



## Shape hearts. Change lives.



### Teacher Guide

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### Middle Elementary Grades 3-4

# Middle Elementary Contents

## Grades 3–4

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# How to Use HeartShaper®

## Welcome to HeartShaper Children's Curriculum!

With HeartShaper Children's Curriculum, your students will be engaged in Bible stories through multisensory learning, Bible skill-building activities, and focused life application.

### Here's how to start

- Pray for God's help to guide kids to a personal relationship with Jesus Christ.
- Read these introductory pages and the unit pages.
- Use the HeartShaper teaching tools.

### How the lessons are organized

- 1 Focus In:** Kids are introduced to the lesson theme and focus.
- 2 Explore His Word:** Kids will interact with the Scripture passage and develop Bible skills.
- 3 Make It Real:** Kids will discover how the Scripture applies to their lives.
- 4 Live It Out:** Kids will plan and begin to practice the principles of what they've learned.

### Want a more detailed overview?

Go to [www.heartshaper.com](http://www.heartshaper.com). Click on Age Levels and choose Middle Elementary. Scroll down to learn more about the features, products, and resources available for this age level. You'll be glad you did!

### Important things to know

- **Bible Memory** lists the passage middle elementary kids will learn in each unit.
- **Focus** is the main thought that kids will learn and remember in each lesson.

The screenshot shows the first page of a lesson titled "God Is Amazing" (Lesson 1). At the top, it lists the Scripture (Psalm 66:1-5; Romans 11:33-36), Bible Memory (Genesis 1:1), and Focus (God is worthy of praise). Below this is a "Heart to Heart Teacher Devotion" section. The main part of the page is a table titled "Lesson 1 at a Glance" which outlines four steps: Focus In, Explore His Word, Make It Real, and Live It Out. Each step includes a description, a "Quick Step" activity, an "Option" activity, and a list of materials. The page is numbered 7 at the bottom right.

Lesson 1 at a Glance			
<b>1 FOCUS IN</b> Use one or both of these activities to help students discover the meaning of the word praise.	<b>Quick Step</b> Say What? <b>Option</b> Sticky Words	<b>HeartShaper Materials</b> • Say What? reproducible page • none	<b>Other Materials</b> • scissors, pencils • dictionary, whiteboard, dry-erase markers, Bible dictionary, self-stick notes, pencils
<b>2 EXPLORE HIS WORD</b> Use these activities to help students feel why God is worthy of praise.	<b>Bible Exploration</b> Psalm 66:1-5; Romans 11:33-36 <b>Bible Memory</b> Genesis 1:1 <b>Optional Bible Skill Builder</b>	• Activities for lesson 1 • Resources sheet 3 • Resources CD Optional Bible Skills 1 and Bible Library printable files	• Bibles, pencils, recording device • Bibles, whiteboard, dry-erase marker • Bibles, pencils
<b>3 MAKE IT REAL</b> Use one of these activities to help students explore what they can say to praise God every day.	<b>Quick Step</b> One of Those Days <b>Option</b> Praise Game	• Activities for lesson 1 • Resources CD Praise Game printable file	• pencils, paper clips • pencils, paper clips, game markers
<b>4 LIVE IT OUT</b> Use one of these activities to help students praise God.	<b>Quick Step</b> Praising God! <b>Option</b> Smooth Praise Books	• Activities for lesson 1 • none	• Bibles, pencils, recording device to show the recording • paper, scissors, pencils, colored pencils, crayons, recording device to show the recording

Middle Elementary Teacher, Unit 1, Lesson 1 7

- **Quick Step™** activities are easy to prepare and teach. All that's needed are the curriculum materials and normal classroom supplies.
- **Option** activities are included in every step. YOU choose what works best for you and the different kinds of learners in your class.



# Special Needs

## Reach kids with special needs









HeartShaper gives the resources you need to train teachers and adapt lesson activities so you can include kids with special needs right in your Sunday school classes.



Look for this symbol throughout the teacher guide to identify activities that work well for all kids, including those with special needs.



