

# Foundation Stones



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# Foundation Stones

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## Objective

Children from 18 months to 14 years will learn about five (5) key topics foundational to the Apostolic faith and our church's doctrine. Topics are:

1. Bible (validity of scriptures, power of the Word, etc.)
2. Oneness (God is one, etc.)
3. Salvation (the new birth)
4. Holiness (principles of holiness, lifestyle convictions, etc.)
5. Evangelism (the importance of it, people are lost without God, heaven & hell, etc.)

Through this six-week series, children will learn what living for God is built on. Key overhead scriptures (theme verses for the entire series) include Joshua 4:21-22 ("When your children shall ask their fathers in time to come, saying, What mean these stones? Then ye shall let your children know.") and Ephesians 2:20 ("And are built upon the foundation of the apostles and prophets, Jesus Christ himself being the chief corner stone."), as well as the story of David & Goliath and the five smooth stones.

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## Overview

Children will be taught six lessons on the topics above and one "wrap-up" topic. Each week they (and their families) will be issued a challenge - to learn 3 verses that week related to the topic. After 5 weeks, the children will have hidden 15 foundational verses in their hearts. To end this series, the children may choose to compete in an in-house quiz tournament (only our kids, on a Saturday, just for fun) where questions will be designed around these verses. We will encourage all children to participate. The three (3) verses per topic are listed below:

- Bible: 2 Timothy 3:16, Isaiah 40:8, Hebrews 4:12
- Oneness: Deuteronomy 6:4, Isaiah 9:6, 1 Timothy 2:5
- Salvation: Acts 2:38, Romans 8:11, Acts 2:4
- Holiness: Ephesians 2:10, Hebrews 12:14, 2 Corinthians 7:1
- Evangelism: Proverbs 11:30, 1 Peter 3:15, Mark 16:15

## Details for Classroom Planning

1. The entire series is designed around the concept of an Inukshuk with five stones (“foundation stones”). An Inukshuk is a stone landmark built for navigation and is built in the shape of a man to indicate that “someone has passed this way before.” An Inukshuk is being used as it is uniquely Canadian, is memorable, and can easily parallel with the church (foundational doctrines being passed on through hundreds of years). At the end of the series, children will take home their own Inukshuk that they made in class.
2. The Schedule of Topics is as follows:
  - Bible: September 19th (Sunday)
  - Oneness: September 26th (Sunday)
  - Salvation: October 3rd (Sunday)
  - Holiness: October 10th (Sunday)
  - Evangelism: October 17th (Sunday)
  - Preliminary Quizzing Tournament: October 23rd (Saturday)
  - Altar Service (Wrap-Up): October 24th (Sunday) - Kids will be taught about the “altar of dedication” and being a “living sacrifice” in class, and will then come to main service for altar call, participating in the building of an altar in the sanctuary (rocks to be brought from home, though teachers will have extras).
  - Final Quiz Tournament: October 27th (Wednesday; top two teams in kids, youth & “All-Star” divisions)

## HOW TO USE THE REST OF THIS PACKET

**The following six sections (representing six lessons) will give you options for building lessons that will perfectly suit your class. Within each section, each of the bullets under the three headings of “Hooks,” “Main Activities” and “Closing Activities” represents an idea for an activity. The activities are not necessarily “ready to go,” but will give you a solid starting point that you can develop further to best suit your class.**

**Please feel free to use any combination of the activities and ideas listed for a particular lesson. A typical week may include 1-2 “Hook” activities, 1-2 “Main Activities” and 1 “Closing Activity.” You might choose to shorten activities and use more of them for younger children. Use this as a resource that you can mold to fit your needs.**

**To ensure consistency across our department during this series, please make sure that activities chosen for class come from this curriculum packet only. Feel free to personalize them and make them your own, but begin here so we are aligned with the youth and adult series. Remember, the goal is always that kids retain the information we present to them in class and know the teaching point(s) (listed in blue in each section). However this can best be accomplished is the best way to teach.**

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## WAYS TO ENGAGE KIDS: Some Practical Tips

**One of the most challenging aspects of being a teacher of any sort is engaging students in the material you are presenting. In fact, Sunday School teaching may be even more challenging with regard to engagement because there are no built-in consequences for students if they are not engaged (i.e.: no grades are assigned, they cannot be sent to the “pastor’s office”).**

**Since we want kids to remember what we teach, having them get “into” the lesson is the best way to create a lasting impact and have them take something home.**

**Below are some simple ideas that you could use to get students “into” your lesson.**

### Know Those Kids

The quickest way to engage kids is to talk about what they like. Therefore, knowing them and incorporating their hobbies, interests or skills into your class activities will not only help them enjoy themselves, but will also make them think you think they’re something special (which you do!). Make them feel like YOU are interested in THEM!

### Variety is the Spice of Life

No one likes doing the same thing over and over, and kids are no exception. Try to use lots of different activities in your room. Appeal to the artists sometimes, and the writers, builders, talkers, dancers, singers, movers, gamers and “active” munchkins other times. If kids have been sitting for a while, get them up or moving across the room for the next activity. If they’ve been listening, let them do the talking for a while. Vary how students work in your room: alone, in pairs, in groups, etc.

### Choice

One easy way to reach and engage kids is to offer them choices in your class. An easy way to offer choice is by allowing kids to choose a station or center to work at. Each center or station (you could set up 2-4 in your room) has an activity that students complete either alone or with their tablemates. Your kids will all be learning the same content as everyone else, just in a way they enjoy. You as the teacher would explain all the centers to the whole group, dismiss them to tables of their choice, then rotate to capitalize on important points or learning. Centers can be anywhere from 10 minutes to 30 minutes. You need not use them for the entire class period. A large group session, followed by centers and a large group closing session would be a nice change of pace for you, and the kids!

### Be Positive

When dealing with kids who just don’t “care,” a positive attitude will get you farther than a negative one. Make a positive comment to a difficult child, even if you’re only praising him or her for sitting still when that is exactly what they’re supposed to be doing anyway! Be firm with kids, yet kind, and show them that you have control of the class and have their best interests at heart.

### Caring and Crazy

The one single thing that makes the biggest difference in a classroom is the teacher (research proves it!). You can make your kids’ experience positive or negative, memorable or boring. Be the caring teacher every child loves, and don’t be afraid to be the fun and crazy teacher every child wants. You will be remembered long after they leave your class, and you will make an eternal difference for some of your kids!

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## SECTION I:

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### Options for Lesson One: Bible

#### “Lesson One: Bible” has the following objective:

Children will learn that the Bible is the Word of God and that it has no errors and is absolute Truth. They will learn that the Word of God has power and is alive.

