

# God Is So Good

## Décor: Fall Arrives at the Farm

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, “Word Aflame Preteen Curriculum Teachers.”



**Preteen Teacher’s Manual**  
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 36 Research Park Court, Weldon Spring, MO 63304

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## God Is So Good

God is so good. Let this be a song in our hearts as we minister to preteens. As with any ministry, this one comes with a few challenges.

Preteens experience rapid growth and abounding energy. Their physical changes contribute to constant hunger, lack of coordination, restlessness, and even apathy. They are very sensitive about their differences in size, maturity, and growth. Discouragement can quickly change their moods. Due to their sense of growing independence, they often resist authority and criticize adults. Their ability to reason is increasing, but they still have difficulty understanding symbolism. Most of them feel the pressure of increasing academic requirements. Media and peers influence their search for identity.

These complicated individuals are also quite fun. They love jokes and humor—the more disgusting, the better. They like to talk and giggle. Constantly.

Right in the middle of the chaos that is a preteen classroom, we must remember our students are being formed into God's design. He plans for each one to find salvation and a path of integrity. He hopes they will make wise choices, succeed in education,

influence the community, pursue a vocation, and serve in His kingdom. Negative labels do not belong in conversations about our students. We must imagine all of them with the name of Jesus written on their hearts.

For the most difficult or restless students, each lesson offers engaging activities. Look for hands-on action, movement, and energy release. Most likely all your students will enjoy these types of activities. In the process, everyone will benefit.

Of course, there is always a chance something in the teacher's manual will not work with a particular group of students. Editors provide more activities than needed so teachers can be ready with alternatives each week.

Even when we are prepared with every option, there will be days when we feel defeated at the end of a teaching session. It is not time to quit; it is time to reach into the unlimited strength God provides. If we allow His Holy Spirit to fill our hearts and minds, we can reach out to our preteens with fresh focus.

God is so good. Every preteen needs to know the treasures of His Word and the touch of His unconditional love and mercy.

### 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

## FALL ARRIVES AT THE FARM

A harvest of blessings awaits students this quarter. Create a classroom that proclaims the goodness of God and encircles students with a warm welcome. As a result of the nurturing environment, students will open their hearts to explore Bible lessons from Ezra, Nehemiah, Daniel, and I & II Timothy.

Begin at the door by attaching garlands of fall leaves around the door poster (TRP). Dangle more colorful leaves from the ceiling. Arrange pumpkins between baskets of faux apples and vegetables. Prop a few farm tools against the wall. Simmer pumpkin spice in a slow cooker and complete the scene with background worship music.

## Wall Décor

Customize each decorating idea for your students. If entire walls are not available, reduce the designs to bulletin boards or display boards. Keep all teaching visuals at students' eye level.

### Wall 1: Farm Central

Use a writing board (for lesson notes and illustrations) as the focal point of this wall. Attach a border of fall leaves and red apples around the board.

In this area, display the current unit MV poster (TRP) and the New Birth poster (TRP).

If space permits, keep the attendance charts (AP) 📌 and memory tracking charts (AP) 📌 in this area too. Attach the charts to the wall or store them in folders on a shelf or table.

**Attendance Charts:** An attendance chart is included with each activity paper. A digital version 📌 is also available for printing extra copies for visitors. This quarter, students will track their attendance each week by gluing a popcorn kernel to the harvest scene on their charts.

Most classes have students who may not be able to attend class due to circumstances beyond their control. Provide opportunities for those students to add a popcorn kernel for other reasons, such as demonstrating a Christian attitude or helping another student. In this manner all students will be included.

**Memory Charts:** If you choose to incorporate the Memory Work from the EXPANDED section, a memory tracking page is included with each activity paper. A digital version 📌 is also available for printing extra copies for visitors. This quarter, students will track their memory work each week by adding a Farm Animal sticker (TRP) 📌 next to the appropriate barn.

### Wall 2: Welcoming Sunflowers

Cover this wall with deep blue paper or plastic tablecloths. Use room décor art 📌 to cut out various sizes and shapes of sunflowers, stems, and leaves. Use several shades of yellow, orange, brown, and green paper. Attach the sunflowers randomly, as if they were swaying in a fall breeze.

