

# God Is So Good

## Décor: Harvest Days on the Farm

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**Beginner Teacher’s Manual**  
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## Working the Harvest

Harvest time brings excitement, anticipation, and lots of hard work. Many people view the harvest through fanciful lens: rows of cornstalks, barns filled with hay, and freezers filled with produce. Their thoughts are not drawn to the harvest until they feel the first frost and turn on their furnaces. Harvesting seems to happen a few short weeks in the autumn.

But every farmer, gardener, and rancher knows that “just ain’t true.” Every crop is unique, every climate is different, every critter has a life cycle, and harvest happens according to all these.

Working the harvest is hard work. I recall the year I helped at the country market. The crops were booming, and young twenty-somethings like me were eager to earn a paycheck in the great outdoors. Having spent a considerable part of my school years on my grandparent’s farm, I figured a harvesting job couldn’t be too tough. Wow! Was I surprised.

On the first day, as I crawled through the dirt to paw around the tomato plants, I gained a new appreciation for spaghetti sauce. I will never forget the experience of reaching under a nice, round tomato that was baking in the 100-degree afternoon, only to wrinkle my nose in disgust when I caught a whiff of the rotten underside. Whew! That’s a smell you cannot forget.

I learned numerous lessons that summer and fall. Lessons like:

- Don’t wear flimsy slip-on tennis shoes in muddy fields. (I got my first farm boots after that day.)
- Husking sweet corn is tough on skin (even calloused hands).
- When the farmer says, “Be careful harvesting those apples; they bruise easily,” she’s not joking. (After one bushelful, I was reassigned to a different field.)

Through the hard work, sweat, and embarrassing moments, I learned a powerful truth: good harvests come from hard work. God’s goodness is like that. It fills our lives as we work on obedience and sacrifice. His goodness is free for all to enjoy, but we need to desire that goodness in our lives.

How do we know God is good? His Word offers lessons from workers like Ezra, Nehemiah, Daniel, Paul, Timothy, and countless others. These people were not competing for fame or fortune. They were attempting to live a life pleasing to God. They were working to harvest a life filled with goodness.

You are also a harvester. Each time you step into your classroom, you cultivate the soil and water the seed in hopes of a bountiful crop. Thank you for working the harvest. Thank you for planting God’s Word in the fertile soil of young lives. By your daily actions, students learn what God can do in their lives. They learn they too can harvest God’s goodness.

### ACCESSING THE DIGITAL CURRICULUM

If you purchased your curriculum through the PPH website, the purchaser should have been prompted during check-out with instructions on how to easily download the digital material. In addition, both the teacher’s manual and the teacher’s resource packet (TRP) are available through access codes.

*Teacher’s Manual:* To digitally access a PDF of the teacher’s manual and Microsoft Word DOC files of each lesson:

1. Visit <https://pentecostalpublishing.com/downloads> and follow the instructions to access downloadable resources.
2. Use the download code: This code will be valid for one year from the date of the first lesson.

*Teacher’s Resource Packet:* To digitally access the reproducible items for the resource packet (TRP), see the resource packet instruction sheet.

Reproduction of these resources is granted for local church use only, and only to those who have purchased the appropriate Word Aflame materials.

# CLASSROOM DÉCOR

## HARVEST DAYS ON THE FARM

God's goodness paints a beautiful picture across our world. His sovereignty takes our breath away, as we realize He is always in control—nothing surprises Him. Through His mercy, we realize redemption. Through His love, we feel His blessings. Through His Word, we learn how to work for Him.

This quarter will take us across the pages of history to explore the lives of people who followed this good God. We will examine the life of Daniel to learn how actions allow God's goodness to fill our lives. Lessons from I and II Timothy will show us how vital His mercy is and how much we need His Word. We will work alongside Ezra and Nehemiah to realize the joy of Kingdom work. Your students will walk away from this quarter realizing that God is good all the time . . . and all the time God is good.

Nothing says goodness like a bumper crop of apples, pumpkins, or pecans. Your students will explore colors and tastes during *Harvest Days on the Farm*. Bountiful harvests mixed with good old hard work bring satisfaction to a farmer. Beautiful baskets of produce, colorful woodlands and fields, awesome smells and tastes all reflect God's goodness. Add a bit of harvest day fun from the farmhands and it is a day no one wants to miss.