### Examples

<p><b>Option Love Commitment Bracelets</b> </p> <p>Since we know that  Jesus wants us to love God and others, let's plan on doing that. As you make love commitment bracelets, think about specific ways you'll show love to God and others this week. One color of lacing will help you remember to love God, another color will help you remember to love others, and the third color will help you remember that <i>you</i> are the one loving God and others.</p>	<p><b>Materials</b> plastic lacing (or string) in 3 colors, scissors, tape</p> <p><b>Media Option</b> Go online to find different kinds of bracelets kids can make.</p> <p> Craft</p>	<p>When you see this symbol after a title, it means the activity will work well for all kids, including those with special needs.</p>
<p><b>Option Thumbs-Up or Thumbs-Down</b></p> <p>ASK: <b>What is hope?</b> Accept responses. The dictionary says that <i>hope</i> is "to expect with confidence" or "to desire with expectation of obtaining something. <i>Hope</i> is the "feeling of excitement about something we are waiting for."</p> <p>SAY: I'm going to read some statements that have to do with hope. When you hear something that you hope for, give a thumbs-up. When you hear something that you don't hope for, give a thumbs-down. Ready?</p>	<p><b>Materials</b> none</p> <p> If possible, pair the statements with pictures to provide context. Be sure to give enough wait time for students with learning delays to weigh in with their responses.</p> <p> Action</p>	<p>When you see this symbol in the narrow column, it may give you a helpful tip on how you can tweak the activity to make it better for kids with special needs.</p>
<p> <b>Quick Step I Love This, You Love That</b></p> <p>Ask students to sit in a circle. SAY: <b>Think of someone or something you love. When it's your turn, you will say what those before you said. Then say your name and add the name of a person or thing you love.</b> You can start the game by saying, "My name is ___ and I love ___." The next kid should say, "___ (your name) is ___ and she loves ___. My name is ___ and I love ___." Keep playing until everyone has had a turn. When the game is over, lead a discussion about different kinds of love.</p> <p>ASK: <b>How is the love you have for your parents different from the love you have for pizza?</b> <b>How is the love you have for a friend different from the love you have for a pet?</b></p>	<p><b>Materials</b> none</p> <p> Game</p> <p><b>Teaching Tip</b> Continue to display the poster for the quarter (<i>Resources</i> sheet 1).  See the <i>Resources</i> CD Lesson 4 printable files for another way you can help kids with special needs explore and understand different kinds of love.</p>	<p>Or this symbol may indicate that there's an adaptation on the <i>Resources</i> CD that will make the activity work better for kids with special needs.</p>

Additional helps for teaching kids with special needs can be found on the *Resources CD* and at [www.heartshaper.com](http://www.heartshaper.com). Online resources include free downloads, a modifiable Special Needs Family Connections letter, and on-demand episodes from *Shaping Special Hearts* blogtalk radio show.

# Teaching Tools

**These multisensory teaching tools are an integral part of HeartShaper!**

## ***Middle Elementary Activities***

Your students will love the full-color activity leaflets designed just for them—they make Bible study fun!

- Helps kids dig deeper into Scripture
- Encourages kids to think for themselves



## ***Middle Elementary Resources***

These resources will help you engage kids with different learning styles. These multisensory teaching tools include visual, printed, and audio resources.



## ***Kidz Chat® student magazine***

This weekly student magazine helps kids take home what they're learning and helps their faith grow.



### **In the magazine you'll find:**

- Short stories that kids can relate to
- Just for Fun puzzles and activities and a weekly cartoon

### **On the 8 sheets you'll find:**

- Bible Memory posters (1 per unit)
- Bible time lines
- Maps and other visuals

### **On the CD you'll find:**

- Recordings
- Printable files for kids: activity pages for in-class use, lesson Scriptures (KJV and NIV)
- Printable file for teachers: reproducible pages for lessons, Bible Memory posters (KJV), special needs helps, teacher helps



**Go online to [HeartShaper.com](http://HeartShaper.com) and [DavidCCook.org](http://DavidCCook.org)**

Go to [HeartShaper.com](http://HeartShaper.com) to find loads of resources for teachers and families! You'll also want to sign up to receive free e-newsletters.

