 11-15*).
- God instituted the Passover memorial, symbolic of Israel's deliverance from Egypt and His redemptive plan (*Exodus 12*).
- God saved Israel from famine by providing manna in the wilderness (*Exodus 16*).
- God provided a means of salvation for Israel from venomous snakes in the wilderness (*Numbers 21*).
- God provided a means of atonement for the Hebrew nation through the sacrificial system (*Leviticus 16*).
- God provided salvation for all people through the atoning death of Christ (*Matthew 26-28*).
- Believers on the Day of Pentecost were saved (*Acts 2*).
- People from all walks of life responded to the gospel message and were saved:
 - Simon the Sorcerer (*Acts 8*)
 - the Ethiopian eunuch (*Acts 8*)
 - Saul (*Acts 9*)
 - Cornelius, the centurion (*Acts 10*)
 - the jailer (*Acts 16*)
 - the Thessalonians (*Acts 17*)
 - the Bereans (*Acts 17*)
 - the Greeks (*Acts 17*)
 - the Corinthians (*Acts 18*)
 - Jewish leaders (*Acts 18*)
 - the Ephesians (*Acts 18*)

CHARACTER RESPONSE

Character Trait 8: Compassion

DEFINITION

Acts of tenderness and love I give to those who are hurting

MEMORY VERSE

. . . clothe yourselves with compassion . . .

Colossians 3:12 NIV

KEY CONCEPTS

The biblical concept of compassion, like all righteous traits of character, is rooted in the nature and character of God. In contrast to His wrath, but not in conflict with it, compassion flows from the Father over all He has made (*Psalms 145:9*). God's compassion is an expression of a deep-seated emotion of sympathy for His creation like that of a father for his child (*Psalms 103:13*). It is demonstrated most completely in the atoning sacrifice of Jesus Christ for a sinful and hurting world.

Compassion does not manifest itself only as a feeling. Flowing from the deepest of human emotions, it expresses itself in acts of love, pity, and mercy to those who are helpless and harassed (*Matthew 9:36*), sick (*Matthew 14:14*), hungry (*Matthew 15:32*), and in prison (*Hebrews 10:34*).

Compassion's benevolent acts of tenderness are not only extended to the less fortunate, but also to those who have hurt or harmed us. In this context, we see compassion divinely illustrated in the cross of Christ and humanly expressed in the tearful embrace of the prodigal son by his compassionate father. We recognize God's compassion as it flows through His gracious acts of forgiving the repentant, strengthening the weak, and comforting the bereaved. As God's chosen people, we, too, are to clothe ourselves with His compassion (*Colossians 3:12*), becoming His hands and feet of mercy, pity, and love to a suffering world. In response to His compassion toward us, we must do nothing less for others.

BIBLE STORIES AND REFERENCES RELATED TO COMPASSION

Those Who Demonstrated Compassion

- Abraham showed compassion to Lot in Sodom (*Genesis 14*).
- Joseph showed compassion for his brothers and forgave them (*Genesis 43-45*).
- Pharaoh's daughter had compassion on infant Moses (*Exodus 2*).
- God showed compassion for the Hebrew slaves (*Exodus 3*).
- David showed compassion to Mephibosheth (*2 Samuel 9*).

Teacher's Notes

The *Character Response* part of each lesson is not presented in detail. You may simply make this an informal, culminating time of application following the lesson or at another time such as morning devotions or afternoon closing activities. You may emphasize others character traits as you deem appropriate.

Teacher's Notes

- King Ahaz's army had compassion on their captives (*2 Chronicles 28*).
- Hosea showed compassion for his wife Gomer (*Hosea 1-3*).
- The good Samaritan demonstrated compassion for the traveler (*Luke 10*).
- Jesus had compassion for the thief on the cross (*Luke 23*).
- The Philippian jailer had compassion on Paul (*Acts 16*).
- The islanders showed compassion to Paul after the shipwreck (*Acts 28*).