You can plan your décor according to your geographical location or introduce your students to the autumn season in a different climate. Northern autumns are filled with frosty mornings, colorful trees, and harvested fields, while southern climates enjoy cooler temperatures that allow more outdoor activities. Once you select your highlighted climate, start decorating.

Most of the northern hemisphere experiences changing colors in fall foliage and bumper fruit or vegetable crops. Visit your teacher supply store and pick up colorful leaves. Stop by a farmer's market and purchase some apple crates or baskets (along with yummy produce for snacks). Hay bales, farm animals, and tractor rides all showcase the good living of farm life. Color your classroom with things that portray God's goodness.

## Room Decoration

Working the harvest brings special satisfaction—bushels filled with produce, wagons piled with hay, tractors chugging along the corn rows. This quarter, immerse your students in the enjoyment of the harvest. Consider altering decorations each unit to reflect the changing season. Explore the difference in fall foliage and harvested crops during September, October, and November. Learn about different farm equipment each unit. Make the farm a fun, engaging place where lessons come alive.

Decorate your walls or bulletin boards with the suggested wall ideas. These can be adapted for any size classroom using basic, detailed, or three-dimensional designs.

*Make it 3-D:* Turn your classroom into a farm. Paint several large appliance boxes to look like a barn and sheds. Purchase a farm wall backdrop to represent the outdoors. Make one corner the farmhouse kitchen and cover the table with a

## Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

📄 = Digital resource using code on TRP instruction sheet

(AP) = Activity Paper

BP = Bible Point

LA = Life Application

MV = Memory Verse

MW = Memory Work

JBQ = Junior Bible Quizzing

🏠 = Home Connection

# Looking Ahead

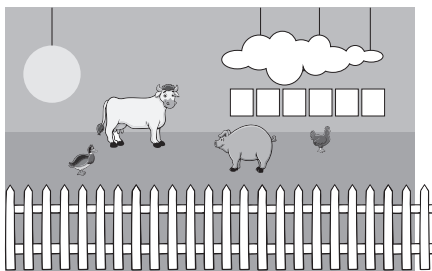
Check the quarter's title pages (like page 7) now to see what supplies need to be gathered. Designate what activities require multiple copies, cutouts, or unusual supplies. For each lesson:

- Create a sample of every craft activity.
- Practice object lessons well before class to make sure your methods provide the desired result.

Before the quarter begins, tear apart the activity papers and sort the papers by lesson for easier distribution each week. Set apart the title page to send home in week 1. Order one activity paper per student with a few extras for visitors and for growth.

## Use the Digital Resources

If you occasionally loan out your teacher's manual or accidentally leave it at church, do not panic. Before the quarter begins, follow the process on page 2 to download the entire manual to your electronic device. You can check supplies, study, and focus your prayers with a few simple clicks on your device.



Search the internet for fun ways to decorate with a farming theme using DIY ideas.



red-checked tablecloth. Decorate the kitchen with empty milk jars, empty egg cartons, and small baskets of fruits or vegetables. Around the room, place bushel baskets and garden tools. Add a small wagon and a couple of hay bales.

Keep all important items for interaction and teaching at the students' eye level. Anything above the student should simply be used for decoration.

### Wall 1: The Barn

The barn is a comforting place. A well-kept barn offers security and bounty. Cover this wall with an outdoor backdrop or mount a blue, plastic tablecloth on the upper half and a green, plastic tablecloth on the lower half. Cut the shape of a barn from cardboard, spray-paint it, and attach it to the wall. Use décor art to sketch animals on the wall. Draw a sun and clouds on posterboard and hang these from the ceiling.

Mount the attendance charts (AP). Each week students will connect two dots until the dot-to-dot barn is revealed.

*Make it 3-D:* Search party stores or the internet for picket fence or split rail cutouts. Stand these in the corners of the room. For an interactive attendance idea, allow students to place a stuffed animal in a pen when they arrive.

For a fun, interactive project, line a wall with a double layer of Kraft paper and sketch a barn scene on it. Each week allow students to use washable paint and decorate one piece in the scenery.