### **FREE online resources for teachers:**

- [Overview by age level](#)
- [Training videos](#)
- [Family Connections quarterly letters](#)
- [Holiday helps](#)
- [Special needs resources](#)
- [Leading Young Hearts to the Lord pocket guide](#)
- [Puppet patterns](#)

### **FREE online resource for families:**

- [Faith & Family guide for family devotions](#)

And at [DavidCCook.org](http://DavidCCook.org), check out all the ways you can purchase your HeartShaper curriculum—print, downloadable Microsoft® Word docs, and downloadable PDFs!



For simple lesson planning, get the ***Middle Elementary Teacher's Convenience Kit***. It contains one *Middle Elementary Teacher Guide*, one set of *Middle Elementary Activities*, the complete *Middle Elementary Resources* pack, and one set of *Kidz Chat* student magazine.

***Middle Elementary Teacher Guide***

# Teaching Middle Elementary Kids

## With HeartShaper, middle elementary kids will grow spiritually

### Middle elementary kids can know these important facts:

- God is their creator, Jesus is God's Son, and the Holy Spirit is their helper and guide.
- God meets their needs.
- God loves them and sent His Son to die for them.
- They can tell others about Jesus.

### Middle elementary kids can show these godly attitudes:

- Be aware of the need for salvation.
- Trust God to help overcome fears and temptations.
- Desire to worship God.
- Understand that God has plans for their lives.



### Middle elementary kids can exhibit these desirable behaviors:

- Put God first in plans and activities.
- Tell the truth even when it's not easy.
- Show respect for those in authority.
- Pray regularly, including prayer for others.

See the entire list on the *Middle Elementary Resources* CD or at [www.heartshaper.com](http://www.heartshaper.com).

## With HeartShaper, middle elementary kids will develop Bible skills

### Middle elementary kids will build on these Bible skills:

- Begin to understand the major emphasis of the Old and New Testaments
- Learn to read and pronounce names of Old and New Testament books
- Know how to find Bible verses
- Begin to read Bible verses

### Middle elementary kids will develop these new Bible skills:

- Begin to understand the chronology of Bible events, that there's an overall story or theme to the Bible, that history is God's story
- Better understand the structure of the Bible
- Learn the major emphasis of the Old and New Testaments
- Feel increasingly confident when using the Bible

### Middle elementary kids will gain even more with optional Bible skills:

If desired and you have time, the Optional Bible Skill Builder in each lesson (provided on the *Resources* CD) will help middle elementary kids learn these skills:

- Memorize Old and New Testament books
- Memorize Old and New Testament divisions
- Learn more about the theme of each of the Bible divisions
- Locate on a Bible map where key Bible events took place

See the entire list on the *Middle Elementary Resources* CD or at [www.heartshaper.com](http://www.heartshaper.com).

# Unit 1

# Our Great God

## Bible Memory

Genesis 1:1

"In the beginning God created the heavens and the earth."



## Bible Skills

Bible skills are intentionally integrated into each lesson. You'll help kids learn how to use their Bibles so God's Word goes deep into their hearts.

Look for this symbol throughout the teacher guide to identify activities that work well for all kids, including those with special needs. Additional helps for teaching kids with special needs can be found on the *Resources* CD and at [www.heartshaper.com](http://www.heartshaper.com).



## Lesson

### Lesson 2

God Is Creator

## Scripture

Genesis 1, 2

## Focus

♥ God made it all.

## HeartShaper Materials for Unit 1

### Middle Elementary Activities

#### [Lesson 2](#)

### Middle Elementary Resources

#### Visuals

[Poster for the Quarter](#)

[Bible Time Lines](#)

[Genesis 1:1 Bible Memory Poster](#)

#### CD

Audio Track

[God's Words](#)

Printable Files

[Bible Dictionary](#)

[Prayer Request Cards](#)

[KJV Bible Memory](#)

Scripture texts [KJV](#) or [NIV](#)

[Optional Bible Skill Builders](#)

### Kidz Chat student magazine

[Issue 2](#)

# Additional Activities for Unit 1

Offer these activities for early arrivers, for kids who finish activities quickly, or whenever there is extra time.