Teaching Points (post these so children know the take-home info from the outset):

- Point # 1: The Bible is the Word of God, a divine revelation from God to man, without error (2 Timothy 3:16).
  - Point # 2: The Bible is alive, powerful, and teaches us how to live (2 Peter 1:20-21, Hebrews 4:12).
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**It may be completed using any combination of the following activities (you may also use any of the following as centers that students rotate to/choose):**

#### Hooks (engage kids)

- Have kids complete a **quiz** using questions about fairly common Bible stories or verses (i.e.: who was Abraham’s wife, how many gospels are there?) to see how much they know about the contents of the Bible. Give scripture references to make the quiz more interactive.
- Have kids play a computerized trivia game or **Bible game** (including Mad Libs Bible Edition, etc.) to familiarize themselves with the Bible.
- Begin making the **Inukshuks** that kids will take home (use rocks/paint, clay, markers, hot glue, etc.) at the end of the series.
- Play “**Fractured Scriptures.**” Write a short, common Bible phrase (i.e.: “For God so loved the world that he gave His only begotten Son...”) on a strip of paper. Tear it in half and repeat with 5-15 other verses. Place all “fractured scriptures” in a hat and see how long it takes the class to put them back together. The class may compete as two teams as well (7-10 scriptures each).
- Have kids **dramatize** Bible stories they know using puppets or costumes.
- Have kids make a **poster/advertisement** that uses images, color and words to display the slogan “The Bible is Alive!”
- Let kids browse some **books on archaeology** (the library is a good source, or borrow from others), and discuss the connection between the Bible and archaeology.
- Play **songs or music videos** of Christian artists who sing about God’s Word and its power.
- Have kids complete a **survey** on their personal knowledge of the Bible (i.e.: list true/false statements like “The Bible contains only historically accurate information,” or “The Bible has two authors.”). Have them write what they’d like to know about the Bible on the back of the sheet or have students write questions for you to answer.
- Play “**Two Truths & A Lie.**” Have kids write down three things about themselves. Two things will be true. One will be a lie. Go around the room (or have them break into pairs) and

share the information. See how many can effectively persuade the class that the lie is true. Use this as a springboard to discuss “inaccurate information,” and the fact that the Bible has no inaccurate information. Ask kids how they think this is possible, since the Bible was written over thousands of years, in many locations by multiple people. Tell them they will find out!

### Main Activities (the “meat” of your lesson)

- Review the article “**Absolute Truth**” at <http://www.abideinchrist.com/selah/nov6.html> (before class, not with your kids). Talk to older kids about the statistics (that most teenagers don’t believe there is an absolute truth) and ask them to think about whether they believe that there are “rights” and “wrongs.”
  - Discuss a number of absolute truths and their “politically correct” counterparts by writing them on paper or on the board (i.e.: “The earth was formed about 6000 years ago.” VS “The earth evolved into a planet more than 1 billion years ago,” and “All religions will lead to an afterlife, or even to heaven.” VS “Only born again believers who follow the plan of salvation in the Bible will go to heaven.”). Other topics include Jesus as God, the Bible is God’s Word, etc.
- Explore the reality of science backing up (not contradicting) the Bible. Show students some **images of Biblical locations** that still exist (<http://www.ebibleteacher.com/images.html>). If students are older or interested in archaeology, talk about archaeology a bit, and show them this image of Mt. Ararat (<http://www.prevailmagazine.org/how-archaeology-proves-the-bible/>), where the remains of Noah’s Ark still exist!
- In addition to the sites above, <http://antwrp.gsfc.nasa.gov/apod/astropix.html> has some great **pictures of the sky and stars**.
- Have kids try out writing in **Hebrew and Greek** (use black paint and a thin brush for an “authentic” experience), and speaking some of the letters (see [http://en.wikipedia.org/wiki/Hebrew\\_alphabet](http://en.wikipedia.org/wiki/Hebrew_alphabet) for the Hebrew alphabet and [http://en.wikipedia.org/wiki/Greek\\_alphabet](http://en.wikipedia.org/wiki/Greek_alphabet) for the Greek alphabet). Discuss that these two languages are the original languages of the Bible and that when we are studying something tricky, sometimes we look up Hebrew or Greek words to clarify meaning (older students may find this intriguing).
- Have younger kids “dig” for absolute truths in sand (write the “absolute truths” on slips of paper and “bury” them close to the surface) like **archaeologists**. Younger kids also love pictures. Show them some from the site above and talk about how the Bible is more than just a storybook; the places in the Bible are real, and so were the people! Talk about the connection between archaeology and the Bible being accurate.
- Set up a “**Bible Bookcase**” (see: <http://www.ss.school.com/kids/images/BibleBookcase.gif>), either a literal bookcase with signs indicating the different categories or a paper/electronic “bookcase.” List books from the 10 categories on 10 separate sheets of paper. Display the sheets in random order. Read out the descriptions of the categories from <http://www.yourdictionary.com/answers/what/what-are-the-different-types-of-books-in-the-bible.html> (add your own details or simplify/elaborate as necessary). Have kids try to place the sheets on the bookcase under the correct category. Review after completing the activity. Discuss how amazing it is that the Bible was written by many different people over hundreds of years, yet contains no errors.

- Sing **songs** about the Bible and talk about why the Bible is important for us today. Alternatively, play songs on an iPod or CD player for older kids who may not enjoy singing along.
- Create a **collage** of words/phrases (use small sticky notes that students can mount to the wall/board or allow them to write on a whiteboard) that students associate with the Bible (i.e.: power, God, Holy Ghost, history, accurate, true, final, supreme, teach, authority, love, manual, instructions, etc.). Allow them to work together or as individuals.
- Divide kids into four groups. Have each group look up one of the four verses listed in the “teaching points” and discuss what they think it means. Their job will be to **present their verse** to the rest of the class in their own words. They may also create a visual to accompany their information (poster, movement memory system, jingle).
- Complete a **Memory Game** (p. 25) for at least one of the verses being assigned this week.
- Have kids follow unclear **instructions** as you direct them to draw a simple object made of lines and curves (i.e: “draw a short line, then draw a curved line attached to the short line”, etc.). Make the directions ambiguous so everyone’s drawing will be different. Browse each others’ drawings. After the initial drawing, give kids a second set of directions (this time, clear and specific). Have them draw a number 5 (don’t tell them what they’re drawing beforehand!) using these instructions:
  - “Starting in the middle of your paper, draw a line about 4 centimeters long. Place the point of your pencil on the place where the horizontal line begins, on the left. From that point, draw a vertical line in a downward direction, about 4 centimeters long. Starting where the second line ends, draw a backwards “C,” going downward. The tips of the backwards “C” should be approximately 4 centimeters apart.”
  - Display the drawings and see how many look like a 5. Comment on the fact that when instructions are clear, completing the task is much easier. The Bible gives clear instructions for living (it’s our instruction manual), although sometimes we have to study to fully understand everything the Bible has to say. Discuss topics the Bible gives instruction on, and how it is like an instruction manual.
- Have kids follow a **recipe** (i.e.: chocolate chip cookies). Discuss how the Bible is like a recipe. If you take parts out, the result is not NEARLY as good in the end. We must listen to the whole Bible. We must obey all of God’s Word.

**Closing Activities** (the wrap-up, no new information, but a solid, brief review of the main points through review activities and games)

- Play **Snakes and Ladders** or a similar review game, posing true/false type questions about the Bible and the verses learned. Have kids play as two teams. You can pose the questions, or have the kids pose questions to the other team if they are able (help them out with hints if necessary).
- Create a TV or Radio **Public Service Announcement** about the validity of the Bible that would play to this age group. Allow kids to use whatever props they want from the class and record the announcement if possible for playback.
- Create a take home **slogan** in small groups or as a large group.