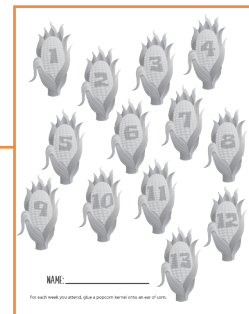
Use room décor art 📌 to cut crows from black paper. Perch a couple of crows among the sunflowers. Create cloud shapes with white paper or polyester fiberfill. Add a few crows in the sky as if they are flying between the clouds.

## Explaining Our Acronyms and Symbols

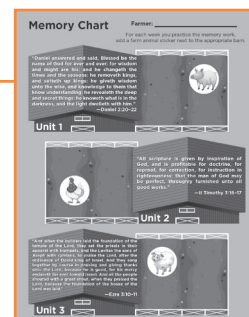
- (TRP) = Teacher's Resource Packet
- (TM) = Teacher's Manual
- 📌 = Digital resource using code on TRP instruction sheet
- (AP) = Activity Paper

- BP = Bible Point
- LA = Life Application
- MV = Memory Verse
- MW = Memory Work
- JBQ = Junior Bible Quizzing
- 🏠 = Home Connection

Keep slow cooker out of students' reach.



**IMPORTANT!** Mini glue dots are the best way to attach the popcorn kernels to the attendance charts. A package of 300 mini glue dots can be purchased for less than \$5.00 at craft stores or online.



# ● 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.

## *Wall 3: Barn Photo Booth*

Preteens enjoy silly selfies with friends. Use room décor art 📄 to create a large red barn. Attach the barn to a light blue background. With several shades of green paper, cut hilly grass shapes. Feather the edges to simulate real grass. Attach the grass under and around the barn.

Provide a basket of props for photos (e.g., animal masks, funny quotes, paper hat cutouts on sticks, overalls, bandanas, aprons, and farm implements).

Print students’ silly photos and attach them to the wall around the barn. If you have parental permission, share the pictures with our Facebook group: Word Aflame Preteen Curriculum Teachers.

## *Wall 4: Moo-ving Closer to God*

Start with a light blue background and hills of green grass. For the foreground of the scene, crinkle brown paper and arrange it into a tree trunk and branches. Attach the tree to the left side of the scene.

Use room décor art to cut leaves 📄 in assorted shades of green along with red apples 📄 to attach to the tree. Cut out a huge white cow using décor art 📄. Add spots and details to the cow with a large black permanent marker. Position the cow as if it were peeking around the trunk of the tree. Add a speech bubble with large letters: ARE YOU MOO-VING CLOSER TO GOD?

## Extra Ideas

- Snacks: “Hay bale” crispy rice treats, animal cookies, “pigs in a blanket” (hot dogs wrapped in buns or croissants), “tractor tire” chocolate donuts, “dirt pile” brownies, popcorn, corn chips
- Teach students how to make butter or ice cream. Several recipes are available online.
- Use pretzels and white chocolate to make haystacks. Break the pretzels in half and place in a large bowl. Pour melted white chocolate over the pretzels and toss.
- Teach lessons dressed as a farmer, a farm animal, or a vegetable. Check for costume ideas online.
- Bring an ant farm for students to watch during the quarter.

## Offering Method

Cover an empty coffee can with construction paper. Use décor art 📄 to make a farm animal face with a large mouth. Attach the face to the top of the coffee can and cut an opening in the mouth. Students can “feed the animal” each week.



# ● 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*
- *Classroom Décor*
- *Digital Postcards*
- *Home Connection Calendars*
- *Home Connection Devotionals*
- *JBQ Quizzes*
- *JBQ Verses*
- *Memory Chart*
- *Memory Farm Animal Stickers*
- *New Birth Handout*
- *Open House Kit*
- *Spiritual IEP*
- *Student Information Form*
- *Teacher Training Article: “Children with Limited Verbal Skills”*
- *Unit Memory Verse (MV) Handouts*

To download your digital resources, look for the code on the back of the TRP cover sheet.