### Wall 2: Fruitful Fields

Gardens, fields, and orchards all hold bountiful fruits and vegetables. On this wall, create one or more harvest locations. The background can be brown butcher paper. Use construction paper to add rows of specific crops and trees bursting with apples or pears. Place buckets, bushel baskets, and harvesting tools next to the wall.

Mount the New Birth poster (TRP) on this wall, because God's harvest includes new souls in the Kingdom.

*Make it 3-D:* Add a wheelbarrow filled with produce (change the produce every two weeks). Lay cardboard or a tarp on the floor and cover it with hay. Encourage interactive play by placing produce (e.g., potatoes, carrots, beans) in large baskets and allowing students to sort the items into smaller baskets.

# ● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Items” folder that contains the following:

- Attendance Chart
- Basic Timeline Visuals
- Bible Art (Line Art and Color)
- Child Information Form
- Classroom Décor
- Digital Postcards
- Home Connection Calendars
- Home Connection Devotionals
- JBQ Quizzes
- JBQ Verses
- Memory Chart
- New Birth Handout
- Open House Kit
- Review Questions
- Spiritual IEP
- Teacher Training Article: “Children with Limited Verbal Skills”
- Unit Memory Verse (MV) Handouts

In addition, lesson 1 has a sound effect to enhance the lesson. To download your digital resources, look for the code on the back of the TRP cover sheet.

## Wall 3: The Farm Stand

Farmers love to share their produce (and earn some extra cash). Just as they love to share, we also share God’s Word. Cover the wall with brown paper and draw a farm stand. Place a table against the wall and create shelves using boxes or wooden crates. Complete the look by placing fake or real produce (e.g., apples, pumpkins, gourds, corn cobs) in each compartment with a hand-written tag listing item and price. Use produce that is familiar to your location.

Mount the unit MV posters (TRP) 📌. Write students’ names on the memory charts (AP). Students add one fruit or vegetable sticker to the correct basket each week the verse is practiced.

*Make it 3-D:* Use cardboard to create a full-size farm stand in one corner. Fill it with bushel baskets. Purchase apples, Indian corn, and pumpkins to add to the baskets whenever students recite the memory verse. For additional fun, cut an opening in the farm stand and cover the opening with doors. This opening can be used for puppets during worship or free-play time.

## Wall 4: Farmhouse Kitchen

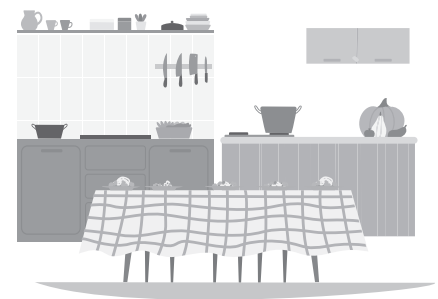
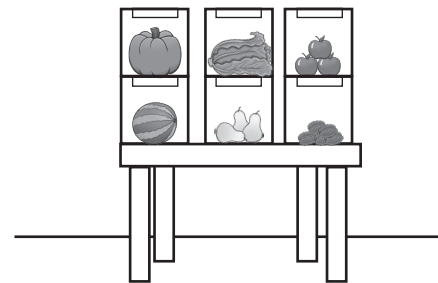
A favorite place on the farm is the kitchen where harvested fruits and vegetables become delicious, nourishing meals. Make this area into a mini kitchen. Add a table with a red-checkered tablecloth and kitchen gadgets that help with the harvest (e.g., bowls, plastic utensils, a washtub). Each week, place different harvested items on the table and discuss the crop (how it grows and how to harvest and prepare it for consumption). If time allows, help students create snacks from the harvest and serve the snacks at the end of class.

## ADDITIONAL BULLETIN BOARD IDEAS

If you are unable to decorate the walls of your room, use one of the wall ideas for your bulletin board.

### A Harvest of Goodness

Label this board: A HARVEST OF GOODNESS. Print and cut apart fruit and vegetable décor art 📌. Each week allow students to write one way they see God’s goodness in their lives and add it to the board.



