



**CELEBRATE GOD'S GREATNESS**



## *Leader's Guide*

*For Children's Church, Midweek Children's  
Programs, Summer Ministries,  
or Other Special Programs*

This Children's Ministries Leader's Guide  
is designed to be used with  
Children's Ministries Resource Kit #2062

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## *Children's Ministries Leader's Guide*

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# Contents

Introduction . . . . .	5
Children’s Ministries Music . . . . .	7
Reggie Raccoon . . . . .	9
Leading Children to Christ . . . . .	10

## **Section One: Learning about God**

### **Unit One: God Is Great**

1 “From Everlasting to Everlasting” . . . . .	12
2 God Created . . . . .	17
3 The Potter and the Clay . . . . .	23
4 Always the Same . . . . .	29

### **Unit Two: God Is Caring**

1 “Take No Thought” . . . . .	35
2 No Longer Sad . . . . .	41
3 God Gives Wisdom . . . . .	46
4 Our Other Comforter . . . . .	52

### **Unit Three: God Is Omnipotent**

1 Many Signs and Wonders . . . . .	58
2 The Shunammite’s Son . . . . .	65
3 Cherubim and Seraphim . . . . .	71
4 Jesus and the Tempter . . . . .	77

## **Section Two: Living as God’s Child**

### **Unit One: I Accept God’s Way**

1 What Do I Lack? . . . . .	84
2 The Way, Truth, and Life . . . . .	90
3 Whosoever Believes . . . . .	95
4 Living God’s Way . . . . .	100

### **Unit Two: I Respect God’s Authority**

1 “No Power but of God” . . . . .	106
2 Moses’ Sister Obeyed . . . . .	113
3 Leaders at Church . . . . .	120
4 Government Leaders . . . . .	125

### **Unit Three: I Share God’s Word**

1 A Great Treasure . . . . .	131
2 Sharing the Treasure . . . . .	137
3 Praying for People . . . . .	143
4 Be an Example . . . . .	148

## **Section Three: Building Christian Character**

### **Unit One: God Wants Me to Be Unselfish**

1 Selfish Lot . . . . .	154
2 Unselfish Jonathan . . . . .	160
3 Sharing All Things . . . . .	166
4 Dorcas’s Good Works . . . . .	171

**Unit Two: God Wants Me to Be Diligent**

1 "Go to the Ant" . . . . . 177  
2 Nehemiah's Diligence . . . . . 182  
3 "It Is Finished" . . . . . 187  
4 Jobs Well Done . . . . . 192

**Unit Three: God Wants Me to Be Kind**

1 Speak Kindly . . . . . 197  
2 The Kind King . . . . . 202  
3 The Good Samaritan . . . . . 207  
4 "Love Your Enemies" . . . . . 212

**Section Four: Understanding My Church**

**Unit One: The Church Is Special**

1 The First Church . . . . . 218  
2 Many More Believed . . . . . 224  
3 In Every Nation . . . . . 229  
4 God Cares for His Church . . . . . 234

**Unit Two: The Church Has a Special Purpose**

1 Worship Our Lord . . . . . 240  
2 Increase in Wisdom . . . . . 245  
3 The Encourager . . . . . 251  
4 Philip Found His Friend . . . . . 257

**Section Five: Telling Others about Jesus**

**God Prepares His Missionaries**

1 Chosen by God . . . . . 262  
2 Called to Another Country . . . . . 269  
3 Reporting What God Did . . . . . 275  
4 Helping Missionaries . . . . . 281

**Section Six: Special Days**

1 Daniel Resolved (New Year's Day) . . . . . 287  
2 "Go Tell" (Easter) . . . . . 292  
3 The Hall of Faith (Memorial Day) . . . . . 297  
4 Thanks for Everything (Thanksgiving) . . . . . 302  
5 "Let Your Light So Shine" (Hanukkah; Dec.) . . . . . 306  
6 God's Great Gift (Christmas) . . . . . 312

**Music Section**

"The Birds up in the Treetops" . . . . . 317  
"I Am the Way" . . . . . 318  
"God's in Charge" . . . . . 319  
"God-Given Authority" . . . . . 320  
"My Treasure" . . . . . 321  
"All for Jesus" . . . . . 322  
"Let Other People See" . . . . . 323  
"Be Ye Kind, One to Another" . . . . . 324  
"Send the Gospel" . . . . . 325  
"Just Let Him Shine" . . . . . 326

# Introduction

This curriculum is designed to help you teach Biblical truths to children in a variety of settings. You may choose to use it in Children's Church or in a midweek children's program. You may use it during the summer or in another special ministry. The Bible lessons are presented in a manner that is interesting, understandable, and relevant to children. Various teaching methods and learning activities will help you guide children as they learn and apply the truths of God's Word.