Those Who Did Not Demonstrate Compassion

- King Rehoboam had no compassion for his people in Israel (*1 Kings 12*).
- The forgiven servant did not have compassion on his fellow servant (*Matthew 18*).
- The priest and the Levite did not have compassion on the Jericho road traveller (*Luke 10*).
- Pilate showed no compassion on Jesus during His trial (*John 19*).

DISCUSSION TOPICS FOR THINKING ABOUT COMPASSION

- Share ways you can demonstrate a heart of compassion in your relationships with others.
- Share about a time when you demonstrated compassion.
- Share about an act of compassion you have seen someone else demonstrate.
- Share about a time when you did not demonstrate compassion.
- Share about a time when you have seen others fail to be compassionate.
- Share ways you think you can develop compassion in your life.
- What do you think would happen to you if Christ did not show compassion toward you?
- Share about ways your class, as a whole, can demonstrate compassion at school.
- Share about ways you can demonstrate compassion at home.

SUPPLEMENTARY RESOURCES

Nystrom, Carolyn. *What Is a Christian?* Chicago, IL: Moody Press, 1981.

NOTES

1. Jay Grimstead, "42 Articles of the Essentials of a Christian World View," in *Articles of Affirmation and Denial and the Foundational Theology of the Coalition on Revival*. (Crosswinds 119, Winter 1992).
2. Kevin J. Conner, *The Foundations of Christian Doctrine* (Portland: Bible Temple Publishing, 1980), p. 193.
3. Conner, op. cit., p. 194.
4. Paul E. Little, *Know What You Believe* (Wheaton: Victor Books, 1987), p. 36.
5. Little, op. cit., p. 49.
6. James W. Sire, *The Universe Next Door* (Downers Grove: InterVarsity Press, 1988), p. 39.
7. Conner, op. cit., p. 287.

Teacher's Notes

Although the Bible is the main textbook for this curriculum, you are encouraged to develop a small library of children's books related to the Biblical Truth developed in each unit.

Teacher's Notes

LESSON 21
IN MY PLACE
Jesus Died in My Place for My Sins

PREPARING TO TEACH

Teacher's Notes

INTRODUCTION

Lesson 20 introduced *Biblical Truth 8: Jesus died to restore fellowship and harmony between people and God*. Lesson 21 identifies three benefits of Christ's atoning work: His substitutionary death for us, the forgiveness of our sins, and the restoration of our fellowship with God.

MEMORY VERSES

Biblical Truth (Unit) 8

For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God.

1 Peter 3:18 NIV

Lesson 21

But Christ died for us while we were still sinners. In this way God shows his great love for us.

Romans 5:8

Character Trait 8: Compassion

. . . clothe yourselves with compassion . . .

Colossians 3:12 NIV

OBJECTIVES

- Students will correlate the true story of Klaus with the substitutionary work of Christ's atonement on their behalf.
- Students will understand that Christ took the punishment they deserve for their sins.
- Students will define forgiveness and identify it as one of the benefits of Christ's atoning work on their behalf.
- Students will identify the restoration of their fellowship with God as the primary benefit of Christ's atoning work on their behalf.

MATERIALS

Worldview Model

Unit 8 Lesson 21

Teacher's Notes

Suggestion: For continuity of theme and for discussion, read *Scripture Cards* the first time without the references, especially when there are several Scriptures on one card. Identify the references only when you correlate the *Scripture Card* with the *Bible Poster*.

You may wish to color the *Picture Cards*. If so, make a photocopy to color, and save the original to make future copies.

For large classes, feel free to prepare overhead transparencies of visual aid cards.

Bible Poster

Symbol Cards 7, 8

Biblical Truth Couplet 8

Biblical Truth Couplets CD

Unit Memory Verse Card

8 1 Peter 3:18 NIV

Lesson Memory Verse Cards

19 Romans 5:12
21 Romans 5:8

Word Cards

5a Fellowship
21a Jesus died for us to take the punishment we deserve for our sins.
21b Forgive
21c Jesus died for us so that our sins could be forgiven.
21d Jesus died for us so that we could be restored in fellowship with God.