- Allow kids to go outside and **write/reflect** on what they've learned, or **observe** things in the natural world that prove God is in control and that the story of Creation (and the entire Bible) is true.
- Using a common song, replace the lyrics with your own, making a **parody**-like song about the Bible being alive.
- Using their knowledge of Bible stories (put out several Bible storybooks to aid), have kids develop a **theme park map** for a Bible theme park. The different rides might include "David's Slingshot Skydiver" or "Noah's Ark Rapids." Let them be creative and have fun!

## SECTION 2:

### Options for Lesson Two: Oneness

**“Lesson Two: Oneness” has the following objective:**

Children will learn that God is one and has revealed Himself in three ways to us. Jesus is God and God’s name is Jesus. The Holy Spirit is God living in us.

Teaching Points (post these so children know the take-home info from the outset):

- Point # 1: There is only one all-powerful and eternal God. God has revealed Himself as the Father (creation), the Son (redemption) and as the Holy Spirit (1 Corinthians 8:6, Deuteronomy 6:4/Mark 12:29).
- Point # 2: Jesus on His Father’s side was divine, and on His mother’s side was human. He was fully God and fully man (Colossians 2:9). God and Jesus are one in the same (Isaiah 9:6).

**It may be completed using any combination of the following activities (you may also use any of the following as centers that students rotate to/choose):**

#### Hooks (engage kids)

- Print out an outline of the number 1 on a standard-size sheet of paper. Have kids fill the 1 with the **names of God**, or words that describe God, etc. Share words and discuss how these words describe Jesus as well. Some names may need “explanations” if you feel your kids are interested (i.e.: “gate” or “Alpha and Omega”). Post this image to give students ideas: [http://mommylife.net/archives/2009/06/10/names\\_of\\_god\\_01.jpg](http://mommylife.net/archives/2009/06/10/names_of_god_01.jpg)
- Play **Follow the Leader** and discuss how this game is like following God. If there was more than one leader, how would we know what to do? God and Jesus are the same person, and this means they lead us in the exact same way. If we follow God by obeying His Word, we will always win.
- Play a **game** that emphasizes working together/**unity**. Some common “team” games include “Knots” and “Please Have a Seat.” In “Knots,” all players stand in a circle and reach out to grab the hands of two (different) people. The human knot must then be untangled without anyone letting go.  
In “Please Have a Seat,” all players stand in a circle, but face forward, as if they are going to march around the circle. On the count of three, they all try to sit on the knees of the person behind them. This will take several tries to master!  
Emphasize that it would be impossible to complete these activities if we were not working together as one team. Following one God means that we have unity of purpose. “One Lord, one faith, one baptism.” (Ephesians 4:5) The church is one team following one all-powerful God.
- Display three **pitchers of Kool-Aid**. Make sure the three containers/pitchers are different, but that the contents are the same. Display three labels as well (God, Jesus, Holy Ghost). As children come in, direct their attention to the pitchers. Ask what is in the first one, the second, the third. Ask if the contents of all three pitchers are the same. When you are ready to begin, explain that today we are going to talk about God, Jesus and the Holy Ghost. Ask the

kids what they think the three pitchers have to do with your topic (older children may be able to explain). If they are stumped, explain that God, Jesus and the Holy Ghost are all one in the same, just like the Kool-Aid in each of your pitchers is the same. Even though the containers the kids see look different, it would not matter what pitcher their drink came from because the contents are all the same. In the same way, when we are talking about God, Jesus or the Holy Ghost, we are always talking about the same thing! Distribute cups and have a drink!

- Play a **math game**. Ask a volunteer to pick a number between 1 and 10 without revealing their number. Tell them to double it. Add 2 to the result. Divide the result by 2. Subtract the original number from the result. The answer is always 1! Tell the kids the number ONE will be very important to remember today.

### Main Activities (the “meat” of your lesson)

- Have kids examine oneness by using an **egg** as an object lesson. Crack the egg and put the three parts (yolk, shell, white) in three separate bowls (clear if possible). Ask kids how many eggs they see. One! There are three manifestations of God, but they are all the same! Alternatively, you may blow up a **balloon** and discuss how the air inside is the same as the air outside. Tell kids “The air is in the balloon and the balloon is in the air just like Jesus was in God (the Spirit) and God was in Jesus.” Make balloons that read “Jesus is God!” for kids to take home at the end of class (they can use the balloon to explain the lesson to their parents).
- Sing **songs** about the oneness of God (kids love older songs like “He Is Lord”); let kids play along with instruments. Alternatively, older kids may enjoy contemporary music or worship DVD presentations.
- Explore the oneness of God by first helping kids discover the three ways God has revealed Himself. In Genesis 1:1, He is the all-powerful God who creates the world. In Isaiah 9:6, the Bible tells us that Jesus is a human child (“a child is born”) who will be called “Mighty God” (among other things). This tells us that Jesus was not ONLY human, but also divine. When Jesus comes to live in our hearts, this is called the Holy Ghost. The Holy Ghost is not separate from Jesus; it IS Jesus (John 14:26).
  - Give a volunteer three unique **hats or coats**. Ask them to put the first one on. Ask the other children who is standing before them. When they give his or her name, remove the coat/hat and put on a second coat/hat. Ask the children again who is in front of them. Repeat a third time. Explain that just as we can change our appearance but still be the same person, God can change how He appears to us but still be God. He may put on a body of flesh, but He is still God.
- Explore the oneness of God and the authority of the name Jesus by using a **cheque** (create a blank one that is larger than a standard cheque and copy it 5-6 times). Ask the kids if they know what you are holding and discuss what cheques are used for.
  - Ask a volunteer to think of something large they would like to buy (a game system or new dollhouse perhaps). Explain that you are going to pretend to be the child’s father and you will sign this cheque and give them the money that they will need to purchase their new toy. Elaborately fill out all areas of the cheque - the date, the amount, the memo stating what the cheque is for, etc. - and then sign “FATHER” on the signature line. Ask the child if the store will accept this cheque. If they say yes, direct their attention to your signature and prompt them to tell you who that is. If they say “It’s you!”

you can ask them how the store will know that. Help them discover that the signature of FATHER has no authority to sign a cheque and purchase the toy because it is not a name.