# ● Bible Quiz Option

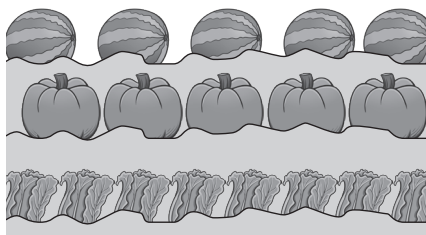
Word Aflame is pleased to partner with UPCI Children’s Ministries to present a Junior Bible Quizzing (JBQ) activity as the last option for every lesson. The JBQ materials in the General Items of the digital resources 📄 will permit you to study the material at your desired pace.

For 2020–21, JBQ is studying the Book of Mark. This material will be used through the summer of 2021, so do not feel the need to get through all the verses this quarter.

Start the quarter by sending students home with one set of verses. Each week, based on their comprehension of the material, choose whether to send home a new set of verses or tell students to study last week’s verses again.

Option 3 of each lesson describes a fun activity to help your students recall the material. Use the JBQ Quizzes 📄 that correspond to the JBQ Verses 📄 studied by your students.

## I WILL BE FRUITFUL FOR JESUS



### *Fruitful Crops Scene*

Print fruit and vegetable décor art 📄, or search the internet for DIY samples of cornstalks, wheat fields, and garden plants. Make a background on this board with blue paper for sky and brown paper for fields. Fill the board with rows of vegetable or fruit plants. Label this board: I WILL BE FRUITFUL FOR JESUS.

For an interactive idea, place a few plants to start the row. Each week students attend, give each student one row to add.

### Offering Container

Use a small seed bag or basket as an offering container.

### Volunteers

Print fruits and vegetables from décor art 📄. Write a student’s name on the back of each one. Mount these on a bulletin board. When a volunteer is needed, select one and read the name. Do not return the items to the board until all students have an opportunity to help.

### Additional Ideas

- Place empty baskets on the table. Scatter pieces of fruit across the table. As each student recites the Life Application, the student selects a piece of fruit to put in the basket.
- Purchase straw hats and aprons for students to wear during class.
- Borrow child-size garden tools, wagons, and wheelbarrows for interactive play.
- Search the internet for fun snack ideas representing farm animals.
- Serve themed snacks:
  - ◇ Apple slices with caramel
  - ◇ White and chocolate milk
  - ◇ Popcorn or dried fruit
  - ◇ Vegetables and dip

### Facebook

Join our Facebook group: Word Aflame Beginner Curriculum Teachers. Interact with editors and Sunday school teachers. Share tips and gather ideas. Post pictures of your class and encourage others by posting what God is doing in your students’ lives.

**Note:** Before posting pictures of students, get parental permission using the Child Information Form 📄.



# DANIEL REFUSES THE KING'S MEAT



## *Daniel Asks for Salad*



### CORE SUPPLIES

#### Excite and Engage

**Welcome:** Print the Career People pictures  or prepare to show them digitally.

Snack for each student (e.g., apples, grapes, pears), Tractor effect , attendance charts (AP) , markers, offering container, unit 1 MV poster (TRP)

**Opening Activity:** Cut apart and mix up the Wild and Farm Animal cards (TRP) . Print extra copies if needed to have 1 card per student.

#### Relate and Receive

**Bible Lesson:** Whiteboard with several colors of markers, Daniel Refused the King's Meat Bible art (TRP) , Bibles

#### Apply and Act

**Life Application:** Fill a clear glass jar with vegetable oil. Use food coloring to make 4 colors of water in 4 paper cups. Cover the table with a plastic tablecloth.

Plastic liquid droppers, activity papers (page 1), pencils, New Birth poster (TRP)

**Prayer and Call to Action:** No supplies necessary

**Home Connection:** Prepare to send each student home with a unit 1 HC calendar (TRP) , the AP covers, a lesson 1 HC devotion , and a Child Information Form .

### EXPANDED SUPPLIES

#### Worship and the Word

**Worship:** Whiteboard and marker; *suggested songs:* "Holy" by Matt Redman, "Build My Life" by Housefires

**Memory Work:** On the bottom of 17 paper plates, use marker to write the verse words and reference (1 word per plate). Mix the plates and stack them until it is time for the activity.


Unit 1 MV poster (TRP), Bible, memory charts (AP) , pear memory stickers (TRP) 

#### Reinforce and Review

**Activity Paper:** Activity papers (page 2), crayons

**Option 1:** For each student, print and cut apart a set of Vegetable pictures . Each student will also need a paper plate and a glue stick.