## Volunteers

Use a permanent marker to write students’ names on craft sticks decorated as farm animals. Include a few sticks for guests.

Place the completed sticks in a coffee can, food can, or any container that hides the names. Draw a stick each time a volunteer is needed. At the end of the quarter, students may take the sticks home.

## Timeline Option

To aid students in understanding where lesson events fall in relation to other events in the Bible, we recommend teachers create a timeline on a wall of the classroom.

- Purchase straight-edge bulletin-board border in a solid color. Using a wall-safe adhesive, attach several pieces end-to-end as space permits.
- From the TRP, print the timeline visuals 📄 of Creation, Noah’s Ark, Abraham, Moses, King David, Jesus’ Crucifixion, and Jesus’ Return, as well as arrows.
- Cut out the arrows and place them at the ends of your timeline to emphasize that it goes on beyond what is shown.
- Over the left arrow, place the Creation visual.
- Place the Crucifixion visual two-thirds of the way down the timeline.
- Between these visuals, place Noah’s Ark, Abraham, Moses, and King David respectively.
- Over the right arrow, place the Jesus’ Return visual. Cut out the WE ARE HERE arrow and place it next to this visual.

During each lesson, place that lesson’s visuals on the timeline to show its location in relation to the other events students have learned. For a series with several lessons in a short time period, we suggest you create an extension above or below that “zooms in” on that section of time and then place the visuals along the extension in the order they occur. At the end of the quarter, leave the visuals up. Over time, you will create an extensive timeline.

## Facebook

Join our Facebook group: Word Aflame Preteen 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 student information form 📄.



## 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 Verses

Daniel 2:20–22

## Scripture Text

Daniel 1

## Bible Lesson Verse

Daniel 1:8

## Bible Point

God wants us to be holy.

## Life Application

I will separate myself to please God.

# DANIEL REFUSES THE KING'S MEAT

## *Daniel Chooses to Stay Holy*

## CORE SUPPLIES

### Excite and Engage

**Welcome:** Farm Animal Soundtrack (📻), cookies, milk, napkins, offering container, attendance charts (AP) (📄), markers, popcorn kernels, mini glue dots

**Opening Activity:** Practice the object lesson prior to class. As an option, consider letting students work in groups of four and conduct the experiment themselves.

New Birth poster (TRP), shallow bowl of water, black pepper, toothpick, dish soap, activity papers (page 1), pencils, whiteboard and markers

### Relate and Receive

**Bible Lesson:** Decorate a “king’s table” with an elegant tablecloth and cloth napkins. On the table, place a glass of grape juice, rolls, and tasty meat (e.g., hamburger patty, fried or rotisserie chicken).

Cut out the king’s crown and headband (TRP). Staple the headband to the edges of the crown. Place the crown on the table to signify that the table belongs to the king. The crown will be used again in lesson 3.

Unit 1 MV poster (TRP), Bibles, biblical robe

### Apply and Act

**Life Application:** Cut apart the Scenario cards (TRP) (📄).

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

**Home Connection:** Prepare to send each student home with a unit 1 HC calendar (TRP) (📄), an AP cover, a lesson 1 HC devotion (📄), and a Student Information Form (📄).

## EXPANDED SUPPLIES

### Worship and the Word

**Worship:** *Suggested songs:* “Let Them See You” by JJ Weeks Band, “I Choose God” by Jackmans Family Band, “I Want to Be Like Jesus” from Group (posted on YouTube by Jeff Howe)

**Memory Work:** Write words and/or phrases of Daniel 2:20–22 on separate index cards.

Table, unit 1 MV poster (TRP), flashlight, memory charts (AP) (📄), markers, Memory Farm Animal stickers (TRP) (📄)

### Reinforce and Review

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

**Option 1:** Cornstarch, cocoa powder, water, large bowl, mixing spoon, disposable plastic gloves, container of soapy water, soft cloths, plastic fishing worms, rocks, craft jewels (at least 1 per student)

**Option 2:** Cardstock (1 sheet per student), blue painter’s tape, scissors, markers

**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).



# 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

It is an honor to be set apart for God. The path of holiness opens our lives to abundant blessings, peace, and joy. Daniel experienced blessings from God—and the king—as a result of his choice to follow God's instructions. Show students how Daniel made the choice in advance. "Daniel purposed in his heart that he would not defile himself" (Daniel 1:8). He was prepared when temptation came his way. He stood with dignity, honored God, and helped others do the same.

