

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

**Bible Passage For This Lesson
To Read Prior To Children's Church:
Acts 17:1-34 (especially 17:16-34)**



Revealing the Unknown God

Paul preaches in Athens.

Lesson Focus

When Paul visited Athens, he was upset by the idolatry that filled the city. When he shared the good news of Jesus Christ in the marketplace, some of the Greek philosophers heard him and invited him to share these beliefs with them. Paul began by introducing them to the Creator God, building a foundation from which they could understand that Jesus is the Christ.

Key Passages

Acts 17:16–17, 17:23–25

Memory Verse

Colossians 2:6–7 Therefore, as you received Christ Jesus the Lord, so walk in him, rooted and built up in him and established in the faith, just as you were taught, abounding in thanksgiving.

Prepare to Share

Scriptural Background

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

As Paul traveled, whether as a free citizen or one under guard, he boldly proclaimed the truths of the good news of Jesus Christ as Lord and Savior. As we study his missionary journeys, we see that Paul reasoned from the Scriptures (Acts 17:2) with the Jews he encountered in various cities. He actively sought out his fellow Jews and used their Scriptures, what we now call the Old Testament, to show them that Jesus Christ was the Messiah they had been waiting for.

These Jews believed that God had revealed the Scriptures and that a Messiah was coming, but they weren't all convinced. Some believed, and churches were founded; but many more did not. Many sought to run Paul and his companions out of town or kill them. As Paul shared these truths about Jesus, he had a common foundation with his hearers. He didn't have to explain to them who God was, what sin was, or convince them of the authority of the Scriptures. He simply preached that Jesus was the Messiah. Peter's sermon at Pentecost is another example of this approach (Acts 2).

In contrast, Paul took a very different approach as he interacted with the Gentile audiences. The longest sermon we have comes from Acts 17 where Paul was called to address the philosophers and others

who gathered at the Areopagus. As he addressed this crowd, Paul did not have the common ground of the Scriptures to stand on. In fact, these people had an entirely different worldview. Paul had to explain that God was the Creator and that he was independent and needed nothing from man. He had to explain why they needed to repent to avoid God's righteous judgment in Jesus who had been raised from the dead. Paul had to lay a foundation so that they could understand what he was talking about. Had he simply stood up and said, "You know what Isaiah has said about the coming judgment of God . . ." the people would have stared at him in confusion. In God's wisdom and the guiding of the Holy Spirit, Paul spoke to his audience in a way that would help them connect to these truths they had never heard before. Some mocked, some wanted to hear more, and some believed (Acts 17:32–34).

Our job as ambassadors of Jesus Christ is to faithfully proclaim the good news to everyone that Christ died for sinners—our job is not to save them from their sins. While we do our best to explain the gospel in a way that is understandable to the hearers, it is not the wisdom of our words or the eloquence of our speech that will draw them to Christ (1 Corinthians 1:20–25). Hearts are opened by the Holy Spirit, and people are drawn to Christ by the Father (John 6:44).

Historical/Apologetics Background

In a very real way, apologetics is a matter of wisdom. In 1 Peter 3:14–17, Peter instructs us to share the hope we have in Christ and answer our critics with gentleness and respect. In Colossians 4:2–6, Paul instructs us to walk in wisdom toward outsiders so that we may answer each person. Evangelism and apologetics—two sides of the same coin—are done with a view toward presenting the truth to the hearer in a way that is customized to their situation. If we use Bible lingo and church words with a person who has no idea what those words mean, we cannot expect them to understand what we are saying. If we do use those words, we must define them and explain them. You might understand what it means to be redeemed from your sin by the blood of the Lamb, but someone who has no background in a Christian church might feel as confused as you would listening to two computer programmers or two astrophysicists talking to one another using technical jargon.

As we consider the broader Western culture, there used to be a much more widespread influence of the Bible. In the past, more people attended church and read the Bible, and more people were exposed to the ideas regarding sin and salvation. Today, we are several generations removed from those ideas. On top of that, there is a much broader influence of beliefs from other religions (Buddhism, Hinduism, humanism, Islam, etc.) that taint the culture's understanding of who God really is and what sin is.

The West was much more of an "Acts 2" culture in the past, but today we are often speaking to an "Acts 17" culture of "Greeks" rather than "Jews." Many do not even understand what sin is. They do not believe that God is the Creator or that Jesus is the Messiah—let alone know what "Messiah" means. Further, the contaminating influence of evolutionary views has led many to believe that man is nothing more than an advanced animal who cannot sin because there is

no God to sin against. In order to explain the gospel to these modern “Greeks,” we must help them understand that they have built their thinking on a foundation of sand and then try to replace that with a foundation built solidly on the truth of God’s Word.