- If the children need another example, pretend you are going to buy something for yourself. This time, write the word SON or DAUGHTER where the signature goes. They will no doubt protest. Explain that you ARE a son/daughter and that this is true information. They should tell you that a name is needed. Finally, agree with them and sign your name on the cheque.
- Lastly, discuss how we do everything in Jesus' name because Jesus is God. Discuss how we always finish our prayers, bless our food, baptize, etc. in JESUS name because "God" is not a name. Yes, they are the same, but the name of God is...Jesus! Saying "In God's name..." would be beating around the bush. You might as well just say God's name! A name carries authority to do something, and we use Jesus' name because He is God and has power to do anything. Jesus has God's power and authority because God's name is Jesus!
- Have kids choose a verse (from Sword Drill options below) on oneness and **represent** it visually. They make simply draw the letters but in a visually intriguing way, or draw an image to represent the verse, or draw a scene that shows what the verse is talking about. Compile these images in a "God Is One" scrapbook or newspaper.
- Complete a **Memory Game** (p. 25) for at least one of the verses being assigned this week.
- Use letter tiles (plastic/Scrabble tiles/Bananagrams) and split students into two teams. Give each team a large handful of letters. With the **letters** they have, they must attempt to come up with as many descriptors/names of God as they can (display the image from this site: [http://rlv.zcache.com/who\\_he\\_is\\_names\\_of\\_god\\_postcard-p239103356837783826trdg\\_400.jpg](http://rlv.zcache.com/who_he_is_names_of_god_postcard-p239103356837783826trdg_400.jpg), or this site: [http://mommylife.net/archives/2009/06/10/names\\_of\\_god\\_01.jpg](http://mommylife.net/archives/2009/06/10/names_of_god_01.jpg) to prompt students). When they have as many as they can get, congratulate the team that found the most words/names. Discuss the significance of the descriptors. For example, what does it mean to us if God is our "Corner Stone?" It means He is firm, like a rock, and never-changing, etc. Help kids realize that God has many names because He is EVERYTHING we could ever possibly need. We have all we need in ONE, all powerful God.
- Have kids write their name in the center of a piece of paper. From their name, draw spokes (make a **web**) leading to all their different "titles." For example, all kids will be a "son/daughter" and "grandchild." In addition, most will be a "student" and some will be "brother" or "sister." Ask if Tommy the "son" is the same "Tommy" as Tommy the student. Of course! Talk about God having many titles and names too. However, there is still only ONE God. Instead of making this web on paper, kids may use sticky notes and make it on the wall, or write on the whiteboard, or even on the ground outside with chalk.
- Use the site <http://commtechlab.msu.edu/sites/aslweb/browser.htm> to learn Deuteronomy 6:4 in **sign language**. All words appear in the alphabetical index except "the" and "is" (which can be skipped). Teach the verse to the kids!

**Closing Activities** (the wrap-up, no new information, but a solid, brief review of the main points through review activities and games)

- Have kids participate in a **Sword Drill**, racing to look up verses on the oneness of God (including Deuteronomy 6:4, Isaiah 42:8, Mark 12:29, 1 Corinthians 8:4-6, John 17:3, Colossians 2:9, John 10:30, Isaiah 44:8, Revelation 22:13, Ephesians 4:5-6, Deuteronomy 4:35, 11 Samuel 7:22, Psalm 86:10, Isaiah 43:10, 1 Timothy 2:5, 1 John 5:7, etc.). When a child finds a verse, they stand and begin reading it aloud.
- Have kids do a **word search** you prepared with the names of God (the one on the following site includes a mystery word at the end (Yahweh); simply print the web page: [http://www.twopaths.com/wj\\_NamesofGod\\_o.htm](http://www.twopaths.com/wj_NamesofGod_o.htm)).
- Have kids continue working on their **Inukshuks**. If they are finished, they may browse books (some on the Arctic peoples who use Inukshuks would be neat!) or create a box for their Inukshuk to travel in (simple boxes can be made out of stiff cardstock: <http://www.youtube.com/watch?v=bBf957XC-4k>). Just make sure the pattern for the box is big enough for the Inukshuk! Allow kids to decorate their box however they like. You may choose to have them write Joshua 4:21-22 ("What mean these stones?") on the top of the paper before they begin folding.
- Allow kids to make a **"name poster"** like those listed in the letter tile activity above. They can use any colors they wish. Display the posters, let them go home with kids or copy and bind them/put them in a scrapbook so that the book may be enjoyed again.
- Allow young children to use **play dough** or clay to make or cut out the number 1.
- Have kids make up a **cheer** on the subject of "One God!"

## SECTION 3:

### Options for Lesson Three: Salvation

**“Lesson Three: Salvation” has the following objective:**

Children will learn that in order to go to heaven, we must be saved. There is one way to be saved and this Gospel is found in the Bible. There are three parts to the Gospel and we must obey all three.

**\*\*NOTE:** Some older children may feel they are fully briefed on this subject. In fact, some students in your class may have already been baptized and/or received the Holy Ghost. Encourage these kids to A) share their stories and B) view this class as an opportunity to learn how they would explain salvation to a friend or family member.

Teaching Points (post these so children know the take-home info from the outset):

- Point # 1: We are not saved - nor do we get to heaven - by merit (good works), but by faith in the Lord Jesus Christ and obedience to the Gospel (Ephesians 2:8, Acts 4:12).
- Point # 2: The plan of salvation is found in the book of Acts and has three parts: repentance, baptism and receiving the gift of the Holy Spirit (Acts 2:38).
- Point # 3: The Holy Spirit dwells in us and gives us power to live for God (John 14:16-18, 2 Corinthians 3:17, 1 Corinthians 2:12).

**It may be completed using any combination of the following activities (you may also use any of the following as centers that students rotate to/choose):**

#### Hooks (engage kids)

- Have kids try speaking various phrases from different **languages** (don't provide the translation!). Use [translate.google.com](http://translate.google.com) to create some truly random phrases in other languages (i.e.: “Sie haben mein schwarzes Pferd gesehen?” means (approximately) “Have you seen my black horse?”) You may have them guess at what they are saying, or simply tell them and enjoy the laughs. When finished, ask them if they could understand you if you began speaking Finnish. Explain that when they follow the plan of Salvation and receive the gift of the Holy Ghost, one of the initial signs is speaking in “tongues,” or speaking in a language they did not learn.
- Wrap several small items in aluminum foil. Ensure that some are **magnetic** and some are not (i.e.: safety pins and hair pins VS crayons, plastic piece, etc.). Using a large magnet, allow students to try and pick up the objects. Ponder over why only some objects are attracted to the magnet (out loud, of course!). When students have tried and discussed for a moment, unwrap the items and reveal that only some were metal (most students will have deduced this). Only some items contained the same material as the magnet and were attracted to it. This is what it will be like when Jesus returns! If we have the same spirit in our hearts, we will be drawn up to meet Jesus in the air, and go to live in heaven forever. Tell the students you are going to discuss how you get ready for that day in class this morning.

- Show kids pictures of the **sky** (Google “pictures of the sky”) and ask them if they know what the church is most excited for while here on earth. If they do not know the answer, explain that the rapture will happen someday very soon. Explain what the rapture is and the connection to the sky (Jesus will come back through the clouds...). Ask them what they think it will look like when Jesus comes to take us all back to heaven. Ask them if we have to do anything to get ready for heaven. Explain that you are going to discuss that topic today.
- Ask kids if they know where the plan of salvation is found, or if they can list the three parts of the Gospel. Allow students to **explain** the plan of salvation to the class.
- Make several statements and have the students **vote** TRUE or FALSE by putting their thumbs UP (for “true”) or DOWN (for “false”). Statements could include “You must be perfect to receive the Holy Ghost,” or “You can only receive the Holy Ghost if you go to a Pentecostal church,” or “God wants everyone on earth to follow the plan of salvation.”