**Option 2:** No supplies necessary

**Option 3:** Select and print one set of JBQ Verses  for students to take home. Research Junior Bible Quizzing at the website, [www.najbq.com](http://www.najbq.com).

#### Unit 1

Lessons from Daniel

#### Unit Aim

Students will examine the life of Daniel to learn how our actions allow God's goodness in our lives.

#### Unit Bible Verse

Daniel 2:20

#### Scripture Text

Daniel 1

#### Bible Lesson Verse

Daniel 1:8

#### Bible Point

God wants us to be holy.

#### Life Application

I will be holy for God.

# Teacher Devotional

Read Daniel 1. Prayerfully consider what this passage says:

## About God

In responding to God’s desire for us to be holy, we must seek His presence as we consider our presentation. Daniel did not want to *look* holy; he wanted to *be* holy. Holiness begins when God’s Spirit flows through us to shape our actions and bring about His purposes.

## To You as a Teacher

Holiness does not begin with knowing what to do; it begins with knowing whose you are. Whether dining in the den with kings or lions, Daniel knew he was a child of God and all sustenance begins with God. We must first learn to engage with God to understand how to be separated for His purpose.

## To Your Students

Being different from others often carries a stigma, yet being holy for God is a blessing that brings His goodness into our lives. Compare being holy for God to family guidelines. Every family has their own set of do’s and don’ts, values and boundaries. These are in place to teach, protect, and bless the family. God’s holiness is similar. His Word teaches us guidelines, values, and boundaries—to teach, protect, and bless.

Show students how a holy, separated life brings God’s goodness. Use an example such as a parent’s instruction, “Don’t cross the street without looking both ways or getting help from an adult.” By following this instruction, children are protected from injury. They may not like to wait, or they may not understand why an adult must help. They can understand the blessing—not getting hurt—that comes through obedience.

## CORE (designed for a teaching period around 45 minutes)

### EXCITE AND ENGAGE

#### Welcome

Harvest brings a plethora of sensory moments: smells, sights, sounds, tastes. Create this sensory experience as students enter the room.

- Use air fresheners or a diffuser for an autumn scent.
- Strategically place a bowl of fruit where it can be seen, and then enjoy the taste of the fresh produce.
- Play the Tractor sound effect 📻.

Allow students to explore the new quarter’s décor. Discuss their likes and dislikes for specific fruits as they enjoy the snack. When we enjoy a crisp apple, grapes, or a juicy pear, we are enjoying God’s goodness. This quarter we will explore that goodness during “Harvest Days on the Farm.”

Distribute attendance charts (AP) 📄 and have students write their names on the charts before mounting them on the wall. Each week students will connect two dots until the dot-to-dot barn is revealed. If using an interactive attendance idea (see page 4), allow each student to select one stuffed animal to place in the pen.

Lead students to the unit 1 MV poster (TRP) and read Daniel 2:20. **God is good. We bless His name because He is good. He gives us good things.** Introduce the Bible Point: **God wants us to be holy.**

- **What does it mean to be holy?**

“Blessed be the name of God for ever and ever: for wisdom and might are his” (Daniel 2:20).





Show the Career People pictures 📄 while discussing various careers. **Farming reminds me of being holy. Farmers do certain things because those things make a farm work. Farmers gather with other farmers to discuss their tasks. They dress a certain way while out in the barn and field. A farmer does not do the things a doctor does. A farmer does not dress like a judge. Why? Because a farmer is a farmer.**

**God’s people are holy because we are God’s people. We act, dress, and live lives that please God. We are separate from the world and all the things that do not please God.** Instruct students to point to themselves and say the Life Application: **“I will be holy for God.”**

### Opening Activity: Wild Versus Farm Animals

Show the Wild and Farm Animal cards (TRP), allowing students to comment and demonstrate each animal’s sound. Give one card to each student. Students scatter across the room.

On “go,” students move to find similar animals and form two separate groups (wild and tame). Allow two minutes for students to arrive at the correct groups. If students end up in the wrong group, help them discover why their animal belongs in the other group.

