

it'S  
**CROWN**<sup>TM</sup>  
TiME  
JR Church





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### The Doctrinal Basis of Our Curriculum

*A more detailed statement with references is available upon request.*

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked



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# How to Use IT'S GROW TIME



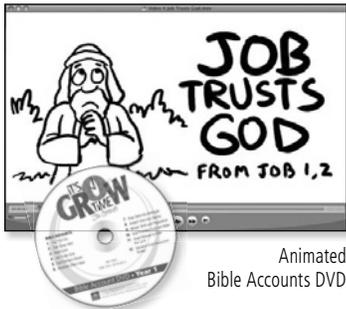
Bible Teaching Pictures



Song CDs



Bible Timeline Collector Cards



Animated Bible Accounts DVD



Resource CD

*It's GROW Time* is a three-year through-the-Bible curriculum. This first year covers the timeline prior to Israel entering the Promised Land. The dual emphasis of the curriculum is spiritual growth and understanding the Bible timeline with particular attention to the history of redemption.

- **Teacher's Guide (RBP2064)**

This teacher's guide is divided into 4 sections. Each section has 3 units of 4 lessons each for a total of 48 lessons. Teach the lessons in order since they follow a chronological sequence.

The instructions in each lesson will tell you how to use all of the other items included in the kit. Most lessons will call for other materials you can gather from your home or buy inexpensively at a discount store.

Each lesson has activities for younger students and activities for older students. Younger students are 1st through 3rd graders and older students are 4th through 6th graders. There are tips in the margins about what to do with a combined group.

- **Bible Teaching Pictures**

There are 13 teaching pictures to use throughout the year. They will help you illustrate some important Bible scenes.

- **Song CDs (RBP2068)**

Each lesson calls for three or four songs to be sung during the Praise and Prayer section. Use the songs listed or choose your own.

Song CD 1 has all 30 songs and includes voices. Song CD 2 has the same 30 songs but without voices. The CDs include traditional hymns as well as current songs. It also has a variety of music styles.

- **Bible Timeline Collector Cards (RBP2065)**

Order a set of 19 Bible timeline cards for each student. The cards will help you teach them the Bible timeline. Every lesson gives you instructions on what to do with the cards.

Each card has a number on the back so the students can keep them in order. The cards are the exact same size as sports collector cards, so consider getting inexpensive 9-pocket storage pages for your students to keep their cards in. Check discount stores for the pages.

The cards come in three series over the three years of this material. By the end of the third year, the students will have over 50 cards.

- **Animated Bible Accounts DVD (RBP2067)**

The Bible accounts DVD illustrates 12 different Bible accounts in a simple but fascinating way. The lessons that coincide with the videos give you ideas on how to use them in your classroom.

- **Resource CD**

The resource CD is full of materials to help you teach. You will find PowerPoint slides with the words to all the songs on the song CD, song sheets that match the songs, 45 resources referred to in the lessons, and over 120 coloring pages based on the animated Bible accounts DVD. Follow the clear instructions in the lessons for using these helpful resources.

# How to Lead a Child to Christ

During this year you will have many opportunities to present the gospel message and to invite your students to accept the Lord Jesus as their Savior. Treat these moments with prayerful attention. It is the work of the Holy Spirit to convict boys and girls of their sin and draw them to Christ. It is our place to make it as convenient as possible for them to respond to this drawing of the Spirit.

It is usually best to ask students to remain after the class session to talk to you individually about the decision they need to make. You may decide you want to ask students to make some positive move (such as raising their hands) to ask for prayer or counseling. When students do raise their hands, dismiss them immediately to a teacher for counseling, or ask them to remain in their seats after the other students are dismissed. Your teaching situation and personal preference will determine how you handle this.

It is important that you be prepared to counsel with students who make decisions. Although it is possible to counsel with three or four students at a time, a one-to-one basis is much more desirable.

You can use many methods as you talk with a student about accepting Christ. One of the more common methods uses five verses in the book of Romans. The advantage of this method is that these verses are easy to find, and it seems less confusing to stay in the same book. Help the student read each verse from his Bible. (Keep a supply of New Testaments on hand so you can give one to a student who doesn't have a Bible.) After each verse is read, make sure he understands what it means. Explain the verses in a manner similar to this:

- **Romans 3:23.** Every individual is a sinner. "Sin" is the wrong we do, that which displeases God. God is holy. Our sin separates us from God. NOTE: A student must recognize he is a sinner. Do not go on until he is willing to make this admission. Graciously send the student back to the classroom saying something like, "Let's wait awhile until you understand this part better."
- **Romans 6:23.** The penalty for sin is death, eternal separation from God.
- **Romans 5:8.** Christ died on the cross to take the punishment for our sins. He was our substitute; He wants to be our Savior.
- **Romans 10:9 and 10.** A person is saved when he believes these truths (about sin and the Savior) with his heart and confesses them with his mouth.
- **Romans 10:13.** This is God's promise to the sinner who comes to Him: he shall be saved.