### Main Activities (the “meat” of your lesson)

- Have kids **read Acts 2** from their Bibles, or from a storybook (younger kids). Have one child begin and another continue as you direct. You may include pictures or visuals in the form of illustration posters/cards or images from the internet.
- To illustrate repentance, buy (second-hand) or bring an old **white shirt** and have kids write all the sins they can think of on the shirt. Prompt them to think of “lesser-known” sins like jealousy, wishing bad things on others, not caring for others, not sharing, not loving, not giving. Discuss how they would feel if all their sins were written on their clothing, and how we cannot actually see someone’s sins. Discuss God’s ability to see our heart, where our sin is really found. Discuss how we get rid of sin, and what repentance means (it’s a choice, like taking off the “sin shirt” and putting on a clean white one.
- To illustrate baptism, locate a plastic **heart**, or laminate a cardstock heart. Write sins all over the heart (with washable or dry-erase markers) and explain that this is how our heart looks before baptism. Dip the heart in water. The marker will run or come completely off. Explain that being baptized in Jesus name washes our heart so that the sins are gone - forever!
- Display two shallow glasses of water, one with plain water and one with salt/vinegar added. Take two **pennies** and place one in each glass. Allow children to come and try to clean the pennies by using Q-tips to rub. The penny in the vinegar and salt will be cleaner at the end. Discuss baptism and how going underwater without saying the name Jesus does about as much for a “dirty” heart as plain water did to clean this penny. But when you add the name Jesus to baptism (add vinegar/salt to the water), the dirty heart becomes clean. Jesus’ name has power to remove sins.
- Complete a **Memory Game** (p. 25) for at least one of the verses being assigned this week.
- Allow younger children to **“baptize” toys** in a small tub of water to reduce the anxiety many have about going underwater. Explain baptism to them and that it literally means to “dip” or “plunge.” This is why Pastor will put a candidate completely underwater.
- Tell your own **baptism story**, and show pictures if possible. Or have someone come in and share. Talk about how you felt when you came up out of the water. You may also show videos of people being baptized in Jesus’ name.

- Discuss how being born again means that you become part of God's family. Discuss the tradition of a **"Coat of Arms"** ([http://en.wikipedia.org/wiki/Coat\\_of\\_arms](http://en.wikipedia.org/wiki/Coat_of_arms)) and brainstorm images or symbols that might be included on a Coat of Arms for the family of God. Allow kids to draw one.
- Sing **songs** about the Gospel and salvation ("Behold, Behold," "Bullfrogs & Butterflies," "Deep and Wide," "Get on Board") and let kids play along on instruments or make up actions. Let older students browse hymnals and find songs our pioneers used to sing about salvation.

**Closing Activities** (the wrap-up, no new information, but a solid, brief review of the main points through review activities and games)

- Have kids make an **acrostic** poem (where the poem is created using the letters of a word which runs down the side of the page) using the word SALVATION. They may create a poem talking about what salvation is, why it is important, the kind of people who can be saved, etc.
- Pour white **milk** into a glass and discuss how the white milk is like a person who has repented; they are all clean and white. Then, add chocolate syrup. This is like the gift of the Holy Ghost. Notice that no part of the milk remains the same. The whole thing is changed. When someone receives the Holy Ghost, they talk different, act different and are different! Serve glasses of chocolate milk.
- If children are artistic or like creating posters and pamphlets, allow them time to create an info card, fact file or **brochure** about the plan of salvation for their age group.
- Let kids **color** the picture found at <http://www.sermons4kids.com/pentecost-colorpg.htm>.
- Let children play with **windsocks** or streamers in the wind, and capitalize on the idea that the Holy Ghost comes from heaven and that on the Day of Pentecost, they heard a great and powerful sound, like a rushing mighty wind.
- Have kids make their own version of **"Bible Study in a Bag."** Have them pick out 5-8 scriptures from those that have been brought up this morning (or from a list of several you post on the wall/board) that help them understand the Gospel and plan of salvation. Have them write the verses on slips of colored paper, number them in topical order (repentance, baptism, Holy Ghost - they may need help!) and then decorate both the papers and the paper bag they will be placed in. Whether they ever use this bag or not with another person, the exercise gives them a chance to become familiar with the Gospel, and gives them an idea of what would be included in a Bible study.



## SECTION 4:

### Options for Lesson Four: Holiness

**“Lesson Four: Holiness” has the following objective:**

Children will learn that living for God is a wonderful thing. We do the things God likes because we love Him. We learn about what God likes by reading His Word and listening to our spiritual leadership.

Teaching Points (post these so children know the take-home info from the outset):

- Point # 1: We must live according to the pattern and example given in the Word of God (Titus 2:11-12).
- Point # 2: We continually grow in Christ and follow God’s commands out of a love for God and His Word (Hebrews 12:14).

**It may be completed using any combination of the following activities (you may also use any of the following as centers that students rotate to/choose):**

#### Hooks (engage kids)

- Give each child a length of packing (clear) **tape**. Have them go around the room and collect dirt, lint, fuzz, etc. from the room. Let students decide who gathered the most. Exclaim that you thought the room was clean! Ask them if the room looked clean to them. What other unclean things can’t they see? Discuss that our hearts can hide a lot of dirt that we sometimes “can’t see.” Sometimes we don’t realize we are doing things God does not like. The Bible is our sticky packing tape. It will show the little bits of dirt/sin we need to get rid of, if we’ll let it.
- Ask kids to draw a **picture of their house** or their room. Alternatively, ask them to draw a picture of the “perfect” room (older students). Ask what makes it perfect. What certain things make it a great place for them to live? What sorts of things would make our hearts perfect places for God to live?
- Give a volunteer a piece of paper and a picture of a [completed] slightly complicated folded craft or some string and a picture of an elaborate knot (something that would require them to follow instructions if they were to reproduce it accurately). Tell them you want them to reproduce the completed craft. He or she may try, but most likely he/she will tell you that he/she can’t. Ask what they would need. **Instructions.** Distribute the same materials to all kids, this time with instructions posted. Talk about how holy living and making good decisions requires us to know what God thinks “good decisions” are. How can we find out what God thinks? Read the Bible, listen to our pastor/mom and dad/Sunday School teacher, etc.
- Put a small hole in the bottom of a **paper cup**. Fill it with water. Show the students the small trickle. Tell them this is like us if we choose not to live holy; we can’t be our very best for God (the paper cup can’t do “its best” job) if we are leaving out pieces of His Word. This will only make us weak (it will put holes in us!). We must obey all of God’s Word. Tell students that if we continue not listening to God’s Word, we will only get weaker (put a larger hole in the cup). As a volunteer to explain this illustration back to the class using a new paper cup and more water.

- Ask young children if they **hug** their moms and dads. Of course! Ask why they hug their moms and dads. Because they love them! Tell kids that God is our Heavenly Father, the One who created us. He loves us very much, and the way we show love back to Him is by doing things He likes (obeying His Word). What are some ways we can “hug” God? Pray, worship, say nice things, share, be kind, think good thoughts, etc.  
For older children, display cleaning products or ask them to list some they use/have seen in their house. Ask them if it’s necessary to clean their house in order for them to live in it. They might be able to slack off for a few days, but eventually it would get too dirty to live in. Explain that God likes a clean house (our hearts) too. How do you “house clean” every day to keep your heart a place where God likes to live?