Definition Card

21a Forgive: To love, pray for, and not get even with someone for doing something wrong

Scripture Cards

21a Genesis 2:15-17
21b Romans 5:6; Isaiah 53:5
21c Ephesians 1:7; Colossians 1:14
21d Romans 5:9-10; 1 John 4:14-15

Picture Cards

1r Jesus on the Cross
20a Wise William Builds Biblical Truth 8 Into the Fellowship Wall

Teacher Made or Procured

Globe
God Saves Us display (from Lesson 20)

DEVELOPING THE COMPREHENSION

Student Workbook Activity

Picture It: The Story of Klaus, p. 110
The Main Points: Jesus Took My Punishment, p. 111
The Main Points: Jesus Forgives My Sins, p. 112
The Main Points: Jesus Restores My Fellowship With God, p. 113
Picture It: A Bridge and a Covering, pp. 115-116

Group Activity

The Cross Covers My Sins: Prepare a simple cross out of construction paper or tag board large enough for a bulletin board display. Add backdrop features such as hills, clouds, etc. On pieces of paper cut in the shape of stones have students write the names of particular sins people commit.

Arrange the stones at the bottom of the cross. Title the display *The Cross Covers My Sins*. Include the text of *Ephesians 1:7*.

Teacher's Notes

MAKING THE APPLICATION

Student Workbook Activity

Thinking About It: Why Did Jesus Die? p. 114

Hiding God's Word: Romans 5:8, p. 117

Group Activity

The Story of Klaus: Have students enact *The Story of Klaus*. Discuss the story events in relation to the atoning work of Christ.

Match Up: Place Scripture Cards 21b, 21c, and 21d and Word Cards 21a, 21c, and 21d in a basket. Have pairs of students match the sets of Scripture and Word Cards. Have students explain what the cards and verses mean to them personally.

Community Extension

Church Visit: Identify a church building(s) in the community that displays the cross on the building itself, on its windows, altar, signage, etc. Arrange a visit to the church, and have the pastor or another church employee describe the designs of the cross and their significance. Have students draw pictures of the different crosses in their architectural setting. Discuss the symbolism of the cross in relation to the atoning work of Christ.

TEACHING THE LESSON

REVIEW OF LESSON 20

- Review the Symbol Card for Biblical Truth 8.

Focus: Jesus died to restore our fellowship with God, our Father.

Refer to the **Worldview Model**.

Locate **Biblical Truth 8** on the Worldview Model.

Display **Picture Card 20a**, *Wise William Builds Biblical Truth 8 Into the Fellowship Wall*.

Display **Symbol Card 8**.

Discuss:

What is the fourth pillar of truth about our fellowship with God that we have built into our House of Truth?

What parts of the Symbol Card help us remember this truth?

Display **Biblical Truth 8 Couplet**.

Have students recite it with you.

*Jesus died
Because of my sin,
So I can live in fellowship
With God again.*

Play the **Biblical Truth Couplets CD**, track 8.

Have students sing along.

- Review the memory verse for Biblical Truth (Unit) 8.

Focus: Christ died on the cross for our sins. His substitutionary death bridges the gap between God and us, restoring our fellowship with God, our Father.

Display **Unit 8 Memory Verse Card**, *1 Peter 3:18*, and read it as formatted below.

Have students recite it with you.

1 Peter 3

[18] For Christ died for sins once for all, the righteous for the unrighteous, to bring you to God. NIV

Discuss:

What is the only way we can come back into fellowship with God?

Refer to the **God Saves Us** display.

Discuss:

Who is the Bridge between sinful people and God?

Note: The God Saves Us display is used throughout this lesson.