After you have explained the plan of salvation, invite the student to receive Christ as his Savior. To acknowledge his decision, his prayer might be something like this:

*"Dear God, I know I am a sinner. I am sorry for my sins. I know You love me. I believe that Jesus died on the cross to take the punishment for my sins. I want Him to be my Savior. In Jesus' name, amen."*

Please note that praying does not save a person; believing does. But it is often helpful to express to God the decision a person has made.

Use Romans 10:13 once again to help the student have assurance of salvation. Mark this passage in his Bible.



Helpful tracts to use with students are available from Regular Baptist Press (RBPstore.org).

- *A Gift for You!* (RBP4059)
- *What God's Word Teaches about Salvation* (RBP4005)
- *How to Live the Christian Life* (RBP4006).

You may also want to use the discipleship book: *Welcome to the Family! A Guide for Boys and Girls Who Know the Savior* (RBP5255).





# SECTION 1

## Beginnings in Genesis

- UNIT 1 God Creates the Heavens and the Earth
- UNIT 2 God Provides Salvation
- UNIT 3 God Judges Sin and Gives Grace

This section of this curriculum is critical for your students. Genesis provides the foundation for understanding God and the world. It is also foundational in showing students they are sinners and are in need of salvation.

# A World of Evidence



## LESSON 11

### Passage

Genesis 7:11—9:17

### Unit Memory Verse

Hebrews 11:7

### Theme

God's judgment and grace are seen in evidence for the Flood.

### Desired Student Response

The student will trust God and believe His Word is true.

## INTRODUCTION

YOUNGER STUDENTS OPTION

### Trust Me

#### Gather

- Two covered containers or bags
- Treats
- Index cards

1. Before class, set out two containers. Put treats in one and nothing in the other. Sprinkle some crumbs from the treats around the outside of both containers. Write a note telling the students which container the treats are in. Sign your name to the note and lay it in front of the containers.
2. Each student looks over the containers and chooses the one he thinks the treats are in.
3. When all the students have made their selection, reveal the treats.

**ASK:** On what did you base your choice?

**ASK:** How important was my note in determining which container you chose?

**ASK:** Why did you trust, or not trust, my note?

4. Relate the activity to conclusions we draw about the age of the earth.

When we look at the earth, there are all kinds of evidence about what happened in the past. Some people look at the evidence and say the earth must be billions of years old. Others look at the same evidence and say that the earth is only around 6 thousand years old.

**ASK:** How can we know for sure which conclusion is right? (Let students suggest answers.)

There is a note telling us which conclusion is right. That note is God's Word, the Bible. And when we trust the Bible and look at the evidence on the earth, we will find that the evidence supports what the Bible says about the age of the earth.

5. Promise your students you will give them one of the treats after they are done singing.
6. Transition to the Bible lesson.

In our lesson for today, we are going to finish the account of Noah's ark. We will also see that the earth today shows evidence of the Flood, the most devastating catastrophe ever to affect the earth.

### Tips for Combined Group

Either option would work with a combined group.

OLDER STUDENTS OPTION

## The Evidence Shows

### Gather

- Clean water glass
- Pitcher of water
- Two ink pads with different colors or two different colors of washable markers.

1. Before class, clean a water glass and dry it thoroughly so there are no smudges or fingerprints on it.
2. Display the water glass and the pitcher.
3. Ask for two volunteers to come to the front of the class. The rest of the students must stand up, turn around, and put their hands over their eyes to make sure they cannot see what is going on in front of the room. Give an ink pad to each student and have him press his fingers onto it.
4. Motion for one of your volunteers to pick up the glass and hand it to the other student. They should both leave their colored fingerprints on the glass. Pick up the pitcher and pour some water into the glass. Have the student holding the glass put it back where it was.
5. Have the rest of the class turn back around and join you and the volunteers in the front of the room. Ask the students to examine the glass.

**ASK:** Who do you think was holding the glass when I poured the water into it?

**ASK:** How might you find out? (Let the students give suggestions, but the evidence could be interpreted either way.)

**ASK:** What is the only way you could know for sure (assuming that the incident was not videotaped)? (*To ask someone who saw it happen.*)

6. Transition to the Bible lesson.

The earth abounds with evidence about what happened in the past, but we don't start with the evidence to find out what happened. We must start with the only Person Who witnessed the start of the earth—God, the Creator of all.

In our lesson for today, we are going to finish the account of Noah's ark. We will also learn that the earth today indeed shows evidence that the Flood happened as God said it did.

## PRAISE AND PRAYER

**Praise Focus:** Have students collect the offering as you sing. Select songs from the music CD to go along with this lesson. Use the music CD and/or Power-Point (resource CD) to help your students learn the songs. Use the following suggestions.



**Track 3**—“Ancient Words”

**Track 11**—“Revelation Song”

**Track 22**—“Rejoice the Lord Is King”

**Prayer Focus:** Praise God for His Word and for the confidence we can have in it. Pray that your students would have their trust in God’s Word deepened as a result of this lesson.