We must proclaim the truths of Scripture with boldness, but we must do so in a way that is understandable to those listening. Paul did not use the same approach before the Greeks as he did with the Jews.

Rather than directly quoting passages from the Old Testament, Paul used general truths. For instance, he said God “made the world and everything in it” (Acts 17:24) rather than quoting a passage like Nehemiah 9:6. It is absolutely necessary, however, that we do not water down the truths of the gospel, the sinfulness of man, or the holiness of God as we contextualize our message to fit each situation.

Gospel Wheel Craft

Materials

- ☐ Circle Cutouts (pages 2–3) printed on card stock
- ☐ Crayons or markers
- ☐ Scissors
- ☐ Brass fasteners, one for each student
- ☐ Optional: stickers, glitter, jewels, or other decorations

Instructions

Print one set of Circle Cutouts for each student. Have them color the pictures then cut around the edges of both circles. Next, follow the dotted lines to cut out the wedge on one circle. Place this circle on top of the picture circle. Use a sharpened pencil or the end of a large paper clip to poke a hole in the center dot of both circles and attach the brass fastener through both of them. Turn the upper circle to see each gospel point. Optional: Allow students to decorate the top circle.

Suggested Discussion

Practice using the Gospel Wheel together as you review the meaning of each picture and the verses discussed in the lesson.

1. God is the Creator—"In the beginning, God created the heavens and the earth." Genesis 1:1
2. Man is a sinner—"For all have sinned and fall short of the glory of God." Romans 3:23
3. Jesus died and rose again—"But God shows his love for us in that while we were still sinners, Christ died for us." Romans 5:8
4. Jesus saves all who believe—"But to all who did receive him, who believed in his name, he gave the right to become children of God." John 1:12