### Main Activities (the “meat” of your lesson)

- List approximately 30 common or obvious activities that students could **categorize** as either things that God **LIKES**, **DISLIKES** or things about which the students are **NOT SURE** what God thinks (i.e.: “lying,” “going to church,” “speaking kind words,” “not hanging out with a person from church at school,” etc.). Have them categorize these activities and discuss why they placed them in a particular category. For younger students, simply ask them to clarify whether the activity is a “**GOOD CHOICE**” or “**BAD CHOICE**.”  
If you give explanations, present some appropriate Bible verses. Ask what category your students would most like to live in everyday (“Things God Likes”). Discuss how being holy is a choice we make. God will help us live holy, but we have to make choices and do things that are pleasing to God.
  - When you have students categorize, they can do so in a number of ways:
    - Have them simply discuss from their seats and write answers on the board.
    - Have them paste answers on three sheets of Bristol board, one each for the categories of **LIKES**, **DISLIKES** and **NOT SURE**.
    - Have them “Vote With Feet” and move to three corners of the room as each activity is read out. The three corners represent the three categories of **LIKES**, **DISLIKES** and **NOT SURE**.
- Sing **songs** about holiness (“O Be Careful Little Eyes”) with younger students and add actions or let them play along on instruments. Older students may enjoy listening to contemporary songs like “Lord I Give You My Heart” during a quieter activity.
- Discuss (in small groups or as a large group) the contents of 1 Corinthians 6:19. Remind students that they are like a **house** that God wants to live in. Ask if they think God will live in a house filled with dirty thoughts, ugly words, filthy habits, and rotten attitudes. Name some things that can make our heart-house dirty.  
Discuss where God is (everywhere!) and how we should never do anything “by ourselves” that we would not do in God’s presence, because we are in His presence all the time.  
Have younger children build “houses” out of Lego or blocks.
- Go outside, or make a small bit of **mud** in your classroom in a bucket. Have one child roll up his sleeves and/or put on a smock, and get his hands dirty. After a moment, call for a volunteer with clean hands. Have the second volunteer try to clean off the dirty hands, using only their own (clean) hands. What happens? Cleanliness does not rub off; dirt does. This is

why we must be careful not to join hands with anyone who might influence us to do bad (become dirty). We can still be kind to everyone, but we must be careful not to “join hands” with them and invite ungodly people and habits into our hearts. We must influence them! (Proverbs 13:20)

- Have kids use **puppets** to answer questions and role-play situations about holy living. The puppets will be guests on your talk show (you, the teacher, are the host). Many children find talking through a puppet MUCH easier than actually talking in front of the class. Ask questions about situations the children would be familiar with (i.e.: “I heard that there’s a new girl at your school who no one will speak to. Do any of you know why? What have you been doing to show her kindness?”). Give several children a chance to operate a puppet, and encourage them to use silly voices behind the table/curtain.
- Have kids make an **ABC book** about the topic of holy living. Every child is given a blank sheet of paper and assigned a letter (some children will have 2 or more letters). They draw a picture about a topic or keyword beginning with their letter. For example, one child could draw a picture related to the phrase “Use KIND words” (letter K). Compile the book.
- Have a large outline of a **garbage can** posted on the wall. Nearby, post a large outline of a house. Have students come up with four items, two decisions they might make that God would NOT like and two decisions they would make that God WOULD like. Go over a few examples before you begin (and then tell kids that they may not use these examples). When students are finished writing their examples (on slips of paper), combine them all in a hat. Draw one at a time and call a volunteer to stick it on the appropriate outline. Talk about the decisions we make that God would not like. These kinds of things are the things we don’t want to keep in our temple.
- Complete a **Memory Game** (p. 25) for at least one of the verses being assigned this week.
- Bring in a baby **photo album** (your own or someone’s from the class). Let everyone look at the pictures and tell some stories about your childhood. When they have finished looking (and laughing and smiling), discuss how God doesn’t expect us to “grow up” overnight. When we think about living for God, it’s just like living your natural life. It takes years to “grow up.” If we’re growing, it means we’re healthy. Tell kids that they won’t make good decisions all the time; they will make mistakes. They can ask God for forgiveness, and keep growing. Holy living takes practice and God just expects them to keep going in the right direction!

**Closing Activities** (the wrap-up, no new information, but a solid, brief review of the main points through review activities and games)

- Show some images of a **coral reef** (Google can provide hundreds). Talk about how a coral reef needs specific conditions to live well and be healthy. If the water is too warm, etc., the reef plants will get “bleached out” and there will be no more brilliant colors. Just like a reef, we need to live in certain “conditions” to be our best for God and live a healthy spiritual life. But unlike a reef, WE get to set the conditions. We can choose how to live and thus set our habits and practices in motion. When we choose to control our environment and live holy, we will be doing our best for God.

Younger children may enjoy making their own coral reef. Give them a small rectangle of styrofoam and a variety of neon pipe cleaners. Let them twist and stick the pipe cleaners into

the styrofoam. Talk about the idea that we, just like a coral reef have to have good things around us that help us grow.

- Have kids play a game of **Jenga** and discuss how the more pieces of the Bible we pull out of our lives/disregard, the more likely it is that we will topple and fall and make a mess of things. We must build everything in our lives on what God says!
- Play a simple game of **Knockdown!** Set a bottle or plastic bowling pin in an open area. Explain that this is “holiness” or that the pin represents someone’s desire to do good things and live holy for God. Have a volunteer come forward to guard the desire to do good (the guard must be at least a foot from the pin). Have two volunteers (preferably two teachers) take soft balls and launch them at the pin. The student will try their best to keep the pin from falling by blocking the shots, but inevitably, with two throwers, the pin will fall. Explain that the devil will constantly throw things at us to have us try and stop doing good things and that he will always try to take away our desire to live holy. If you try and live for God on your own, the devil can take you down much easier. But if you have a church family (call in one or two more volunteers to guard the pin as well), you can join together and live for God together. This makes it much easier! Call as many volunteers in as possible, until it becomes impossible for the teachers to knock down the pin. Tell students that when many children of God do things together, this is called unity. When we have unity, we are very scary to the devil.
- Let younger children play with **cars** and a car mat. Talk about how when drivers follow the rules and make good decisions, they are much safer. Ask them what would happen if drivers decided to start making bad decisions. It causes a lot of problems for everyone!

## SECTION 5:

### Options for Lesson Five: Evangelism

**“Lesson Five: Evangelism” has the following objective:**

Children will learn that we are all meant to live forever with God in heaven. Jesus died for us so we could go to heaven. God wants everyone to go to heaven, and the church shows people how to get to heaven. We must tell others that we want them to go to heaven with us, and tell them how to get there.

Teaching Points (post these so children know the take-home info from the outset):

- Point # 1: Human beings are meant to live forever with God. Jesus Christ died on the cross so all people could have access to salvation (John 3:16).
- Point # 2: The church offers a hope to the entire world because we know about salvation. We must always be ready to share this hope with the world (1 Peter 3:15).