- **Why do your animals go together?**
- **Why would sheep not live with tigers or pigs with alligators?**

**Just like farm animals and wild animals need to live separately for their safety, Christians must live separately from an unholy world. God wants us to be holy. Being grouped together with God’s people brings us safety and blessings.** Lead students in saying, **“I will be holy for God.”**

## RELATE AND RECEIVE

*Access Prior Experience:* **Have you ever eaten something you knew was bad for you, but you ate it anyways? What happened?**

### Bible Lesson: Daniel Asks for Salad (Daniel 1)

Gather students near the whiteboard. Help students find Daniel 1 in their Bibles.

**Daniel lived long ago in Old Testament Bible times.** Ask a volunteer to draw a stick figure on the board. Above it write: DANIEL. **Daniel followed God’s commandments. He did not worship other gods, he did not steal, he did not lie, and he obeyed his parents.**

**God also asked His people to eat certain foods, and not eat other foods. God wanted His people to be holy and separate from ungodly people.**

**Daniel had three friends named Shadrach, Meshach, and Abednego. The four young men obeyed what God commanded.** Ask a volunteer to draw three more stick figures on the board.

- **Does your family have rules about what kinds of food you can eat and when you can have treats? What are some of your rules?**
- **Do you follow those rules when you are not at home?**

The words *holy* and *separate* may confuse this age level. Use this sorting activity to demonstrate the concept.

### Bible Lesson Verse

“But Daniel purposed in his heart that he would not defile himself with the portion of the king’s meat, nor with the wine which he drank: therefore he requested of the prince of the eunuchs that he might not defile himself” (Daniel 1:8).

In Babylon, Daniel and the three young Hebrew men were given new names. For some reason Daniel’s Babylonian name, Belteshazzar, is not commonly used, while the three Hebrews are best known by their Babylonian names: Shadrach, Meshach, and Abednego. To avoid confusion, in this lesson we refer to them as they are best known. Also, we avoid the term “Hebrew children,” as they were young men.

It is possible one or more of your students may have food allergies. Discuss the health risks associated with food allergies, but do not escalate the alarm they may already feel. Note the difference between allergies and God's dietary requirements for Israel.

**Daniel's country was invaded by King Nebuchadnezzar's army. Their city was captured and destroyed. Daniel and his three friends were taken as prisoners to the land of Babylon. The new country had different laws and different gods. It was a strange place. The people spoke a strange language, they ate strange food, and they worshiped strange gods. Daniel and his friends were worried. What was going to happen to them? Were they going to be put in prison or killed or made slaves? . . . Surprise! They were sent to school.**

**The young men were noticed by the king. They were smart and were good students. King Nebuchadnezzar sent them to school to learn science, math, and the Babylonian language. He wanted them to be leaders in his kingdom. Ask a volunteer to draw an A+ on the board.**

- **Imagine being chosen by the king. How do you feel when your teacher chooses you to be a leader, like the class line leader?**

**King Nebuchadnezzar sent a servant to take care of the men. The servant brought them to the king's banquet hall. He showed them the food they were to eat—wine and fancy meats. Ask a volunteer to draw a plate of fancy food on the board.**

**Uh-oh, there was a problem. Daniel and his friends realized that eating the food the Babylonians wanted them to eat was against God's rules.**

- **What should they do? Give me a thumbs-up if they should eat the king's meat or a thumbs-down if they should not.**

**Their parents were not there. Their pastor was not there. Only they would know if they ate the king's food, right? . . . No. God was there, and He would know if they ate the king's food. Ask a volunteer to draw a cloud on the board and write GOD inside it.**

**Daniel and his friends wanted to be holy for God. "But Daniel purposed in his heart that he would not defile himself with the portion of the king's meat, nor with the wine which he drank: therefore he requested of the prince of the eunuchs that he might not defile himself" (Daniel 1:8).**

**Daniel was polite. He politely asked the servant, "Instead of the king's food, may we eat fruit and vegetables—food our God approves?"**

**The servant responded, "No, you must eat the king's food. If you do not, you will not look healthy and strong, and then the king will be mad at me. He might even kill me."**

**Daniel had a plan. "Please test us. Give us ten days to eat fruit and veggies and not the king's food. We will follow God's commands. After ten days, you can check if we are healthy." Ask a volunteer to write a big 10 on the board.**

**The servant agreed. No king's food for Daniel and his friends. After ten days, he would see how they looked. Ask a volunteer to draw a large X over the plate of food on the board.**

**What do you think happened when the servant checked on Daniel and his friends after ten days? . . . The servant was amazed. Daniel and his friends were healthier and stronger than any other young men. As a result, the servant gave them permission to always eat God's food instead of the king's food.**

Because Daniel and his friends chose to be separate and holy for God, they were blessed. Three years later, they were done with school. Daniel and his friends were the smartest, strongest, and healthiest young men. King Nebuchadnezzar made them leaders in his kingdom. Ask a volunteer to draw a trophy or blue ribbon on the board.