SETTING THE STAGE

- Introduce *The Story of Klaus* to illustrate how Christ's atoning sacrifice restores our fellowship with God.

Focus: *The Story of Klaus* illustrates (with limitations) the concept of Christ's atonement for our sins. The story sets the stage for an explanation of how our fellowship with God can be restored.

Explain that you are going to read a true story about a little boy who lived several years ago in a small village in Germany.

Use a **Globe** to locate Germany.

Note: The events of this story were observed by a young girl who lived in war-torn Germany. When the war was over, she immigrated to America, later becoming a teacher.

The Story of Klaus

Many years ago in a small mountain village of Germany there lived a young boy named Klaus. He was six years old. His family was very poor, and they had little to eat. Klaus was often hungry.

Each morning, Klaus ate a small bowl of oatmeal and headed off to the little village school. Klaus' school had only one classroom for all the students in all the grades. There were first grade students, fourth grade students, and even high school students all sitting together.

There was only one teacher. But Klaus loved his school and all his friends of different ages. He especially liked an older high school student named Heinz who was tall and strong and who acted like a big brother to Klaus.

One day at lunchtime, Klaus quickly ate the small piece of bread and cheese his mother had packed for him in an old sack. As he waited, still hungry, for his friends to finish their lunches so they could play, he noticed someone's lunch sack on a bench behind the schoolhouse. Cautiously, he looked around to see if anyone were watching him. When he thought no one was looking, he hurried behind the building. He tore open the sack and hungrily stuffed his mouth with the two slices of cheese and the piece of bread he found inside. He knew that if he were caught he would be in trouble for stealing, but he was so hungry that he didn't care. What Klaus didn't know was that through the schoolhouse window his teacher was watching him.

After lunch, the teacher called on Klaus to stand in front of the class. She told all the students what he had done. Then she announced his punishment. He would receive six strikes across his back with a small tree branch. Sternly, she ordered Klaus to remove his shirt, turn his back to the class, and prepare for his beating.

All the students held their breath as they waited for the branch to fall on Klaus's back. Suddenly, a voice from the back of the room cried out, "Wait! Please wait!" As the teacher turned to see who had spoken, a tall, older student walked to the front of the room. It was Heinz, the friend Klaus thought of like a big brother. He spoke softly with the teacher. As Klaus stood shaking, he and his classmates tried to hear what the teacher and Heinz were talking about.

After several moments, the teacher turned to Klaus. "Put your shirt on, Klaus," she said. "Heinz has asked me to punish him instead of you. He wants to take your place for the punishment you deserve for stealing. I have agreed. Even though he did not steal the lunch, he will be the one I will punish for what you did. Klaus, go back to your seat."

The whole class gasped. They couldn't believe what the teacher had just said. As they watched wide-eyed, Heinz removed his shirt and turned his back to the class. Everyone sat silently as the teacher beat Heinz's back six times with the branch. They could not believe that someone would be willing to take the punishment that another person deserved. Can you?

- Discuss The Story of Klaus.

Focus: Being willing to take the punishment someone else deserves is extremely rare. Such an act can be motivated only by love and compassion.

Discuss:

Was Klaus guilty of stealing the bread and cheese?

Instead of stealing the food, what might Klaus have done to get more to eat?

Did Klaus deserve to be punished?

Did Heinz deserve to be punished?

Why do you think Heinz volunteered to take Klaus's punishment?

Would you be willing to take someone else's punishment?

Who knows another true story about a person who was willing to take the punishment that we all deserve because of our sins?

Explain that this lesson explores God's wonderful plan to restore harmony in His creation through His Son, Jesus, the One who took the punishment all people deserve.

DISCLOSURE

TOPIC 1. JESUS DIED TO TAKE THE PUNISHMENT WE DESERVE

- Review/develop the truth that punishment is a consequence of sin.

Focus: Each of us is responsible for the sins we commit. God's holiness demands that we suffer punishment for our sins. In His mercy and love, however, God sent His Son to suffer the punishment we deserve.