**It may be completed using any combination of the following activities (you may also use any of the following as centers that students rotate to/choose):**

#### Hooks (engage kids)

- Have kids create **interview questions** they would ask someone who has not always been in church, focusing on their life after becoming saved. For example, “What is the best part of living for God?” or “How do you view life differently now than you did then?” and “What or who influenced you to become a Christian?”
- Show a large map of our city (buying a paper one is probably the best option so it is large enough for all to see). Have children find their homes, then their schools, and have them think about areas they go regularly (a park, school, grandparents’ house, friends’ houses, etc.) Have them use highlighters to **highlight** places they frequent, or places where they meet unsaved people. Much of the map will have yellow highlighter on it when you have finished your activity. Talk to kids about the impact we can have on this city (“look at all the yellow!”), and our responsibility to tell others about the hope we have.
- Let students brainstorm a list or make a web of all the different ways people have **communicated** through the ages (telephone, cell phone, texting, email, blog, telegraph, letter, Internet, smoke signals, carrier pigeons, drums, billboard, radio, TV, walkie talkies, inukshuks, etc.) Show pictures if possible. You might also choose to play **“Grapevine”** (Chinese Telephone), where children whisper a phrase to their neighbor and see how distorted the message has become once it reaches the end of the line. Exclaim that some methods are more effective than others! Discuss the idea that though the ways we tell people about Jesus may change (i.e.: “door knocking” used to be very popular, but today we typically choose other ways to invite friends to church), our message never does. It is up to US to communicate the Gospel to the world.
- If you would like to begin class in a dramatic fashion, enter wearing a black robe of some sort (to look like a **judge**). Use a gavel or small hammer to call the court to order. Call for a witness to take the stand (a child who has obeyed at least part of the plan of salvation and who is not afraid to speak up) and ask him if he will tell the truth, the whole truth and nothing

but the truth. Ask him questions about himself, then questions about his relationship with Jesus. Thank him and let him return to his seat. Call more witnesses if time permits. When you are finished, drop your judge persona and ask the kids if they would be afraid to be called to be a witness. Discuss our role as witnesses for Jesus. Talk about the fact that people will probably not put us on a witness stand in court, but that they will sometimes ask us questions. We must always be ready to give an answer !

- Have kids look up and read verses about heaven (i.e.: Revelation 4:1-5). Have them **draw** what they think heaven will look like (using the information from the verses). Younger children may enjoy **coloring** more than drawing (<http://www.calvarywilliamsport.com/5a146.htm>).

### Main Activities (the “meat” of your lesson)

- Have kids use their questions from the hook activity to **interview** a visitor. Have several people come to your class (break kids up into groups to interview the visitors) who were not always a part of the church. Try to have many generations represented. Take photos of the groups. Discuss what personal evangelism is and how it plays a role in saving our world.
- Have children look up **definitions** for the word “hope.” Alternatively, you may decide to print out several from the internet (google “define: hope” and you will come up with many definitions). Discuss them, and 1 Peter 3:15. Have students pick the definition they think best describes the “hope” Peter is talking about in this verse.  
For younger children, you may discuss the idea that hope is a promise. It’s a promise we will see all our loved ones again, a promise that we will live forever with Jesus, a promise that Jesus will live in us and help us to live for Him, etc. Sing the song “Every Promise in the Book is Mine” (Bible Songs for Kids) with younger kids, and have them play along on small instruments.
- Sing “**He’s Got the Whole World In His Hands**” and talk about boys and girls in other countries that are just like us. For older children, toss a blow-up **globe** and ask them to name the country their index finger lands on. Make a list on the board. Then pray that God would help the children in these countries hear the Gospel.
- Make a simple **puzzle of our city** by cutting up a smaller map (8.5 X 11 should suffice). Distribute the pieces to children (each child will have 1-3 pieces). Have them come, one at a time (alone) to a table in the center of the room and begin putting the puzzle together. The first few children will have no idea where their piece actually goes. But as more come up, they may work with all the pieces that are already there. Eventually, the puzzle will take shape. The last few children will have the easiest job of all, since the groundwork has been laid. Discuss how evangelism is like this; our older saints and those who have already gone on before us have laid some groundwork. We have a wonderful building, saints who pray for our leadership, good pastors, etc. Because of their groundwork, we have it easier. But we still need to “finish the puzzle” and work to save this city God has placed us in before He returns.
- Show some pictures from the facebook group “**Pentecostal Pictures of the Maritimes**” (<http://www.facebook.com/home.php#!/group.php?gid=14373876991&ref=ts>). You may want to save a few to your hard drive, as there are almost 1000 photos under the “photos” tab. You may also print some photos out to pass around. Talk about the things our pioneers used to do (tent meetings, camp, baptism in the river, etc.). The kids will no doubt

be fascinated with the photos. Ask them to describe the things that we are still responsible for doing, just like our pioneers.

- Have kids write names of unsaved family or friends on a slip of paper. They can use as many slips as they want. After children have written a slip or two, have them take turns adding their slip to a class **paper chain**. When everyone has added all their names to the chain, pray over it. Use scripture and encourage children to pray with you. Keep the chain in your class and pray over it each week.
- Sing **songs** about evangelism and heaven (“Come and Go With Me,” “I’ve Got the Joy,” “Everybody Ought to Know,” “Happy Day Express,” “This Little Light of Mine”) and let kids play along or make up actions. Older kids may enjoy listening to music during another activity.
- Complete a **Memory Game** (p. 25) for at least one of the verses being assigned this week.
- Display a container of **salt**. Post or read Matthew 5:13 and discuss the uses of salt (purification, preservation, flavor). Discuss how Christians, as the “salt of the earth” can do each of these three things.

**Closing Activities** (the wrap-up, no new information, but a solid, brief review of the main points through review activities and games)

- Have kids write a **letter** to an unsaved friend or family member. The point of writing the letter is not to actually give it away, but rather to remind the author of the personal responsibility they must take for their friends/family. They may also write the letter to someone unspecified (i.e.: their friends at school as a generic group).
- Show the video of the **cardboard testimonies** from the Pentecostals of Alexandria ([http://www.youtube.com/watch?v=RML-gY-cK\\_Y](http://www.youtube.com/watch?v=RML-gY-cK_Y)). Discuss who God saves (everyone!) and who God uses to save others (anyone willing to be used!). This video can be emotionally impacting, and closing in prayer would be a great option after showing this 10 minute clip. Ask God to help us realize that not only have we been given an incredible gift, but that we have an incredible responsibility to share it with those around us. God is not willing that any should perish!
- Have kids create a **slogan** that challenges their peers to reach out to others (think “Each one - Reach one”). They may create a poster, design a T-shirt with the slogan (pick one to actually print on a real T-shirt!), or create a commercial or movement sequence to go along with the phrase.
- Let younger kids **paint** the globe (give them an outline that looks like the earth) and write along the top “God Loves us All!” Older kids may enjoy drawing the globe or **coloring a map** of Canada and writing scripture verses claiming revival on the 13 provinces and territories (<http://www.coloring.ws/t.asp?b=m&t=http://www.coloring.ws/canada/8.gif>).

## SECTION 6:

### Options for Lesson Six: Altar of Dedication

**“Lesson Six: Altar of Dedication” has the following objective:**

Children will learn that they can choose to dedicate their lives to God by putting themselves on an altar of dedication. Everyday, they make a choice to be living sacrifices.

**\*\*NOTE:** At the end of this lesson, the entire church family will join together in the main sanctuary to build an altar. For this reason, there are fewer activities, and many are specific to the altar service.

Teaching Points (post these so children know the take-home info from the outset):

- Point # 1: We are to be living sacrifices. Living sacrifices choose (each and every day) to live for God and be the best Christian they can be (Romans 12:1).
- Point # 2: Building an altar takes work (it takes work to live for God), but the reward is great .