## Unit Service Project—Make-a-Book

Provide supplies for kids to make “Thank You, God” books for the preschool children in your church. Provide supplies such as construction paper, card stock, markers, colored pencils, old magazines, scissors, glue, hole punch, ribbon, and yarn. Remind kids that since preschool kids can’t read, they’ll want to keep the text fairly brief and either draw or cut out pictures of things that will help younger kids to thank God. Arrange ahead of time for your students to deliver their books to the preschool kids. Ask the preschool teacher if it would be OK to let each of your students read his book to a preschooler. Your students will discover how much fun serving God can be!

## Bulletin Board

Let your students create a praise bulletin board. Cover a bulletin board with plain paper and provide colored pencils, markers, crayons, scissors, construction paper, pushpins, staples, or any supplies you choose. Allow students to be creative in decorating the bulletin board. Let students add words of praise to God.

## Prayer Time

Make copies of the [Prayer Request Cards](#) reproducible page. (See the teacher contents page for the location of reproducible pages. Reproducible pages are also provided on the *Resources* CD.) When students have private requests they would like you to pray about, they can write them on the “Dear Teacher” request cards and place them in a box labeled “Prayer Requests for the Teacher.” When students have requests they would like their classmates to pray about, they can write them on the “Dear Friends” request cards for you to share during your prayer time.

## Optional Bible Skill Builders

Use the [Optional Bible Skill Builder](#) activities provided on the *Resources* CD whenever you have time—before, during, or at the end of your class time.



Dear friends,

Please pray for \_\_\_\_\_

Thank! \_\_\_\_\_

Dear teacher,

Please pray for \_\_\_\_\_

Thank! \_\_\_\_\_



# God Is Creator

## Lesson 2



**Scripture:** Genesis 1:1–2:3, 8, 9










**Bible Memory:** Genesis 1:1

**Focus:** ♥ God made it all.

### Heart to Heart Teacher Devotion

Think of the wonder in a child's eyes as she chases a bubble or sees a baby chick or splashes in a puddle of water. All around us are evidences of God's creation. Do you still experience wonder and thrill and excitement when you view God's masterpieces? This week, allow yourself to appreciate God's creation with some of the same wide-eyed wonder a child has. Show your thanks that ♥ God made it all!

## Lesson 2 at a Glance

<b>1 FOCUS IN</b> Use one or both of these activities to help students <i>explore thankfulness</i> .	<div>  <b>Quick Step</b> Thankful in Any Language           </div> <div>  <b>Option</b> Thanksgiving Breakfast           </div>	<b>HeartShaper Materials</b> <ul style="list-style-type: none"> <li>• <a href="#">Activities</a> for lesson 2</li> <li>• none</li> </ul>	<b>Other Materials</b> <ul style="list-style-type: none"> <li>• pencils</li> <li>• breakfast items, decorations, napkins, cups, worship songs and player</li> </ul>
<b>2 EXPLORE HIS WORD</b> Use these activities to help students <i>examine the events of creation and understand that history is God's story</i> .	<div>  <b>Bible Exploration</b> Genesis 1:1–2:3, 8, 9           </div> <div>  <b>Bible Memory</b> Genesis 1:1           </div> <div>  <b>Optional Bible Skill Builder</b> </div>	<ul style="list-style-type: none"> <li>• <a href="#">Activities</a> for lesson 2, <a href="#">Resources sheet 2</a>, <a href="#">Resources CD</a></li> <li>• <a href="#">Resources sheet 3</a></li> <li>• <a href="#">Resources CD Optional Bible Skills 2</a> printable file and Bible Library from lesson 1</li> </ul>	<ul style="list-style-type: none"> <li>• whiteboard, dry-erase marker, Bibles, pencils, CD player, reusable adhesive</li> <li>• Bibles</li> <li>• Bibles, pencils</li> </ul>
<b>3 MAKE IT REAL</b> Use one of these activities to help students <i>feel thankful for God's creation</i> .	<div>  <b>Quick Step</b> Let's Draw!           </div> <div>  <b>Option</b> Creation ABCs           </div>	<ul style="list-style-type: none"> <li>• none</li> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• crayons, blindfolds, paper</li> <li>• none</li> </ul>
<b>4 LIVE IT OUT</b> Use one of these activities to help students <i>thank God for His creation</i> .	<div>  <b>Quick Step</b> Choose a Challenge           </div> <div>  <b>Option</b> Give Thanks!           </div>	<ul style="list-style-type: none"> <li>• <a href="#">Activities</a> for lesson 2</li> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• whiteboard, dry-erase marker, pencils</li> <li>• Bibles</li> </ul>

## Focus In (10 minutes)

- 1 Use one or both of the following activities to help students explore thankfulness.