Remind students of *The Story of Klaus*.

Discuss:

Was Klaus guilty of stealing the bread and cheese?

Even though he stole because he was hungry, did he deserve to be punished for stealing?

What punishment did Klaus's teacher say he was going to receive for stealing the bread and cheese?

What punishment did God say Adam and Eve deserved for their sin in the garden?

Where can we find out the punishment God said Adam and Eve would receive if they disobeyed Him?

Display **Scripture Card 21a**, *Genesis 2:15-17*, and read it as formatted below. Correlate it with the **Bible Poster**.

Genesis 2

[15] The Lord God put the man in the garden of Eden to care for it and work it. [16] The Lord God commanded him, "You may eat the fruit from any tree in the garden. [17] But you must not eat the fruit from the tree which gives the knowledge of good and evil. If you ever eat fruit from that tree, you will die!"

Discuss:

What punishment did God say Adam and Eve would receive if they disobeyed Him and ate the fruit from the Tree of the Knowledge of Good and Evil?

When we do something wrong, do we deserve to be punished?

What punishment do all people deserve for disobeying God?

Where can we find out about the punishment all people deserve because of their sin?

Display **Lesson 19 Memory Verse Card**, *Romans 5:12*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Romans 5

[12] Sin came into the world because of what one man [Adam] did. And with sin came death. And this is why all men must die--because all men sinned.

Discuss:

How did sin enter the world?

What is the consequence of sin?

Who has sinned since the time of Adam?

What must happen to all people because of their sin?

- Review/develop the truth that Jesus took the punishment we deserve for our sin.

Focus: Out of His compassion and love, Christ died for us in our place. He did not die for good people because all people are sinners. While His death does not eliminate our physical death in this world, it guarantees that all faithful believers will be raised to a new and eternal life at His second coming.

Discuss:

What did Klaus deserve for stealing the bread and cheese?

Did Klaus receive the punishment he deserved for stealing?

Why not?

Why do you think Heinz took Klaus' punishment?

Would you have taken Klaus' punishment?

Even though we are sinners and deserve to die because of our sins, what did God the Father do for us?

Where can we find out what God the Father did about the punishment we deserve for our sins?

Display **Picture Card 1r**, *Jesus on the Cross*.

Display **Scripture Card 21b**, *Romans 5:6; Isaiah 53:5*, and read it as formatted below.

Correlate it with the **Bible Poster**.

Romans 5

[6] When we were unable to help ourselves, at the moment of our need, Christ died for us, although we were living against God. NCV

Isaiah 53

[5] But he was wounded for the wrong things we did. The punishment, which made us well, was given to him.

Discuss:

Did Jesus die for us because we are good, or did He die for us because we are sinners?

Who should have died for our sins instead of Jesus?

Why did Jesus take our place and suffer the punishment we deserve?

Note: Emphasize that the death from which we are spared is the eternal death and separation from God, not the death of the physical body in this life.

Refer to the **God Saves Us** display.

Discuss:

*What do these two boxes remind us of?
What do these pieces of paper in the container remind us of?
What do we deserve because of our sins?*

Refer to the Cross in the **God Saves Us** display.

Discuss:

Why did Jesus die on the cross?

Display **Word Card 21a**, *Jesus died for us to take the punishment we deserve for our sins.*

Read it, and have students recite it with you.

TOPIC 2. JESUS DIED SO THAT OUR SINS COULD BE FORGIVEN

- Review/develop the biblical truth that our sins are forgiven through the atoning work of Christ.

Focus: The biblical concept of forgiveness conveys the idea of sending away or letting go. God chose to not remember our sins anymore (*Hebrews 10:17*), but only because of Christ's atoning sacrifice. We are set free from the penalty of death, and we are given the wonderful gift of forgiveness of our sins. Forgiveness means that God no longer blames us for our sins; He is no longer angry with us because of our sins; He will no longer punish us because of our sins.