**It may be completed using any combination of the following activities (you may also use any of the following as centers that students rotate to/choose):**

#### Hooks (engage kids)

- Have kids play **Jeopardy** to review the last several weeks' lessons. An easy way to play Jeopardy without technology is to get a large sheet of Bristol board and divide in into a grid with 6 columns and 5 rows, with an additional row at the top for titles. Write questions in the 30 boxes that are created by your dividing. Then, cover them with sticky notes. On the sticky notes, write the “dollar amount” that this question will be worth. Have your answers on a separate sheet of paper. Team A/B can choose and answer any question on their turn, gaining the “money” if they answer the question correctly. Discuss the important things the class has learned over the last several weeks. Congratulate the class on the verses they have learned and any participation in the tournament.
- Display some pictures of **altars** from Bible times, and have kids build their own out of blocks or Lego. Discuss what an altar was used for in Bible times. Discuss what went on an altar (a sacrifice).
- Have older children look up **Bible stories** that mention altars by using a concordance. Have them read enough of the chapter to explain the purpose of the altar in this story to the rest of the class.

#### Main Activities (the “meat” of your lesson)

- Show a picture of Charles Grandison Finney ([http://en.wikipedia.org/wiki/Charles\\_Grandison\\_Finney](http://en.wikipedia.org/wiki/Charles_Grandison_Finney)). He was one of the first men to use an “**altar call**.” Discuss the importance of an altar call. It is a public signal of one’s intentions and commitments. Ask students if we still use an “altar call” in that way today. Explain to them that they will soon be going to an altar call in the main sanctuary. Discuss the reasons for an altar call and what we normally do at an altar (many kids learn this by experience only, but would feel much more comfortable if an adult would talk to them about some of the “ins and outs”).



- With younger children, emphasize the idea of sacrifice. Sacrifice means giving up something for the good of something/someone else. Deliberately count out a certain amount of **snacks** for each child (i.e.: give each child 10 crackers). Make sure that you have one portion less than you actually need (and hide the extras!). The idea is to make the children think that you have run out; one child will have to “go without.” Play up the situation a bit, and then sheepishly ask the children if they could spare a couple crackers so Johnny could have some too. When they comply, thank them profusely for their sacrifice. Then, “stumble upon” the rest of your snacks and give a couple extra to each child. Take a moment to discuss sacrifice with the kids. What can we sacrifice in order to grow stronger in God?
- Ask students if they have ever chosen to do something they really didn’t want to do for the good of something else. For example, have they ever cleaned something for their mother when she was sick? Done their homework early so they’d have time to play when their cousins came over? Avoided eating their favorite dessert so they could eat dinner first and enjoy their dessert later? Have them come up with other examples. Younger kids may enjoy presenting scenarios through puppets while older children may enjoy role playing or simply telling stories. When children tell you their **stories**, emphasize the sacrifice they made, and ask if it was hard to make such a choice. Begin to tell stories of your own, and recognize that some sacrifices are bigger than others, some are hard to make, etc., but that if they are made for the right reason, God will always bless us. What kinds of things do we sacrifice so we can grow closer to God?
- Play **Charades**. Have kids act out things they do every single day/things that are habits. If we choose to give ourselves to God as a living sacrifice as often as we can, it will become a habit, and God will bless us.
- Sing **songs** about commitment and dedication (i.e.: “Into My Heart,” “Lord I Give You My Heart,” “I Am A Promise”).
- Complete a **Memory Game** (p. 25) for Romans 12:1.
- Play “Choo Choo **Commitment**.” In this game, you will write several words on 8.5 X 11 sheets of paper. Some will relate to committing to God (i.e.: believe, dedicate, faithful, separate, honor) and some will relate to giving in to the world and not committing to God (i.e.: doubt, surrender, quit). The more words, the longer the game. Have students repeat “chugga chugga” four times. During their fourth recitation, hold up one of your sheets. If the word relates to commitment, they will finish out the pattern by saying “CHOO CHOO!” If it does not relate, they will remain silent. They must make a split second decision about what to do. Discuss how this is like life; we often are put in situations very suddenly that require us to act in a way that is pleasing to God, even though we had no “advanced notice.” This is why hiding His Word in our hearts is so important. If we hide His Word, we will know what to do because the right action/response becomes automatic to us.

**Closing Activities** (the wrap-up, no new information, but a solid, brief review of the main points through review activities and games)

- Children love signing **contracts**. Draft up an official-looking document that requires the child to sign and promise to always be a living sacrifice, giving their best to God and loving and living His Word. Fold the contract over and seal it with a gold sticker. If the child has a Bible with them, put it inside.

- Give children (or have children take out) the **rock** they will bring to the sanctuary. Explain that this rock will be a symbol of our lifetime dedication to God. God uses symbols a lot in His Word, so it is not unusual that we use them to. Because this is a symbol of our dedication, we are going to pray while holding this rock. Have a time of prayer, letting each child hold their personal piece of the altar, promising to never remove himself or herself from the altar.

## SPECIAL SECTION: MEMORIZATION GAMES

Since the “Foundation Stones” series seeks to have children hide God’s Word in their hearts, here are several games and activities you can complete with children that will help them memorize verses:

### **Bible Bop**

Write verse words or phrases on large cards using thick black lines. Tape them to the floor in random order. Have students race through the room “bopping” (with a broom, foam bat, etc.) and saying the words of the verse in order.

### **Erase a Word**

Write the entire verse on the board. Read it together in several different “voices” (whisper, loud, silly, etc.). Begin erasing words, or short phrases. Repeat the verse. Erase more words/phrases. Repeat until the entire verse has been removed and students can quote it. If you have a puppet, have him erase a word while you’re “not looking.” Children will point it out to you as you claim innocence.

### **Sparkle**

Display the verse on the wall and line the kids up to face it. Going from left to right, each child will say ONE word from the verse. Go in order down the line, word by word, and loop back to the beginning once you reach the end of the line. Keep going until every word has been spoken, including the reference (counts as one word). After the reference/last word has been spoken, the very next child will say “SPARKLE.” The child next to him or her is OUT of this round and must sit down. Play continues until only one child remains. Eventually, remove the verse from the wall! If children miss a word, they are automatically out after 2 seconds.

### **Musical Colors**

Set out as many chairs as you have kids, back to back. Using tape/construction paper or colored stickers, randomly assign a color to each chair. There should be at least 2 chairs for each color. Have kids walk around the chairs to music. When the music stops, they sit in a chair. You call out a color, and all children who are sitting on a chair “of that color” stand and say the verse.

### **Word Scramble**

Write the verse on a piece of paper, then cut the words apart. Do this again so you have two sets of scrambled verses. Put the words in an envelope or baggie and give one to each team. First team to unscramble the verse correctly wins.

### **Memory Baseball**

Draw a baseball diamond on the board, or set up a makeshift diamond in the room or outside. The teacher will “pitch” the reference at the child. If they can correctly recite, they get to roll a die. 1 = Single; 2 = Double; 3 = Triple; 4 = Home Run; 5 = Foul Ball; 6 = Out. If they get a hit, they can run to base. If you are teaching the verse, post it for kids to see for the first few “innings,” then remove it.

### **Quote the Verse If You...**

Ask children to quote the verse if they fit in a category (i.e.: if you ate oatmeal for breakfast, if you’re wearing pink, etc.).