The materials were specifically designed for children ages four to eight. If you include junior-age children (ages nine to eleven) in your program, you will need to adapt some of the activities. Also, you may choose to use older children as your helpers in various parts of the program.

The lessons are grouped into units under six major themes, or sections. You may use the lessons in the order they are given in the book, or you may develop your own order. The lessons in Section Six are holiday lessons and should be used on the Sunday or weekday preceding the holiday. You may choose to use all or only some of the holiday lessons.

## The Lesson Layout

### Introductory Box

The information in the box at the start of each lesson will help you quickly identify the Scripture passages on which the lesson is based, the key verse (which is used for an entire unit), the unit theme, lesson objective, and student response. Keep the lesson objective in mind throughout the lesson, and teach toward the accomplishment of the student response.

### Opening Time

If you use this curriculum in Children's

Church, Opening Time provides the transition from Sunday School to Children's Church. If you use the curriculum in another ministry, you will probably omit this section.

### Group Time

Group Time is the heart of the program. Notice that the necessary materials are listed in the left column, and all the visuals you will use are also identified in the left column. Icons will help you move through the activities at a glance; e.g., a music note for singing, praying hands for prayer, an open Bible for the Bible lesson, a puppet when Reggie Raccoon is used, a bell for Melodee Bell music. The visual aids for the lessons are included in resource kit #2062. If you use this material in a ministry other than Children's Church, you may choose to omit the offering. When you need to abbreviate Group Time to fit the length of your program, consider eliminating the Melodee Bell activity and all but one song.

### Activity Time

Activity Time provides an opportunity for children to *do* something in response to the lesson. (Occasionally Activity Time precedes Group Time so that the project will prepare the children for the lesson.) Look in the left column for the list of materials you will need and for sketches to help you identify patterns or completed projects. Often, one activity is suggested for pre-primaries and a different one for primaries. Use discussion as the children work to help them apply Biblical truth to their lives.

### Closing Time

Use the final minutes of the program to focus children's thoughts on the lesson theme. In some situations you may need an

additional activity for this time. You can always sing some of the songs used that day or use the Melodee Bells. Be sure the children leave with everything they brought, including their take-home items from this session.

## The Session Length

The times given with each part of the program are based on an 80-minute Children's Church program. Your program may fall within this time span, or it may be much shorter. Modify the curriculum to fit your specific situation. Here are suggested schedules for shorter sessions.

### 30-minute session

25 minutes — **Group Time** (including the introductory skit or puppet, key verse, and lesson)

5 minutes — **Closing Time**

### 45-minute session

30 minutes — **Group Time** (including the introductory skit or puppet, key verse, Melodee Bells, and lesson)

15 minutes — **Activity Time**

### 60-minute session

45 minutes — **Group Time**

15 minutes — **Activity Time**

## The Resource Kit

The RBP Children's Ministries Resource Kit (#2062) is full of teaching aids to help make your children's ministry the best it can be. Each item in the kit has a code number. The prefix CG indicates the piece is from the

*Celebrate God's Goodness* kit. Following the hyphen, the visuals are numbered in the order of their use. The letter P (followed by a number) after the hyphen indicates a pattern from the pattern book; the letter M (followed by a number) indicates a Melodee Bell music chart.

## Teaching Visuals

Colorful pictures and figures make the Bible lessons come alive. As well as illustrating Bible truths, the visuals are a focal point for children's eyes and attention. Three masks will be used to portray characters who recount their own stories for the children. Tape a craft stick (from the resource kit) to the back of the mask, leaving enough stick below the mask for the person to hold.

## Pattern Book

The spiral-bound pattern book includes reproducible masters for activity sheets and craft patterns. The pages in this book may be photocopied for use in the children's ministry program of your church only.

## Melodee Bell Music Charts

The kit contains nineteen full-color music charts. We suggest you mount each chart on a piece of poster board and then laminate it with clear Con-Tact paper. (More information about Melodee Bells is on page 7.)

We trust that you will see boys and girls trust Christ as their Savior and then grow in Him as you *Celebrate God's Goodness* in your children's ministry.