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

### EXCITE AND ENGAGE

#### Welcome

Welcome students to the first lesson of the quarter with a Farm Animal Soundtrack 🎧 and a snack of cookies and milk. Invite students to explore the new room décor.

Choose a volunteer to collect the offering and announce the Bible Point: **God wants us to be holy.**

Give each student an attendance chart (AP) 📋 and a marker. Students write their names on their charts and glue one popcorn kernel to a blank space on the corn in the harvest scene.

#### Opening Activity: The Choice to Please God

- **Have you ever made a bad choice because you were pressured by the people around you?**

**We all face opportunities to give in to bad choices. We might feel pressured because we want to fit in or be popular. We might feel like making a bad choice is easier than standing up to be different from everyone else. In every situation, we can call on God for help. He is ready to assist us; we can trust Him.**

Sprinkle pepper into the shallow bowl of water. Explain the pepper represents bad choices and sin. **Have you ever felt as if you were surrounded by bad choices?**

**It is best to be prepared to meet such circumstances head on. First, if we do not want to be overcome, we need to be born again.** Show the New Birth poster (TRP). Explain repentance, baptism in the name of Jesus, and the infilling of the Holy Spirit. **God's Spirit gives us power to resist bad choices. Once God's Spirit is in us, we must pray and fast, study God's Word, and attend church to keep our lives saturated with His presence.**

Dip the toothpick into the dish soap to represent being saturated in God's presence. **God's presence keeps us strong. Then we can make good choices, even when we are pressured to do the opposite.** Put the soap-saturated tip of the toothpick into the middle of the floating pepper. The pepper will disperse to the edge of the bowl.

*Option:* Let students conduct the object lesson in small groups.





## 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).

**God’s presence repels sin. His love and protection keep us safe. God created us to be close to Him. He is pleased when we choose to live holy and stay in His presence.**

Give each student an activity paper (page 1) and a pencil. On the activity paper, students decode the definition of *holy* (SET APART FOR GOD). Once students are finished, write the definition on the whiteboard.

## RELATE AND RECEIVE

*Access Prior Experience:* **Have you ever been asked to do something you knew you should not do? Did you feel nervous or intimidated?**

### Bible Lesson: Daniel Chooses to Stay Holy (Daniel 1)

From the unit 1 MV poster (TRP), read Daniel 2:20–22. Discuss how this verse reveals Daniel’s dedication to God. Then instruct students to find and examine Daniel 1:8 in their Bibles.

To tell Daniel’s story, put on a biblical robe. Use a dramatic voice and animated actions to speak from his point of view.

Pick up the crown on the table. **As I sat at the king’s table, I felt very nervous and intimidated.** Point to the glass of grape juice and the tasty meat on the table. **Back in Jerusalem, my Hebrew family had always followed God’s commandments and guidelines about food. I loved God and wanted to please Him.**

**When King Nebuchadnezzar invaded Jerusalem, he took my people and my family captive. The king’s servants picked the sons of Hebrew princes and kings who they thought looked strong and attractive. They planned to train us for leadership in Babylon.**

**I must admit, I felt honored to be chosen. My friends Shadrach, Meshach, and Abednego felt honored too. What an opportunity, . . . or so we thought. When we arrived at the king’s table that day, we realized we had some tough choices coming our way.**

**The food looked and smelled so delicious. We had no idea how it tasted because we had never seen it before. It was all forbidden food—food forbidden by Jewish law. For us to be holy, God had commanded us not to eat certain foods—these foods.**

**I turned to my friends and said, “I know it looks good, guys, but this is not what we eat.” My friends stared at me with question marks in their eyes.**

