

Dear Children's Church small group leaders,

Thank you for serving the children in Children's Church!!! You will join the children in Grace Park (the large area in the children's building) for worship and the Bible lesson. It will be your responsibility to shepherd them and, if needed, provide redirection during this time so that the leader leading worship or the Bible lesson can focus on leading and engaging the group. Below you will find a schedule for each age group and information about how to use the curriculum for small group time.

Schedules:

3's-PreK

11ish PreKers dismissed from service
11ish Worship in Grace Park
11:10 Bible Lesson in Grace Park
11:25 Small Group time in classroom
12ish Parent Pickup

K-2nd Grade

11ish K-2nd dismissed from service
11ish Worship in Grace Park
11:10 Small Group time in classroom
11:25 Bible lesson in Grace Park
11:45 Small Group time in classroom
12ish Parent Pickup

Using the Curriculum:

We will be utilizing the same curriculum (and hence, Bible passage) for Grace Groups and Children's Church. It's our prayer that this double exposure to the same Bible passage in different ways and by different teachers will allow children to know God's Word better; provide them with the time they need to process its meaning, significance and application for their lives through meaningful interaction and engaging activities; and leave them with a clear takeaway from Sunday morning's ministries.

A copy of this curriculum, supplies for the hands-on activity, and the coloring sheet will be provided in your small group bin. This is located on the shelf above the microwave in the children's resource room and is labeled by small group.

Elements that should be used in Children's Church Small Group Time:

- **The hands-on activity that is found in this document:** Supplies for this hands-on activity will be gathered for you and placed in the small group bin. You may need to do some minimal, final prep on Sunday before children's church begins. If so, this will be communicated with you in advance.
- **Memory Verse Game*:** Instead of using this curriculum's memory verse, please use the small group's Awana verse(s) for the coming week.
- **Lesson Review Game*:** Kids may have already did this in their Grace Group, but you're welcome to do this again in children's church. The reason is that you may choose a different game than they did during Grace Group and/or each child will most likely be answering different questions than they did in Grace Groups.
- **Optional: Come On In Activity***
- **Optional: Coloring Sheet (provided each week in the small group bin)**

*Come On In Activities, Lesson Review Games, and Memory Verse Games options are found in the appendix. If you have another game in mind, you're welcome to use it instead. The Review Questions and Hand-On Activity that will be ready for you to use with your small group are found before the appendix in this document.

**Awana verses are found on the next page and are organized by grade & date.

IMPORTANT: Please prepare in advance!

- Please read the passage (found on the first page of the lesson) and Prepare to Share!
- If there are items that you need, please gather the items available in the resource room yourself and/or inform Jacob (for K-2nd grade classes) or Alicia (for 3's-PreK classes) of supplies you need that aren't available in the resource room (e.g., copies, specialty items or resources we don't have in the resource room).

Thank you again for serving!

Should you need anything or have any questions, don't hesitate to reach out to us!

Jacob (405)973-6982

Alicia (808) 386-7067

**Passages for Today's Lesson:
James 2:14-17 and Ephesians 2:8-10**



James Teaches on Faith

Righteous works give evidence of saving faith.

Lesson Focus

Christians should demonstrate their faith through obedience to God's commands. While good works cannot earn salvation, true faith will result in righteous living. Sinners are saved by grace through faith, not by doing good works. But God prepares works for believers to do that will bring him glory.

Key Passages

Ephesians 2:8–10; James 2:14–17

Memory Verse

Romans 1:16 For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.

Prepare to Share

Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

James, the brother of Jesus and pillar of the church in Jerusalem, wrote a very practical letter to the Jews of the dispersion, imparting great wisdom for godly living. He encouraged his readers to ask God for wisdom (James 1:5), to be doers of the word (James 1:22), to refrain from showing partiality (James 2:1), to be patient in suffering (James 1:2–4, 5:7), and to pray in faith (James 5:15–16). He warned them against the destructive tongue (James 3:1–12), friendship with the world (James 4:3–4), and self-indulgence (James 5:5). James also taught that true faith should be accompanied by works (James 2:17). Abraham's faith was demonstrated in his offering of Isaac, and Rahab showed her faith by rescuing the spies (James 2:21–25). But this relationship between faith and works must not be misunderstood.

Faith in Jesus Christ is the means by which God grants his children grace. Salvation is a free and glorious gift given by God through Jesus Christ (Ephesians 2:8). The grace our holy and merciful God gives to believers is his free and unmerited favor, which leads to eternal life. The gifts of grace, faith, and salvation

cannot be earned by any human works, and therefore, redeemed sinners cannot boast in anything they have done—these are gifts from God (Ephesians 2:9). Sinners are not saved by works of righteousness (Titus 3:5). They are not justified by works of the law but by faith in Jesus Christ (Galatians 2:16).