# Children's Ministries Music

## Songs

All the suggested songs for this program are in *Preschoolers Sing and Say* Revised Edition; *Salvation Songs Favorites*; *Growing Songs for Children*, Nos. 1 and 2; *Master Chorus Book* No. 1; your church hymnal; and this leader's guide. These books are available from Regular Baptist Press.

Some of the suggested songs will be new both to you and to the children. You may want to use a familiar song instead. But before you do, look closely at the words of the suggested song. Play the melody on the piano, or have your pianist do so. If you decide to use the song, take the time to learn it well.

Before you visualize a song or prerecord an accompaniment that is protected by copyright, however, you must do **one** of the following:

- (1) obtain permission directly from the copyright holder;
- (2) put the Christian Copyright Licensing International license number that your church has obtained somewhere on the visual (CCLI licenses must be renewed each year; if your church does not maintain its license, you cannot reuse the visual); the CCLI license includes a list of authorized publishers; check with your church music director or church secretary for this list; also make sure the song you visualize is included on the survey the church must submit to CCLI;
- (3) obtain a CCLI license, which will give your church the authorization to reproduce the music in a number of different ways; call 1-800-234-2446 for further information about CCLI.

These steps apply *only* to music that is protected by copyright. When no copyright information is printed with the song, the song

is in public domain. If that is the case or if you have fulfilled one of the preceding requirements, you may help your students learn a new song by using several methods.

To help familiarize children with the song, record the melody on a cassette tape and play it during Opening Time. When you introduce the song, play the recorded melody again or have an older child sing the song as a special number.

Make song charts for unfamiliar songs. Use these charts to teach the words of the song. For the benefit of nonreaders, do more than print the words of the song. Here are some ideas:

- (1) Select pictures from magazines, outdated visual packets, and other sources to place by certain words.
- (2) Create flashcards, using only pictures. Glue pictures that represent each phrase of the song on individual sheets of construction paper. Display each flashcard as you sing that phrase.
- (3) Print the words on various shapes. For instance, print the words of a Bible song on poster board cut in the shape of an open Bible.
- (4) Develop actions to teach the words. Having the children assist in this process is a fun way to help students learn a song.

## Melodee Bells

Enhance your children's program with Melodee Bells. These colored, plastic bells will provide enjoyable learning and worship experiences for your children. The scientifically tuned, metal inner bells provide true musical pitch.

Melodee Bells are simple to use. A leader with little musical ability may successfully

lead a Melodee Bell choir. And children with no musical experience may participate, identifying notes by color.

Melodee Bells come in sets of eight. Secure one set, and allow the children to take turns. Or, if possible, obtain enough sets so each child may use a bell. Melodee Bells are available from Regular Baptist Press. Order RBP2052. The Melodee Bell music charts are included in resource kit #2062.

### **Procedure**

Distribute one Melodee Bell to each child. (Older children may enjoy the challenge of using two bells after they have mastered using one.) Allow each child to practice holding his bell by its handle and ringing it.

Instruct each participant to carefully watch your finger or pointer. When you point to the number that matches his bell color, he should ring his bell. When your finger or pointer moves to the next number, he should stop ringing. As you hum the song to yourself, point to the colored number that corresponds to each note.

Children not involved in playing may sing along. Once children become adept with the bells, they will enjoy singing as they play.

Look for opportunities to share your students' new-found ability. Melodee Bells are an excellent way to involve the children in special music or holiday programs.

Additional Melodee Bell music charts are in the book *Making Melodee*, available from Regular Baptist Press. Order RBP5213.

# Reggie Raccoon

Reggie Raccoon hand puppet is available from Regular Baptist Press. Order RBP2053. No experience is necessary to turn this adorable hand puppet into an excellent teaching tool and motivator. Reggie arouses the children's interest for the Bible lessons and encourages students to discover and apply truths themselves.

## What does Reggie do?

Reggie is a raccoon with a wild, childlike imagination. When he appears, he usually pretends to be someone or something he isn't. Children enjoy his simple costumes and look forward to his next make-believe identity.

Although Reggie has limited Bible knowledge, he is eager to learn. Be careful, however, not to give Reggie spiritual characteristics. Reggie may discuss prayer, salvation, and other concepts as he has observed them, but Reggie himself does not pray or trust Christ as Savior.