Display **Word Card 21b**, *Forgive*.

Have students recite it with you.

Ascertain students' understanding of the meaning of *forgive*.

Discuss:

What do I mean if I say "I forgive you"?

Display **Definition Card 21a**, *Forgive: To love, pray for, and not get even with someone for doing something wrong.*

Have students recite it with you.

Discuss the three dimensions of forgiveness.

Discuss:

*After Heinz took Klaus' punishment for stealing the bread and cheese, do you think the class and the teacher were able to forgive Klaus?
How do you think the students in Klaus' class showed him that they forgave him?*

Has anyone ever done something unkind to you?

Were you able to forgive the person who was unkind to you?

How did you show the person who hurt you that you forgave him or her?

Because Jesus died to take the punishment we deserve, what do you think God does with our sins?

Where can we find out what God does with our sins because Jesus died for us?

Display **Scripture Card 21c**, *Ephesians 1:7; Colossians 1:14*, and read it as formatted below.

Forgiveness does not mean that we do not get angry because of the sin someone commits. It does mean that we do not let that anger lead us to retaliatory actions.

Forgiveness does not mean that we do not suffer or allow others to suffer the consequences of sin in this life. God disciplines and forgives those He loves. God's forgiveness of our sins through Jesus Christ, however, does deliver us from His wrath and eternal punishment.

Correlate it with the **Bible Poster**.

Ephesians 1

[7] In Christ we are set free by the blood of his death. And so we have forgiveness of sins because of God's rich grace.

Colossians 1

[14] The Son paid for our sins, and in him we have forgiveness.

Discuss:

From what have we been set free because Jesus died on the cross for us?

What gift do we have from God because Jesus died for our sins?

Refer to the **God Saves Us** display.

Slide out the *container holding the sin cards* between the *People* box and the *God* box.

Refer to the *Cross* between the two boxes.

Discuss:

What does God do with our sins because of Jesus' death on the cross in our place?

Display **Word Card 21c**, *Jesus died for us so that our sins could be forgiven*. Read it, and have students recite it with you.

TOPIC 3. JESUS DIED SO THAT OUR FELLOWSHIP WITH GOD COULD BE RESTORED

- Review/develop the truth that our fellowship with God can be restored through the atoning work of Christ.

Focus: Christ's atonement grants us not only forgiveness of sins and deliverance from punishment but also brings us back into fellowship with God.

Discuss:

After the class forgave Klaus for stealing the bread and cheese, do you think they loved him and wanted him to be a part of the class as their friend?

When you forgive a person for something he or she did to you, how do you show that person that you want to be friends again?

When friends forgive each other, can they enjoy friendship and fellowship once again?

Display **Symbol Card 7**.

Discuss:

What does the space between the two notes in this symbol remind us of?

Display **Symbol Card 8**.

Have students compare Symbol Card 8 to Symbol Card 7.

Discuss:

In Symbol Card 8, what has happened to the broken space between

Teacher's Notes

The concept of grace is discussed in Lesson 24.

Restored fellowship with others is not always possible even though we extend forgiveness to others. Nevertheless, God demonstrates the ideal of restoration in His unconditional acceptance of those He forgives through Christ.

the two notes?

Because Jesus died for our sins, do you think we can be God's friends again and have fellowship with Him?

Where can we find out if Jesus' death on the cross for our sins makes us God's friends again?

Display **Scripture Card 21d**, *Romans 5:9-10; 1 John 4:14-15*, and read it as formatted below.

Correlate it with the **Bible Poster**.

Romans 5

[9] We have been made right with God by the blood of Christ's death. So through Christ we will surely be saved from God's anger.

[10] I mean that while we were God's enemies, God made friends with us through the death of his Son. Surely, now that we are God's friends, God will save us through his Son's life.

1 John 4

[14] We have seen that the Father sent his Son to be the Savior of the world. That is what we teach. [15] If someone says, "I believe that Jesus is the Son of God," then God lives in him. And he lives in God.