Show the Daniel Refused the King's Meat Bible art (TRP) ④. **God blessed Daniel, Shadrach, Meshach, and Abednego because they chose to be holy and separate for Him.**

## APPLY AND ACT

### Life Application: I will be holy for God.

Gather students at the table. **When Daniel and his friends lived holy and separated for God, the king could see a big difference between them and those who did not live according to God's law. The same is true for us. People in the world should be able to see that we are different and we love God.**

Show the jar of oil. **See how clear and pure this oil is? Let's call this the group who follows God's laws.** Take a liquid dropper and add a drop of colored water.

- **Does lying belong in God's group? How about cheating? What about disobeying parents?**

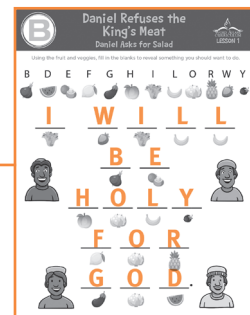
Squeeze several drops of colored water for each sin mentioned. Wait for droplets to settle. Continue naming other ungodly characteristics as you add different colors.

**See how there are two different groups in the jar? In the world there are also two groups of people. There are those who follow God's laws and those who do not. Others can see which group you belong to by your actions and words.**

Distribute activity papers. On the front page, students fill in the blanks to reveal something you should want to do—the Life Application: **I will be holy for God.**

Lead students to the New Birth poster (TRP). Explain each part of the new birth. **In our object lesson, we saw how groups can be separate.**

- **How can we separate from our sin?** *By repenting*
- **What does God do when we ask Him to forgive us?** *He takes away our sin.*
- **What will help us be in God's group?** *Being baptized and receiving the Holy Ghost*



## Prayer and Call to Action

**God wants us to be holy, which is why He takes away our sin.** Gather students in a circle and pray: **Thank You, Jesus, for making me holy. Thank You for taking my sin. Please help me to be holy for You.**

This week encourage your students to be like Daniel and live for God by being holy.

## Home Connection

- For each student, send home the unit 1 **HC** calendar (TRP) Ⓡ and the lesson 1 **HC** devotion Ⓡ, or show parents the URL on the back of the activity paper so they can download it themselves.
- Send home the cover of the activity paper, showing parents how the back contains the memory work for the entire quarter.
- Use the Child Information Forms Ⓡ to get contact information from parents. This will be used to establish a home connection throughout the quarter.
- This week contact parents and explain the quarter's theme.

## **EXPANDED** *(designed to supplement a teaching period over 45 minutes)*

## WORSHIP AND THE WORD

### Worship

Discuss ways we can worship God through our holy living. Write these on the board and lead students in prayer pledging to work on these. Then worship to the suggested songs:

- “Holy” by Matt Redman
- “Build My Life” by Housefires

### Memory Work: Daniel 2:20

Gather students at the unit 1 MV poster (TRP) and read Daniel 2:20, phrase by phrase, with students echoing the words. **Daniel prayed this prayer as praise to God.**

- **Have you ever prayed and believed that God heard your prayer? What happened?**

Have students gather at the table. Place a paper plate, word side down, in front of each student. On “go,” students read the verse word on the bottom of their plates. Without moving from their seats, students exchange plates until the verse is in proper sequence going around the table. Recite the verse several times.

On the memory charts, students add one pear memory sticker (TRP) Ⓡ to the unit 1 basket each week the verse is practiced.

### Unit 1 Memory Verse

“Blessed be the name of God for ever and ever: for wisdom and might are his” (Daniel 2:20).

The unit posters are printed on the back of the AP cover. Send this cover page home with parents the first week so families can study the unit memory posters throughout the quarter.

