

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:
Ephesians 4:17-32 and Colossians 3:8-14



Paul Writes from Prison

Paul teaches to put off the old self and put on the new self.

Lesson Focus

While under house arrest in Rome, Paul wrote letters to the believers in Ephesus and Colossae. He reminded them that they needed to change from the old ways of living. He instructed them to put off the thoughts and actions that characterized their old life and instead put on the things that pleased God.

Key Passages

Ephesians 4:22-24; Colossians 3:8, 3:12-13

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.

While Paul was under house arrest in Rome, he had many freedoms and privileges. He was free to have visitors and to send messages, and he made full use of this allowance. For two years, he welcomed all who would come to him, proclaiming the gospel of Jesus Christ to them (Acts 28:31). But another benefit of this arrangement was that he continued to hear reports of the churches around Asia and Macedonia and could continue to encourage and exhort them through his letters.

Although Paul is known for proclaiming the gospel, he also taught many things to the believers about how they ought to live as children of God. Justification is not the end of the gospel; the gospel results in life, victory, and ultimately glorification. These are the topics he often wrote about to the churches.

A common theme in Paul's letters is the contrast between death and life. In his letter to the Ephesians, he explained that they had been dead in their trespasses, following the world and influence of Satan. In living according to passions and worldly desires, they were children of wrath (Ephesians 2:1–3). But God graciously saved them, making them alive with Christ (Ephesians 2:4–5).

Now that they were saved by the grace of God through faith in the Lord Jesus Christ, they were made alive with him and were to live for him. As Paul explained to the Colossians, we have been buried

with Christ and raised to life with him (Colossians 2:12). Our old selves have been crucified with Christ and no longer live, but the life we now live should be lived for Christ (Galatians 2:20). In this way, sin no longer enslaves the believer.

Paul went on to exhort the Ephesians and Colossians to be transformed and renewed by the Holy Spirit (Ephesians 4:23) through the effort of sanctification. He warned them not to walk in the ways of the Gentiles as they once did, but to put off the old self with all its deceitful desires (Ephesians 4:22). Instead, they were to put on the new self, reflecting the righteousness and holiness of God (Ephesians 4:24), to seek the things above (Colossians 3:1).

Although the believer is a new creation (2 Corinthians 5:17), Christians still struggle with sin in this life. But we are called to struggle against it, claim victory over it, and strive toward righteousness. Paul gave the saints in these two churches some practical instruction toward that end. Paul challenged them to put off the old ways and replace them with new ways, and he gave some specific examples. The liar should speak truth, the angry should let go of the grudge, the thief should share his own belongings with those in need, and the one who speaks corruptly should speak graciously to build up the believers (Ephesians 4:25–29).

As Paul called the Ephesians and Colossians to walk in a new way, so we ought to strive to do everything in the name of the Lord (Colossians 3:17).

Historical/Apologetics Background

As Paul traveled on his missionary journeys, he established churches in every city he ministered in. Most of his epistles were sent back to these churches. But although Paul gets much credit for establishing and growing their churches, there were many others involved in this spread of the gospel and the spread of the church. We see evidence of that in the letter to the Colossians.

There is no evidence that Paul had visited Colossae before writing the epistle, though he may have visited later (Philemon 22). Colossae was a city in Asia about 10 miles from Laodicea, where Paul visited during his third missionary journey. Although Colossae had once been a major city on the east-west trade route from Ephesus to Syria, the city

declined drastically after the main road was moved to the prosperous Laodicea. During the time of Paul, Colossae would have been a small agrarian town.

The church at Colossae was likely founded during Paul's extended stay in Ephesus during his third missionary journey. Epaphras may have been instrumental in establishing the church in Colossae (Colossians 1:7). Epaphras was a Colossian believer who brought a report of the church to Paul (Colossians 1:8). While with Paul, Epaphras was fervently prayerful for the saints in Colossae, Laodicea, and Hierapolis, another nearby city.

Paul instructed the Colossians to pass the epistle to the church in Laodicea when they were finished reading it, and to read the letter from Laodicea. The

letter to Laodicea was not preserved or included in the canon of Scripture. We would not consider this a missing letter, however, because we know God was faithful to preserve his Word. Paul likely wrote many letters to the churches in many cities, dealing with specific issues in that context or repeating the same truths that God preserved for us in the canonical epistles.

Paul also sent Onesimus back to Colossae (Colossians 4:9; Philemon 12), where he was once a bond-servant to Philemon. Onesimus had run away from Philemon but had come to know Christ. Paul sent a letter to Philemon encouraging him to accept Onesimus as a brother in Christ, not punishing him as a runaway slave, but forgiving his debt. Paul even

offered to pay for any charge against Onesimus (Philemon 18).