### Welcome

- Welcome each student warmly by name.
- Early arrivers will enjoy doing one or more of the additional activities described on the unit page.

### Quick Step Thankful in Any Language

Distribute the [activity](#) leaflets and pencils. Ask students to look at the Thankful in Any Language activity and let them have fun matching how each person or animal might say thanks. SAY: **Think about how you say thanks.** Let students work together as a group or divide the class into small groups. The group (or groups) is to work together to create a short skit about a unique, crazy, or unlikely way to show thanks to others. After a few minutes, let the group (or groups) perform its skit.

ASK: **How do you feel when others show you thanks?** Let kids respond to each question.

**How do you show your thanks to others?**

**Do you say thanks with a big smile? Do you say it mostly when your parents ask you to? Do you say it very much at all?**

**How important is it to say thanks?**

SAY: **Let's keep thinking about saying thanks while learning about the beginning of everything.**

### Option Thanksgiving Breakfast

Have breakfast with your class. Bring things that will appeal to their five senses (*smell* and *taste* the hot cider or hot chocolate, *taste* and *touch* the food, *see* the decorations, *hear* the songs). While they are eating, talk with your students about what they notice with their five senses and what there is to be thankful for.

ASK: **If we wanted to say thanks to everyone who was involved in any way in our breakfast this morning, who would we need to include?**

**What about this breakfast are you the most thankful for?**

**How important is it to say thanks?**

SAY: **Let's keep thinking about thankfulness while learning about the beginning of everything.**

## Focus

♥ God made it all.

### Materials

[Activities](#) for lesson 2,  
pencils



### Teaching Tip

Continue to display the poster for the quarter ([Resources sheet 1](#)). It will help kids think about how awesome God is and how they should respond to Him.



### Materials

breakfast items your students would enjoy (coffee cake or muffins, hot cider or hot chocolate), decorations (balloons or streamers), napkins, cups, worship songs and player



### Teaching Tip

If there is a child who doesn't have the use of one of these senses, please be sensitive of that fact.



Serve food that is safe for all kids, avoiding foods that could cause allergic reactions.

## Focus

♥ God made it all.

# Explore His Word (25 minutes)

2

Use these activities to help students **examine the events of creation and understand that history is God's story.**

## Bible Background for the Teacher

Perhaps no other verse in the Bible is as well known as Genesis 1:1, but it is also true that no other verse in the Bible is as hotly debated. While not all aspects of that debate can be answered conclusively, many can be decided for those who accept Scripture as the inspired Word of God. Hebrews 11:3 assures us that creation of what is seen came from that which is invisible, and the first chapter of Genesis relates the process by which God formed the world. God created everything *ex nihilo*—out of nothing.

One of the many truths about the process of creation that is important to remember is the involvement of all three personalities of the Godhead. The Father was present as the primary speaker. The Spirit hovered (the word is the one used of a mother hen watching and protecting her chicks) over the waters. And the Son acted as an integral part of the power of creation (John 1:3). It was in God's complete image that people were made (Genesis 1:26).

Another important aspect of creation is that God pronounced the creation "good." The world was formed as He intended it to be, and He made it for the enjoyment and use of people (2:9). Humans complete God's creation, and when they are present, His description changes from "good" to "very good." God gave them the role of caretakers in the world He formed.

God stopped His work on the seventh day because His creation was complete. Everything was present that was needed for the life He intended for people to live on earth in close relationship with Him. We can be thankful that ♥ God made it all!

### Materials

whiteboard, dry-erase marker, Bibles, [Activities](#) for lesson 2, pencils, [Resources CD track 1](#), CD player, [Resources sheet 2](#) (tear apart the Bible time lines and display them on a wall (or bulletin board), reusable adhesive



### Media Option

This would be a great lesson to show a few photos or video clips of God's beautiful world. Search online to find appropriate photos and video clips.