**“Look, guys,” I pleaded. “The Babylonians have already changed our names. We are learning their language, we are far from our families, and everything feels strange. Yet . . . we still belong to God. I will not defile myself by eating the king’s dinner. I want to remain holy for our God.”**

**My anger boiled as I thought about the night we were captured and forced to leave our homes. “First, King Nebuchadnezzar overthrew Jehoiakim, the king of Judah. Next, he took control of Jerusalem. Then he sent his guys after us. He wants to train us for his service, all because we are ‘strong, handsome, and smart.’ No matter how much he tries to change us, we still belong to God, and we must draw the line somewhere.”**

**I could tell my friends were not quite convinced because they were starving, so I hurried to find the king’s official, Melzar, who was quite fond of me. I said, “Hey, Melzar, how about letting us eat vegetables instead of meat and drink water instead of wine? What d’ya say, old buddy, old pal?”**

**“No way,” he replied. “If you guys become thin and weak, the king will have me beheaded for not doing my job.”**

**“I tell you what,” I said. “Why don’t you give us a test run? For ten days let us eat food and drink that our God approves of—veggies and water—and at the end of ten days, you will see. God will make us stronger and healthier than all the other young men who are eating the king’s food.”**



Melzar agreed . . . and guess what happened. God showed Melzar and the king that we were better off without their food. They may not have understood how God’s holiness was reflected in our lives, but they were able to see that we were stronger and healthier than all the others. Our choice of food kept us holy and undefiled, so God blessed us with great health.

**God honored our faithfulness.** Have a student read Daniel 1:17.

- **According to the verse, what happened because of our faithfulness to the Lord?** *Their knowledge, wisdom, and skill increased.*

**God wants us to be holy. Do you trust Him? . . . Then let your choices reflect His holiness. If you choose to be separate from things that do not please God, He will lead you to tremendous blessings, just like He did for us.**

## APPLY AND ACT

**Life Application:** I will separate myself to please God.

- **What does it mean to “separate yourself” to please God?**
- **What are some situations where God might ask us to separate ourselves?**

Encourage students to practice choosing holiness. Being mentally prepared can empower us to overcome unexpected situations.

Form small groups. Give each group a Scenario card (TRP) 📄. Ask the groups to role-play choices that demonstrate holy attitudes and behaviors.

## Prayer and Call to Action

**Sometimes God may ask us to separate ourselves from bad choices because He wants us to be holy. This might mean standing up for what is right, even when everyone else wants to do the wrong thing. This might mean resisting negative peer pressure. Every day we should choose holiness, which might require us to become separate, like Daniel and his friends.**

**Let’s take a moment to prayerfully think about any areas where we may be having trouble choosing to be holy. It could be the clothes we wear, the video games we play, the music we listen to, or how we treat others.** Instruct students to close their eyes and picture themselves making good choices.

**Because Daniel chose to follow God’s commands, he was elevated above all of his peers. God will do the same thing for us.**

Lead in prayer: **Lord, please give us boldness to stand up for holiness and stand out from the crowd. With Your Holy Spirit, empower us. Give us strength to stand up for You and make good choices. Open our eyes to the benefits of living a holy life. In Jesus’ name, amen.**

Encourage students to keep praying, as time permits. Pray for each student. Seek the Lord’s direction for each life.

## Home Connection

- For each student, send home the unit 1 🏠 calendar (TRP) 📄 and the lesson 1 🏠 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 Student 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.

“As for these four children, God gave them knowledge and skill in all learning and wisdom: and Daniel had understanding in all visions and dreams” (Daniel 1:17).

If time permits, ask students to brainstorm and role-play additional situations where they can choose holiness.

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

## WORSHIP AND THE WORD

### Worship

Lead students in a sincere worship session of surrender and commitment while listening to the suggested songs:

- “Let Them See You” by JJ Weeks Band
- “I Choose God” by Jackmans Family Band
- “I Want to Be Like Jesus” from Group (posted on YouTube by Jeff Howe)

### Memory Work: Daniel 2:20–22

With a flashlight, illuminate the unit 1 MV poster (TRP). Discuss how the light of God’s Word exposes sin. **God’s light exposes the tricks of sin, which helps us avoid bad consequences and live holy lives.** Explain each phrase of the passage and ask if students have questions.