And yet believers are to live lives of obedience. Salvation is only the beginning of godly living. We are to be holy because God is holy (1 Peter 1:16). Jesus said, “If you love me, you will keep my commandments” (John 14:15). Christians are God's workmanship, created in Christ Jesus for good works, which God has prepared beforehand for us to do (Ephesians 2:10). We are to walk in a manner worthy of the Lord, “bearing fruit in every good work” (Colossians 1:10). True faith will be demonstrated in true works of righteousness.

When God grants his grace through faith, the sinner repents of sins and turns to the only one who can save for all eternity. The realization of salvation, forgiveness of sins, and eternal life humbles the believer and produces a heart that overflows with love and gratitude for God who would send his only Son to die while we were still sinners (Romans 5:8). This love for Christ simply cannot be separated from the desire to live a life pleasing to him.

Historical/Apologetics Background

One of the beautiful truths of Scripture is the truth that we are justified by faith alone, not by works (Ephesians 2:1–10). However, James states, “You see that a person is justified by works and not by faith alone” (James 2:24).

Before we address this apparent discrepancy, let's first keep in mind that the Bible is inspired by God (2 Timothy 3:16). We have received the Bible—as the very Word of God (1 Thessalonians 2:13), free from error and contradiction. We must also realize that we are finite creatures; we are sinful; we are culturally biased. And language itself can confuse us because different words often can carry the same meaning, and sometimes the same word can carry different meanings. Plus, we are removed from the historical setting of Scripture, as well as from its cultural context and language.

Therefore, when we come to seemingly contradictory texts, we must first be humble enough to realize that we may not understand God's Word

completely, given the deficiencies mentioned above. And second, we must do our best to interpret God's Word within the context of the whole of Scripture. Since God's Word cannot contradict itself, there must be a resolution between Paul and James.

The resolution is not difficult once we understand the context. Paul was speaking against the Judaizers, a group of Jewish Christians in the early church who held that circumcision and the observance of the Mosaic Law were necessary for salvation. Paul wanted to make it clear that there are no works that we can do to commend ourselves to God. We are not saved by rituals or any works of our own but by faith alone in Christ and his work on our behalf. James, on the other hand, was responding to those who were abusing the doctrine of justification by faith alone by saying that it doesn't matter how a believer lives.

Paul teaches that works are unnecessary; James teaches that works are essential. But, when understood in context, Paul and James are saying the same thing.

The apparent contradiction is solved when we realize that Paul was speaking of those good works that an unsaved person tries to do in order to win God's favor or work his way to heaven. James was referring to those good works that a saved person performs, which give evidence of a real, living, saving faith.

James does not teach that good works are necessary in order to gain salvation, and Paul never teaches that good works are unnecessary after a person is saved. On the contrary, Paul agreed with James that for the person justified by faith, good works are essential (Philippians 2:12–13; Titus 3:5–8; Ephesians

2:8–10). Likewise, James agreed with Paul that the only condition for inheriting the kingdom is faith and faith alone (see James 2:5 and also Acts 15, where at the Jerusalem council James never expressed disagreement over Paul's teaching that salvation was by faith and not by the works of the law).

We can thank God that we are saved by grace through faith and not by our own works or righteous deeds. But it is also true that saving faith will manifest itself in works. As is sometimes said, "We are saved by faith alone, but true faith is never alone."

Name _____



Name _____



Who Am I Charades

Materials

- ☐ List of careers/jobs

Instructions

This is a basic charades game. Before class, make a list of careers/jobs that students would be familiar with (e.g., teacher, doctor, cook, ballet dancer, police officer, firefighter, baseball player, delivery man, truck driver, etc.).

Have students take turns coming to the front of the room where you will whisper to them a type of career from the list. They must act out the job while other students guess what their job title would be. You may need to give the actor a few ideas of things to act out or give the other students hints. Play until everyone who wants to has a turn to act.

Suggested Discussion

It was fun to guess what kind of job each of you were acting out. We could tell who you were supposed to be by your actions.

We learned today that whether someone says they're a cook, a doctor, a teacher—or anything else—they must have actions that match what they say they are.

The Bible says the same thing about people who believe in Jesus. If we say we're Christians, our actions must match what we believe.