### Note

The Scripture text is provided on the *Resources* CD in both the [New International Version](#) and the [King James Version](#), if you want kids to read from the same Bible version.

## Bible Exploration Genesis 1:1–2:3, 8, 9

Write the word "history" on the board. SAY: **In school, one subject everyone studies a lot about is history.**

ASK: **What are you learning right now in school about history?** Let a few students respond.

**When did the history of the United States of America begin?**

(roughly 1620 when the Pilgrims landed in Cape Cod)

**When did the history of the world begin?** (when God made the world)

**Where can we read about how ♥ God made it all?** (Genesis)

Ask kids to open their Bibles to Genesis, the first book of the Bible. SAY: **The book of Genesis tells about the beginning of all things, the history of how the world began.** On the board, write "his" and "story" beside the word "history" you wrote earlier. **History is His story, God's story. Let's read about how ♥ God made it all.** Have kids take turns reading aloud Genesis 1:1–2:3, 8, 9. Except when the Bible says "And God said," play track 1, [God's Word](#), from the CD. Hit pause after each section and then resume when it's time.

Stand by the Bible time line and point to the icons as you talk about them. SAY: **History—His story—began with God's act of creation. The first people He created were Adam and Eve. God made a wonderful place for them to live called the Garden of Eden.**

ASK: **Why do you think God made things in the order that He did?**

(God made air before He made animals and people so they could breathe.)

**How did God create most of His creation?** (He simply said the words.)

**Does any day of creation seem more important to you than the others?**

**Why do you think God rested on the seventh day?** (to enjoy His creation, He was done, to teach us to set aside a day to rest)

Have kids turn in their activity leaflets to What Is That? Let them have fun working alone or in pairs to identify what God made and to circle on which day it was created. When everyone is finished, go over the activity together. (Answers: 1=fish, day 5; 2=tree, day 3; 3=bird, day 5; 4=moon, day 4; 5=dog, day 6; 6=apple, day 3; 7=sun, day 2; 8=arm, day 6)

SAY: **God has made thousands and thousands of interesting creatures—including you and me! We can certainly feel thankful that ♥ God made it all!**

## Bible Memory Genesis 1:1

“In the beginning God created the heavens and the earth.”

Continue to display the [Genesis 1:1 poster](#) on a wall or bulletin board. Have students read Genesis 1:1 again. SAY: **The first sentence of the Bible is pretty short, but it really tells us a lot.**

ASK: **What does this verse tell us about God?** (He created everything. He lived before the world began.)

**What does this verse tell us about the world?** (It came into being because of God.)

**Why do you think the writer of Genesis chose these to be the very first words of Genesis?** (It sets the scene. It tells about creation.)

**If someone says to you, “I don’t believe God made the earth,” what could you say?** Lead students in a discussion about this.

Have students say Genesis 1:1 from memory.

### Materials

Bibles, *Resources*  
[sheet 3](#)



### Note

The [Bible Memory](#) in the *King James Version* is included on the *Resources* CD.

### Optional Bible Skill Builder

Print the *Resources* CD [Optional Bible Skills 2](#) printable file.



## Focus

♥ God made it all.

# Make It Real (15 minutes)

**3** Use one of these activities to help students **feel thankful for God's creation.**

### Materials

crayons (or washable markers), blindfolds, paper (optional: newspapers)



### Teaching Tip

If you have an uneven number of kids, you can join the fun!



Being blindfolded could be frightening for some kids and frustrating for others. You could blindfold one volunteer and let that person demonstrate the activity. Then offer kids a choice as to whether or not they want to try it.

### Materials

none



### Teaching Tip

If students have a hard time thinking of things, give them hints about categories (food, animals, people, places).