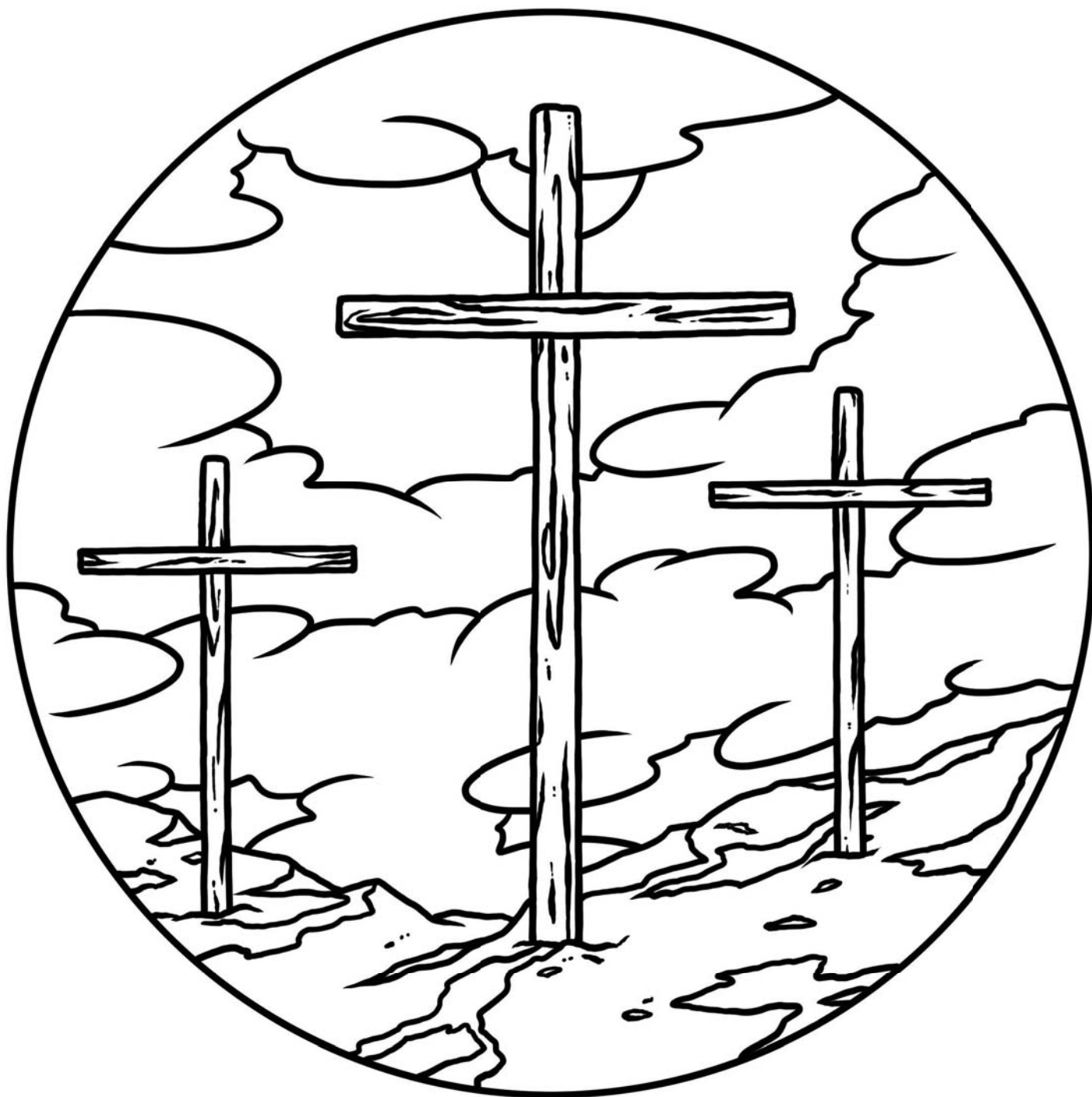
**Share
The
Gospel**



1. God is the Creator.



2. Man is a sinner.



3. Jesus died and rose again.



**4. Jesus saves all who
repent and believe.**

Review Questions

K-1st Questions

1. Who traveled with Paul on his second missionary journey: Barnabas, Peter, or Silas? *Silas.*
2. Who else went with Paul and Silas on this journey? *Luke and Timothy.*
3. The first important point of the gospel says God is what? *Creator.*
4. The second important point of the gospel says man is a what? *Sinner.*
5. The third important point of the gospel says Jesus what? *Died and rose again.*
6. The fourth important point of the gospel says Jesus saves all who repent and what? *Believe.*
7. When Paul shared the gospel with the Jews, where did he start? *Point 3; Jesus died and rose again to save sinners.*
8. Why did Paul and his friends leave Thessalonica? What did some of the Jews who didn't believe do? *They got jealous and gathered a crowd to go after Paul.*
9. In Athens, what did Paul see that made him upset: tall buildings, idols, or poor people? *Idols.*
10. What did the Greek philosophers invite Paul to do? *Share more about the gospel.*
11. What altar did Paul use to tell the Greeks about the true God they didn't know, the altar to: the unknown god, the silent god, or the angry god? *The altar to the unknown god.*
12. What important gospel point did Paul share first with the Greek people? *God is the Creator.*
13. After he explained that their idol worship was wrong, who did Paul tell the Greeks to believe in as the Savior from sin? *Jesus.*
14. What two parts of the gospel did the Jews already believe? *God is the Creator, and man is a sinner.*
15. When Paul shared the gospel with the Greeks, which part did he begin with? *The first part; God is the Creator.*
16. We don't ever want to change the truth of the gospel, but what can we change so those we speak to understand it? *We can change where we begin; how we share it.*

Pre-K Questions

1. Who traveled with Paul on his second missionary journey: Peter or Silas? *Silas.*
2. The first important point of the gospel says who is the Creator? *God.*
3. The second important point of the gospel says who is a sinner? *Man.*
4. The third important point of the gospel says that who died and rose again? *Jesus.*
5. The fourth important point of the gospel says Jesus saves all who repent and do what? *Believe.*
6. Who else went with Paul and Silas on the second journey: Peter and John or Luke and Timothy? *Luke and Timothy.*
7. In Athens, what did Paul see that made him upset: tall buildings, idols, or poor people? *Idols.*
8. What were the people called who liked to think and talk about new ideas: worshippers, philosophers, or preachers? *Philosophers.*
9. What did the Greek philosophers invite Paul to do? *Share more about the gospel.*
10. What altar did Paul use to tell the Greeks about the true God they didn't know, the altar to: the unknown god, the silent god, or the angry god? *The altar to the unknown god.*
11. Since the Greek people didn't know the true God, which gospel point did Paul begin with? *Point 1; God is the Creator.*
12. When Paul explained the gospel to the Greek people, who did he tell them to believe in as the Savior from sin? *Jesus.*
13. What two parts of the gospel did the Jews already believe? *God is the Creator, and man is a sinner.*
14. We don't ever want to change the truth of the gospel, but why would we want to change where we begin? *To make sure people understand it.*



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?

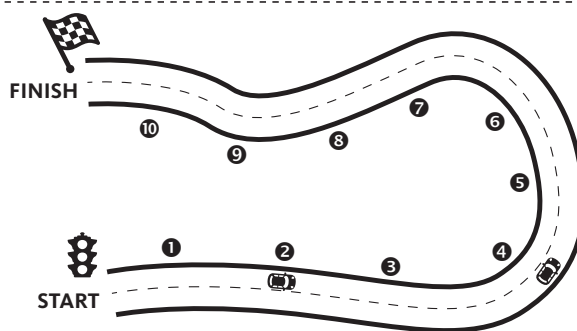
Materials

- ☐ 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!