## Who operates Reggie?

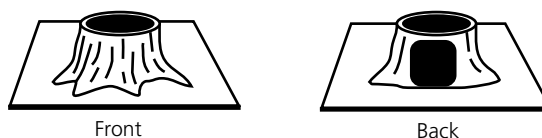
Reggie comes alive through the mind of the puppeteer. You may operate Reggie yourself or enlist the help of an assistant. In either case, Reggie should be manipulated by the same person each week. The puppeteer should develop a believable and consistent Reggie voice. Choose a voice that is easy to maintain, and practice by speaking into a tape recorder.

## Where does Reggie perform?

Versatility is the beauty of a hand puppet. Reggie can pop up anywhere. The possibilities are as limitless as your imagination. Children relate to Reggie when he appears from behind a piano, a screen, or even from inside a cardboard box.

With a little time and effort, however, you can put together a hollow tree stump home for Reggie. One method for creating such a stage is to use a large, round container, such as a three-gallon ice cream tub. Mount the tub on a square

piece of plywood. Dip part of a bedsheet in flour and water paste, and mold it around the container to look like a tree stump. On the back side, cut an opening at the base of the stump into which you can insert your arm. Spray paint the stump with a blend of black, gray, and brown paint. You may work beside the stump or set it up where an assistant may operate Reggie and be hidden from sight.



## When does Reggie visit?

In many lessons Reggie has a specific script. However, you need not limit him. Reggie may appear to greet visitors, lead songs, or teach the key verse. Just be sure Reggie helps the activity rather than detracts from it.

## How does Reggie work?

The puppeteer should hold Reggie with his index, middle, and ring fingers in the puppet's head. The thumb and little finger operate the paws. If you need more strength in the paws, position both the ring finger and little finger in the one paw and have only the index and middle fingers in the head.

Hold Reggie erect. Do not let him sag or lean. Practice several common gestures such as nodding, shaking head, waving, clapping, thinking, hiding eyes with paws. Practice in front of a mirror or another person, and usually exaggerate the action. Reggie, however, should not perform meaningless movements since he indicates he is talking by moving. When he is not speaking, Reggie should remain attentive to whomever is speaking. Reggie should also maintain eye contact with the children as well as with the leader.

When Reggie is not in use, put him away. Use the tree stump or a special bag or box as his home.

# Leading Children to Christ

The gospel message and plan of salvation are presented frequently in this curriculum. Make salvation truths plain when discussing the Bible lesson, reviewing the key verse, or leading the activity. Use simple terms and concepts. Avoid using symbolic or theological terms that the child cannot understand (e.g., accept Jesus in your heart). Each time you explain salvation, stay with one idea or concept. Use explanations such as belonging to God's family, being born again, being saved, wanting Jesus' punishment to count for us. Help children understand that these are different ways of talking about salvation.

Be aware of the specific needs of your students, and adapt your presentation of salvation accordingly. Over a period of time, use different approaches. Stories, questions, verses, songs, or crafts may lead into opportunities to present the gospel message.

Verses are listed beside each point below. Use only one or two verses with young children. This helps eliminate confusion.

1. The child is a sinner; God said so (Romans 3:23). He must understand that he was born a sinner. He must know what sin is and be willing to acknowledge it and be sorry for it.

2. Sin must be punished; God's punish-

ment is eternal death (Romans 6:23).

3. Because God loves him, God sent His Son, Jesus, to die for him. Only Jesus' blood shed on the cross can cleanse sin (1 Corinthians 15:3, 4).

4. When he *believes* Jesus died for him personally and *receives* Jesus as Savior, he becomes God's child (John 1:12).

5. God's Word *assures* that then his sins are forgiven, and he has everlasting (lasting forever) life (John 3:36).

6. That moment the Holy Spirit comes to live in him to help him (1 Corinthians 6:19).

7. God wants him to grow spiritually by reading the Bible, praying, going to church regularly, and telling others about Jesus (2 Peter 3:18).

Encourage the child to pray in his own words if he is ready to receive the Lord Jesus. Trust the Holy Spirit to do the work of regeneration.

Give each new convert one of each of the following tracts: *How Can I Go to Heaven Someday?*, *What God's Word Teaches about Salvation*, and *How to Live the Christian Life*. Order RBP4023, RBP4005, and RBP4006. Another helpful tool is the children's discipleship book *Welcome to the Family!* Order RBP5255 for each child who makes a salvation decision.

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S E C T I O N   O N E

*Learning about God*

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