## Quick Step Let's Draw!

You may want to cover your classroom tables with newspapers. Divide your class into pairs. Have one child in each pair blindfold her partner and place paper and crayons in front of her partner. The children who are not wearing blindfolds are to tell their blindfolded partners three things they are thankful that God created. Those wearing blindfolds are to draw those three things the best they can. Partners can give helpful instructions and should help them keep their drawings on the paper (not on the table or their clothes). When everyone is done, let the pairs share their artwork. Then have partners switch roles. Give pairs of kids more paper and let them have fun doing this activity again. SAY: **I'm glad that God's creation looks a little better than what you all drew!**

ASK: **What parts of your body did you use to do this activity?** (arms, hands, eyes, mouths, tongues, ears, brain, etc.)  
**How do you feel knowing that God created all these things for you?** (good, thankful)

SAY: **Knowing that ♥ God made it all for you and me makes me want to thank Him. I hope you feel that way too.**

## Option Creation ABCs

Have students gather in a circle. Have the first kid tell something God created that starts with the letter *A* and why she is thankful for it. (Example: God made apples, and I'm thankful because they taste good.) Then have the next kid repeat the *A* creation and tell something God created that starts with the letter *B* (God made apples and baboons. I'm thankful because baboons make me laugh.) Continue through the entire alphabet. If a kid gets stuck, let her ask a friend for an idea of something God created. If a kid gets stuck remembering what everyone else said, let her ask a friend for help or ask the entire class to say the items together.

ASK: **Was it easy or hard to think of things you are thankful for?**  
**What other things that God created are you thankful for that you didn't get the opportunity to share?**  
**How do you feel knowing that ♥ God made it all for you and me?** (good, thankful)

SAY: **God sure thought of everything when He made the world! Let's remember to thank God for His amazing creation!**



# Live It Out (10 minutes)

- 4** Use one of these activities to help students **thank God for His creation.**

## Focus

♥ God made it all.

### Quick Step Choose a Challenge



SAY: **Are there some things that you and I can do to thank God for His creation? Get thinking so we can make a big list of ideas. Think about all the things God has made. Think of the environment and things outside that God has made, animals He has made, and people He has made.**

Encourage all kids to participate by calling out their ideas as you list them on the board. (Examples: help take care of the yard, plant flowers and take care of them, treat animals kindly, help take care of pets, treat others with respect, eat good food God made, etc.)

After a few minutes, ask kids to turn in their activity leaflets to Choose a Challenge. SAY: **It's your turn to choose a challenge! Write down at least one way that you plan on thanking God for His creation—then be sure to do it!** Let volunteers tell what they plan to do. Then have kids gather for prayer.

ASK: **What's a great way to show your thanks that ♥ God made it all?**  
(pray and tell Him)

Ask each student to silently thank God for His creation. Then encourage volunteers to pray aloud, thanking God for at least one thing He created. Tell kids that their prayers of thanks don't have to be long and complicated. They can pray something like this: "Dear God, thank You for making \_\_\_\_."

### Option Give Thanks!

SAY: **Let's read a song in the Bible that praises and thanks God for His love and for His creation.** Have volunteers read Psalm 136:1-9 aloud. **This kind of psalm is called a choral reading. The leader would tell of something wonderful that God has done, and then the people would answer, "His love endures forever." Psalm 136 tells that ♥ God made it all and that He led the Israelites out of Egypt into the promised land.** Read the psalm again aloud, but this time, you read the first part of each verse, and the students say the last part together.

ASK: **Why do you think phrases like "Give thanks to the Lord" and "His love endures forever" are repeated so often?** (They are important. The writer wanted people to remember the phrases. They are the theme, or main idea, of the song.)

Tell students that you'll lead them in praying the first three verses. You'll say the verses by phrases, pausing so students can repeat the phrases after you. PRAY something like this: **I give thanks to you, God** (pause), **for You are good.** Pause. **Your love endures forever.** Pause. **I give thanks to You, God** (pause), **the God of gods.** Pause. **Your love endures forever.** Pause. **I give thanks to You, God** (pause), **the Lord of lords.** Pause. **Your love endures forever.** Pause. **In Jesus' name, amen.**

## Materials

whiteboard, dry-erase marker, [Activities](#) for lesson 2, pencils



## Materials

Bibles



## Kidz Chat

Give each student a [Kidz Chat](#) to take home.

Be sure parents know about the *Faith & Family* devotional guide available online to print and use with their kids at home. Go to [www.heartshaper.com](http://www.heartshaper.com).