- ?** What is the saying we learned today, our works must match our what? *Our works must match our faith.*

If we have faith in Jesus, he wants us to show it by our works of loving others the way he would.

Review Questions

K–1st Review Questions

1. What is an epistle? *A letter.*
2. Which epistle is the oldest one in the New Testament: James, 1 John, or Jude? *James.*
3. What do we know about the writer of the book of James and who he was writing to? *James was a brother of Jesus; he was the pastor of the church in Jerusalem; he wrote to the Christians who left because of persecution.*
4. What word means complete trust in something or someone: fear, faith, or fortune? *Faith.*
5. What are works? *Actions, things we do.*
6. What saves us: faith in Jesus or doing good works? *Faith in Jesus.*
7. What example did James give of a Christian whose actions didn't match his faith? *The Christian sounded kind toward a poor Christian but didn't show love by giving clothing and food to meet his needs.*
8. James wanted his readers to understand that their works, or actions, should match what? *Their faith.*
9. Our faith should be shown by right actions. What did James say about faith without works: it is alive, dead, or good? *Dead.*
10. If we have faith in Jesus, how should we obey him: by helping ourselves, forgetting about others, or loving others? *Loving others.*
11. Some people get confused and think that what will save them? *Doing good works.*
12. According to Ephesians 2:8, how are we saved? *By grace through faith.*
13. Are we saved by grace through faith because of works we do or because salvation is a gift from God? *Because salvation is a gift from God.*
14. If sinners could save themselves by doing good works, what would they do: boast, relax, or work hard? *Boast.*
15. What has God prepared for Christians to do? *Good works.*
16. Why do Christians do good works: to make up for their sins or to bring glory to God? *To bring glory to God.*

Pre-K Review Questions

1. What is an epistle: a letter, an email, or a picture? *A letter.*
2. Which epistle is the oldest one in the New Testament: James or Jude? *James.*
3. What word means trusting in something or someone: fear or faith? *Faith.*
4. What do we mean when we talk about our works? Are they actions we do or words we say? *Actions we do.*
5. What saves us: faith in Jesus or doing good works? *Faith in Jesus.*
6. James told about a Christian whose actions did **not** match his faith. What did he do that wasn't helpful to the poor Christian? *He said kind words to the poor Christian but didn't show love by sharing clothing and food.*
7. James wanted Christians to understand that their works should match their what: faith or clothes? *Faith.*
8. If we have faith in Jesus, how should we obey him: by helping ourselves or loving others? *Loving others.*
9. Some people get confused and think that they can get to heaven if they do enough what? *Good works.*
10. How do we get to heaven? How are we saved: by grace through faith or by doing good works? *By grace through faith.*
11. Is salvation a gift from God or something we get for doing lots of good works? *Salvation is a gift from God.*
12. Does God want us to try to work for our salvation or have faith in Jesus? *Have faith in Jesus.*
13. Once we become a Christian, what does God have for us to do: good works or fun games? *Good works.*
14. When Christians do good works that match their faith, does it bring glory to themselves or to God? *To God.*



Appendix

Come On In Games

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase) or print flashcards from the Teacher Digital Resources.

Memory Verse Games

Choose one of these games to practice the memory verse with your class.

Lesson Review Games

Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources.

Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

Bible Book Match

Teams flip over flashcards to make matches.

Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

Instructions

Print two sets of flashcards on card stock. Lay the flashcards out on the floor facedown or attach them to the

wall. Divide the class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards, if available).

Bible Speed Round

Teams race to get their sets of Bible books in order. How fast can they go?

Materials

- ☐ Books of the Bible Flashcards
- ☐ Timer

Instructions

Print enough flashcards for each team to have a set. Mix up the flashcards in each set. Divide students into teams

and pass sets of flashcards to each team facedown. Set the timer for an appropriate time. Tell the groups to begin. Each group should work together to put their flashcards in order. Check the order by reciting the books of the Bible together using the poster.

You may play this with each team working on the same set, or you may choose to give each team different sets to work on. Check the order of all the teams' flashcards by reciting each set out loud.

Flashcard Take Away

Start with all of the flashcards—but wait! Can students still say them in order when some are taken away?

Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

Instructions

Print one set of flashcards. Attach them in order on the wall as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order.

Materials

- ☐ Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for

example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

Memory Verse Games

Allow students to refer to the Flip Chart Memory Verse Page during the games.

You may want to cover it up after a few weeks for more of a challenge.

Echo! Echo!