Recite the verses together while placing the prepared index cards on a table. Gather students around the table and recite the verses one more time.

Then instruct students to each separate one card by picking it up and holding it. **When we choose to be separate, holy, and dedicated to God, it does not mean we are off by ourselves somewhere, all sad and lonely. It is quite the opposite. We become part of a joyful family of believers, preparing ourselves for eternal life with Jesus. People who choose to live a holy life will find peace, blessings, and contentment.**

Mix all the cards left on the table. Instruct students to add their cards to the mix and arrange the verses in order. Recite the passage again.

After the memory work is finished, students add a Memory Farm Animal sticker (TRP) to the correct barn on their memory charts.

## REINFORCE AND REVIEW

### Activity Paper Daniel’s Wise Choices

On the activity paper (page 2), students sort through the foods, choosing only the items Daniel would have eaten. Using the words printed in the fruits and vegetables, students fill in the blanks of Daniel’s speech bubble to reveal his answer: I WILL SEPARATE MYSELF TO PLEASE GOD.

**God wants us to be holy. How can we be holy? By separating ourselves to please God above all others.** Discuss ways to please God. Consider actions, attitudes, words, thoughts, worship, friendships, and time.

### Unit 1 Memory Verses

“<sup>20</sup>Daniel answered and said, Blessed be the name of God for ever and ever: for wisdom and might are his: <sup>21</sup>And he changeth the times and the seasons: he removeth kings, and setteth up kings: he giveth wisdom unto the wise, and knowledge to them that know understanding: <sup>22</sup>He revealeth the deep and secret things: he knoweth what is in the darkness, and the light dwelleth with him.”



## Option 1: Separate and Shining for God

Involve students in stirring up some “mud.” In a large bowl, combine three parts cornstarch to one part cocoa powder. Use a large spoon to slowly stir in water until the mixture slides off the spoon. Add plastic fishing worms, a few rocks, and craft jewels.

Students wear plastic gloves and search through the mud for jewels. The jewels are removed and cleaned in a container of soapy water and polished with soft cloths.

Discuss how our belief in God’s love and the death, burial, and resurrection of Jesus rescues us from dirty sin. **We are washed clean as we repent and experience baptism in the name of Jesus. The infilling of the Holy Spirit enables us to stay out of muddy sin and shine for Jesus.** Let students keep the jewels as reminders of the lesson.


## Option 2: Illustrate Holy Separation

Hand out sheets of cardstock. Using blue painter’s tape, students make the word HOLY on their papers. Then students use markers to cover the page with scribbled descriptions of sin (e.g., lying, gossiping, hateful actions, cheating, cursing, stealing), including writing over the tape. After the papers are covered with scribbles, direct students to peel the tape from their papers to reveal an illustration of how God wants us to live holy and separate from sin.

**How does God give us power to live separate from sin? . . . When we receive the gift of the Holy Ghost, God provides power to resist temptation and live separate from sin.**

**Why does living a holy life please God? . . . God is holy. Sin separates us from our holy God. He is pleased when we choose to live holy and stay close to Him.**

## Option 3: JBQ Introduction

Introduce the concept of Junior Bible Quizzing. Hand out one set of JBQ Verses . Explain that each week, a fun activity will help students review the material.

*Option:* If you have some JBQ games for the upcoming quarter prepared, show students some activities they will be playing.

See page 4 for more information on the JBQ option.