Paul continued to instruct, exhort, and encourage even while imprisoned far from home. He may not have been free to travel as he had done for years, but God sovereignly brought him to a place where he could minister to those in Rome while also penning epistles that would challenge believers for millennia. Just as Paul wrote to the churches in Ephesus and Colossae to strengthen their faith and encourage them in their sanctification, so we can be strengthened by the Spirit as we put off the old self and put on the new self.

Put Off Put On Relay

Materials

- ☐ Two aprons or large jackets or vests per team
- ☐ Masking tape/cones
- ☐ Optional: additional clothing items for each team, such as hats, scarves, or gloves

Instructions

Divide students into teams. Use tape or cones to mark a start line and place one apron/jacket/vest across the room for each team. Set the other apron/jacket/vest at the start line next to each team. Explain that students will be racing to put off the old self (sinful attitudes and actions) and put on the new self (right attitudes and actions).

When you say "Go," the first students in line will put on the clothing item next to them. They will run across the room, take the item off, and put on the other item, leaving the old one there. They will run back to their team and remove the item for the next student in line to put on. Continue having students put on/put off the clothing items until everyone has gone across the room and back. The first team to finish wins.

Option: Add extra clothing items (e.g., scarves, gloves, sunglasses) that students must put on and off along with the apron/jacket/vest.

Suggested Discussion

Great job, everyone! This relay took some work to put on and take off the clothing items.

- ❓ What things did Paul say believers are to put off in our lesson today? *Old self; sinful attitudes and actions.*

Paul knew that it's hard to quit doing old, sinful habits. They must be replaced with good habits. He gave some examples of good things to put on, such as kindness, patience, and love.

- ❓ Can we change all our sinful habits right away? *No. It takes time.*

We don't get rid of our sinful ways all at once, but we should be trying to please God by becoming more like Jesus every day. This happens as the Holy Spirit works in our lives. As Christians, we are set free from sinful ways and have the Spirit to help us obey God instead.

Review Questions

K-1st Questions

1. What did Paul tell believers to do with their old, sinful self? *Put it off.*
2. What do we mean by “the old self”? *The sinful way we live before we know Jesus.*
3. What did Paul say to put on instead of the old self? *The new self.*
4. What is the new self like: righteous and holy or corrupt and sinful? *Righteous and holy.*
5. Name one of the sins Paul said to put off. *Anger, wrath, malice, slander, obscene talk, lying.*
6. When we put on kindness and compassion, what does that show others: we care about them or we are angry with them? *We care about them.*
7. Humility, meekness, and patience are all ways we put ourselves or others first? *Put others first.*
8. Which of these should we put off: anger, kindness, or humility? *Anger.*
9. Which of these should we put on: wrath, lying, or patience? *Patience.*
10. Which of these should we put off: patience, dirty talk, or meekness? *Dirty talk.*
11. Why should we forgive others? *Because Jesus has forgiven us.*
12. What does it mean to forgive someone? *To not stay mad at them.*
13. What should we put on that binds everything together in harmony: love, peace, or truth? *Love.*
14. When do we begin to be changed: before or after we trust in Jesus? *After.*
15. When we trust in Jesus, do all our old, sinful ways disappear or does being renewed take time? *Being renewed takes time.*
16. Who helps us become more like Jesus? *The Holy Spirit.*

Pre-K Questions

1. What did Paul tell believers to do with their old, sinful self? *Put it off.*
2. What do we mean by “the old self”? *The sinful way we live before we know Jesus.*
3. What did Paul say to put on instead of the old self? *The new self.*
4. What is the new self like: righteous and holy or corrupt and sinful? *Righteous and holy.*
5. Name one of the sins Paul said to put off that means not telling the truth. *Lying.*
6. When we put on kindness and compassion, what does that show others: we care about them or we are angry with them? *We care about them.*
7. Humility, meekness, and patience are all ways we put ourselves first or others first? *Put others first.*
8. Which of these should we put off: kindness or anger? *Anger.*
9. Which of these should we put on: hatred or patience? *Patience.*
10. Which of these should we put off: mean talk or forgiveness? *Mean talk.*
11. Why should we forgive others and not stay mad at them? Who forgave us? *Jesus has forgiven us.*
12. What should we put on that binds everything together in harmony: love, peace, or truth? *Love.*
13. When do we begin to be changed: before or after we trust in Jesus? *After.*
14. Who helps us become more like Jesus? *The Holy Spirit.*



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?

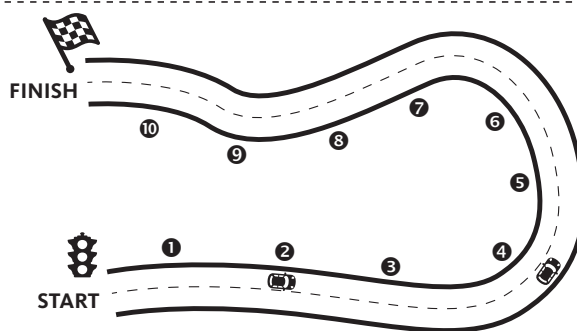
Materials

- ☐ 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!