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

Materials

- ☐ Flip Chart Memory Verse Page

Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Strips of paper
- ☐ Plastic Easter eggs

Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Follow the Leader Cards
- ☐ Tape

Instructions

Print and cut out the Follow the Leader Cards. Tape each one to a chair or table and randomly place them around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move around to the next one. You may want to repeat this activity or have students take turns leading.

Freeze!

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

Materials

- ☐ Flip Chart Memory Verse Page

Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many voices can you do?

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Funny Voice Strips
- ☐ Container

Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

Sneaky Stickies

Students will try to be sneaky as they cover up the words and pictures of the memory verse!

Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Sticky notes

Instructions

Open the Flip Chart to the Memory Verse Page. Recite the verse together then choose a student to place a sticky note over one word, phrase, or picture on the Flip Chart. Recite the verse again, including the part that is covered up. Continue to choose students to place stickies, one at a time, reciting the whole verse between each turn—including the words/pictures that are covered. When all of the words/pictures are covered up, try to say the whole verse together!

Lesson Review Games

These games are written for team play, however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

Basket Toss

Students give the correct answer and toss the beanbags. Each basket has greater points.

Materials

- ☐ Review Questions
- ☐ One beanbag for each team
- ☐ Three laundry baskets or boxes
- ☐ Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three baskets or boxes. Set the baskets in a line, with each one a little

farther from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Board Game

Teams will answer questions and make their way to the Finish on the Game Board.

Materials

- ☐ Review Questions
- ☐ Game Board (provided in the Teacher Kit)
- ☐ Dice, numbered cards, or spinner
- ☐ Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the end wins.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- ☐ Review Questions
- ☐ Six to ten empty water bottles
- ☐ Softball or other small playground ball
- ☐ Masking tape
- ☐ Dried corn or beans (optional)

Instructions

Print one copy of the Review Questions for your use. Pour a small amount of dried corn or beans into the bottom of each

water bottle and tighten the lid. Set out the water bottles on one end of the room. Use masking tape to form a "lane."

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of the scores.

Football Frenzy

Who can score the most touchdowns?

Materials

- ☐ Review Questions
- ☐ Football Cutouts, one per team
- ☐ Tape or poster putty

Instructions

Print one copy of the Review Questions. Print and cut one Football Cutout for each team. Color them different colors for each team, or have teams choose and write a name on their football. On the board draw 6 vertical lines and label them 50, 40, 30, 20, 10, and End Zone to represent yard lines on a football field. Make the lines long enough so there is room for the footballs to be placed along them with room in between. Divide the class into teams. Place

each team's football at the 50-yard line using tape or poster putty on the back.

Alternate asking review questions to each team. If the answer is correct, move the team's football to the next yard line toward the End Zone. If the answer is incorrect, the team's football stays where it is. If a student is unsure of the answer, he may "pass" the question to a teammate to answer. Only one pass per question is allowed, and this does not affect the order of the questions being asked on the team.

When a team's football reaches the End Zone, they have scored a touchdown worth 6 points, and the team's football is placed back at the 50-yard line on the next turn. Keep track of scores on the board.

Continue asking questions and moving the teams' footballs until all the questions are asked or for a set time. You may repeat questions as necessary. At the end, the team with the most points wins.

Musical Questions

When the music stops, who will answer the question?

Materials

- ☐ Review Questions
- ☐ Chairs
- ☐ Worship music
- ☐ Different color/style chair, masking tape, colored paper, etc.

Instructions

Print one copy of the Review Questions. Set up chairs either in a circle or in two rows back to back so students have room

to walk around them. Mark one chair as the "question" chair (use a different color/style chair or mark it with tape, a paper question mark, etc.)

Instruct students to walk in front of the chairs when you play the music. When the music stops, they will race to find a seat. The student in the question chair answers a review question. Continue playing music and having students change seats until all the review questions are answered.

Racetrack

Who will reach the checkered flag first?

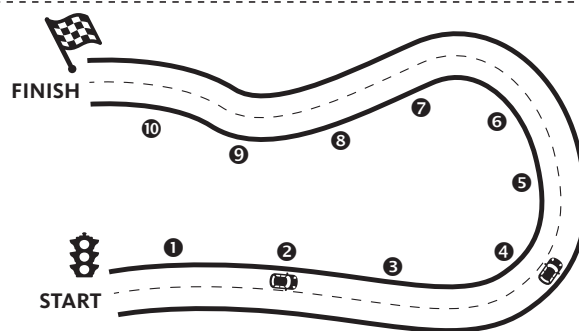
Materials

- ☐ Review Questions
- ☐ White board or chalk-board
- ☐ Markers/chalk
- ☐ Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

Instructions

Print one copy of the Review Questions. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1-10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!