**WayMaker** (Baptism and Junior Ordain)

**BIBLE VERSES—SET 1**

- Mark 1:1 The beginning of the gospel of Jesus Christ, the Son of God.
- Mark 1:2 All in whom is the promise, **Behold, I send my messenger before thy face, which shall prepare the way before thee.**
- Mark 1:3 The voice of one crying in the wilderness, Prepare ye the way of the Lord, make his paths straight.
- Mark 1:4 John did baptize in the wilderness, and preach the baptism of repentance for the remission of sins.
- Mark 1:5 And there went out unto him all the land of Judaea, and they of Jerusalem, and were all baptized of him in the river of Jordan, confessing their sins.
- Mark 1:6 And John was clothed with camel’s hair, and with a girdle of a skin about his loins, and he did eat locusts and wild honey.
- Mark 1:7 And preached, saying, There cometh one mightier than I after me, the taskmaster of whom I am not worthy to stoop down and unloose his shoes.
- Mark 1:8 I did wash his feet with water: but he shall baptize you with the Holy Ghost.
- Mark 1:9 And it came to pass in those days, that Jesus came from Nazareth of Galilee, and was baptized of him in Jordan.
- Mark 1:10 And straightway coming up out of the water, he saw the heavens opened, and the Spirit like a dove descending upon him.
- Mark 1:11 And there came a voice from heaven, saying, This is my beloved Son, in whom I am well pleased.
- Mark 1:12 And immediately the Spirit drove him into the wilderness.
- Mark 1:13 And he was there in the wilderness forty days, tempted of Satan; and was with the wild beasts, and the angels ministered unto him.
- Mark 1:14 Now after that John was put in prison, Jesus came into Galilee, preaching the gospel of the kingdom of God.
- Mark 1:15 And saying, The time is fulfilled, and the kingdom of God is at hand: repent ye, and believe the gospel.

**Quiz #1 Mark 1:1–15 (Verses 1–15)** Answered from Student

**14 Point Questions**

- 1. **Mark 1:1** What is the beginning of the gospel of Jesus Christ, the Son of God? Answer: The beginning of the gospel of Jesus Christ, the Son of God.
- 2. **Mark 1:2** All in whom is the promise, **Behold, I send my messenger before thy face, which shall prepare the way before thee.** Answer: Behold, I send my messenger before thy face, which shall prepare the way before thee.
- 3. **Mark 1:3** The voice of one crying in the wilderness, Prepare ye the way of the Lord, make his paths straight. Answer: Prepare ye the way of the Lord, make his paths straight.
- 4. **Mark 1:4** John did baptize in the wilderness, and preach the baptism of repentance for the remission of sins. Answer: John did baptize in the wilderness, and preach the baptism of repentance for the remission of sins.
- 5. **Mark 1:5** And there went out unto him all the land of Judaea, and they of Jerusalem, and were all baptized of him in the river of Jordan, confessing their sins. Answer: And there went out unto him all the land of Judaea, and they of Jerusalem, and were all baptized of him in the river of Jordan, confessing their sins.
- 6. **Mark 1:6** And John was clothed with camel’s hair, and with a girdle of a skin about his loins, and he did eat locusts and wild honey. Answer: And John was clothed with camel’s hair, and with a girdle of a skin about his loins, and he did eat locusts and wild honey.
- 7. **Mark 1:7** And preached, saying, There cometh one mightier than I after me, the taskmaster of whom I am not worthy to stoop down and unloose his shoes. Answer: And preached, saying, There cometh one mightier than I after me, the taskmaster of whom I am not worthy to stoop down and unloose his shoes.
- 8. **Mark 1:8** I did wash his feet with water: but he shall baptize you with the Holy Ghost. Answer: I did wash his feet with water: but he shall baptize you with the Holy Ghost.
- 9. **Mark 1:9** And it came to pass in those days, that Jesus came from Nazareth of Galilee, and was baptized of him in Jordan. Answer: And it came to pass in those days, that Jesus came from Nazareth of Galilee, and was baptized of him in Jordan.
- 10. **Mark 1:10** And straightway coming up out of the water, he saw the heavens opened, and the Spirit like a dove descending upon him. Answer: And straightway coming up out of the water, he saw the heavens opened, and the Spirit like a dove descending upon him.
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- 14. **Mark 1:14** Now after that John was put in prison, Jesus came into Galilee, preaching the gospel of the kingdom of God. Answer: Now after that John was put in prison, Jesus came into Galilee, preaching the gospel of the kingdom of God.

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