Discuss:

What did Jesus do so that we could become God's friends instead of His enemies?

When we believe that Jesus is God's Son, where does God live?

When we believe that Jesus is God's Son, where do we live?

What do we call the relationship we have with God when He lives in us and we live in Him?

Display **Word Card 5a**, *Fellowship*.

Have students recite it.

Refer to the **God Saves Us** display.

Emphasize that the *Cross* bridges the separation between the two boxes.

Discuss:

Why did Jesus die for us?

Display **Word Card 21d**, *Jesus died for us so that we could be restored in fellowship with God*.

Read it, and have students recite it with you.

- Introduce the memory verse for Lesson 21.

Focus: In His great love for us, God sent Christ to die for us. This gift from God delivers us from the punishment we deserve for our sins, grants God's forgiveness of our sins, and restores our fellowship with Him.

Display **Lesson 21 Memory Verse Card**, *Romans 5:8*.

Read it, and have students recite it with you.

Correlate it with the **Bible Poster**.

Romans 5

[8] But Christ died for us while we were still sinners. In this way God shows his great love for us.

Discuss:

How do we know God loves us?

Because God loves us, what did He do about the punishment we deserve for our sins?

Because God loves us, what does He do with our sins?

Because God took the punishment we deserve for our sins, what relationship can we now enjoy with Him when Jesus is our Savior?

SUMMARY

- Review the blessings we receive because of Christ's atonement.

Focus: Through Christ's death on our behalf, we are spared eternal punishment, forgiven of our sins, and restored in fellowship with the Father.

Reconstruct the **God Saves Us** display by replacing the *container of sin cards* between the *God* box and the *People* box. Do not put the *Cross* in place at this time.

Discuss:

What do these two boxes remind us of?

What do these pieces of paper remind us of?

What does the space between the two boxes remind us of?

What do we deserve for our sins that separate us from fellowship with God?

Now insert the *Cross* in the space between the two boxes.

Discuss:

What did God do for us so that we don't have to take the punishment we deserve for our sins?

What did God do so that our sins could be forgiven?

Because God took the punishment we deserve for our sins, what relationship can we now enjoy with Him when Jesus is our Savior?

Distribute **Word Cards 21a**, *Jesus died for us to take the punishment we deserve for our sins*; **21c**, *Jesus died for us so that our sins could be forgiven*; and **21d**, *Jesus died for us so that we could be restored in fellowship with God*.

Explain that you are going to reread the three Scripture Cards that explain why Jesus died on the cross.

Have the student with the corresponding Word Card read it at the appropriate time.

Read **Scripture Card 21b**, *Romans 5:6; Isaiah 53:5*.

Have the student with **Word Card 21a**, *Jesus died for us to take the punishment we deserve for our sins*, read it.

Read **Scripture Card 21c**, *Ephesians 1:7; Colossians 1:14*.

Have the student with **Word Card 21c**, *Jesus died for us so that our sins could be forgiven*, read it.

Remove the *container of sin cards* from the **God Saves Us** display.

Read **Scripture Card 21d**, *Romans 5:9-10; 1 John 4:14-15*.

Teacher's Notes

Have the student with **Word Card 21d** *Jesus died for us so that we could be restored in fellowship with God*, read it.

- Review the memory verse for Lesson 21.

Focus: In His great love for us, God sent Christ to die for us. This gift from God delivers us from the punishment we deserve for our sins, grants God's forgiveness of our sins, and restores our fellowship with Him.

Display **Lesson 21 Memory Verse Card**, *Romans 5:8*.
Read it, and have students recite it with you.
Correlate it with the **Bible Poster**.

Romans 5
[8] But Christ died for us while we were still sinners. In this way God shows his great love for us.

Discuss:

How did God show His love for us?

PRAYER

- Have students thank God for each of the benefits they receive through Christ's atoning death for them.