## TIMELINE CARD



CARD 5

1. Make sure every student has a copy of timeline card 5.

2. Direct students to look at the picture on the front of the card.

The rainbow in the background was a sign of God’s promise to Noah to never destroy the earth with a worldwide flood again. God has kept His word. The earth Noah stepped onto after the Flood had been changed by the Flood. Many of those changes are still visible today. We can look at them as a testimony of God’s judgment on sin as well as His grace He showed to Noah’s family.

3. Collect the cards, or instruct the students to put them away.

## BIBLE ACCOUNT

### Gather

- Large pan or plastic container (e.g., under-the-bed container)
- Dirt and sand
- Pitcher of water
- Resources 1-R07 and 1-R08 (Grand Canyon) or Grand Canyon pictures

### The Flood Covers the Earth

Our last lesson ended with Noah and his family floating around in the ark.

**READ:** Genesis 7:17, 18.

Noah’s family had plenty to do while they were on the ark. There were lots of animals to feed and water. Cleaning up after the animals was a hard, unpleasant chore. No doubt the time passed quickly for Noah and his family as they kept busy taking care of all the animals.

Noah and his family must have also spent time every day thanking God for rescuing them from the flood waters that now covered the entire earth.

**READ:** Genesis 7:19, 20.

**ASK:** How high was the water over the tallest mountains? (*15 cubits.*)

A cubit is 18 inches, so the water was 22.5 feet above the highest mountain peaks. That is a little over two stories above the highest mountains. Even if a person had stood atop that highest mountain, he still could not have survived the Flood. The water would have been far above his head. There was no place to stand on earth. Even the best swimmers in the world could not survive on a earth covered with water.

**READ:** Genesis 7:21, 22.

**ASK:** What happened to all the people and land animals that were not in the ark when the Flood came? (*They drowned.*)

No one else had a boat that survived the devastating waters of the Flood. Every boat except the ark was destroyed. There was no hope for the animals and people who did not get on the ark. The ark was the only place of safety.

**READ:** Genesis 7:23.

**ASK:** Who is the word “He” referring to in this verse? (*God.*)

Remember that God sent the Flood to destroy the inhabitants of the earth. Man had become so violent and evil that God judged them by sending the Flood. They deserved to drown.

### The Earth Is Changed

**READ:** Genesis 7:24.

**ASK:** How long did the flood waters cover the earth? (*150 days.*)

Imagine your backyard covered with tons of water for nearly five months. That actually happened! Everywhere on earth was covered by tons of water for 150 days.

So what was happening under the water during those five months? There was a lot of change going on. Water is extremely powerful when it is moving, and the floodwaters moved violently as the earth filled with water.

**ACTIVITY:** Display a large pan or plastic storage container with dirt and sand stacked up on one side. Elevate the end of the container that has the dirt and sand. Pour water onto the dirt and sand, and point out how the water cuts into the dirt and carries some of it away. The pieces of dirt become suspended in the water and eventually deposited when the water slows down.

This happened over and over again on a much larger scale all over the earth. Violent, rushing water picked up sediments and deposited them in layers around the earth. Thousands of layers of sediments were laid down by the Flood.

**DISPLAY:** Resources 1-R06 and 1-R07 or other pictures of the Grand Canyon.

**ASK:** What do you notice about the rocks in this picture? (*They contain distinct layers.*)

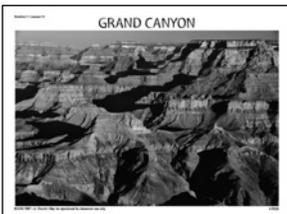
This picture shows a small part of the Grand Canyon in Arizona. The layers you see are actually made up of many smaller layers. Each layer was laid down by water that was carrying sediments. As the water slowed down, the sediments settled and formed uniform layers.

Then how did the layers get cut away? Would that not take millions or even billions of years? As the waters receded from the Flood, they cut away sections of the newly laid layers before they had a chance to completely harden into rock. The result is a beautiful record of what had happened under the waters of the Flood.

Not only did the water lay down layers, it also rapidly buried animals, including dinosaurs, and plants. Many of these rapidly buried animals and plants are visible today. We call them fossils.

Some scientists believe that fossils formed over billions of years, but the best scientific explanation is to connect their existence to the Flood.

In areas of Alaska and northern Siberia in Russia, where it is very cold nearly all the time, people have uncovered woolly mammoths that were frozen alive with food



1-R06



1-R07

still in their mouths and stomachs. Alaska and Siberia used to be warm climates with lush vegetation. The release of the canopy of water over the earth at the time of the Flood would have changed the climate in these areas to what they are today. The frozen mammoths are a testimony to how the Flood changed the world.

### The Flood Recedes

While the floodwaters were changing the earth below them, God remembered Noah and sent a wind to dry up the earth.

**READ:** Genesis 8:3, 4.

Noah's ark landed on the mountains of Ararat. To test whether the land was dry enough to leave the ark, Noah released a raven and then a dove from the ark. When the dove did not return to Noah, he knew it was time to leave the ark.

**READ:** Genesis 8:15–19.

Noah showed his gratitude to God for saving his family from the Flood by sacrificing some of the animals that were on the ark. God made a covenant, or a promise, with Noah. God promised never to destroy the earth with a flood again. The sign of God's promise to Noah is the rainbow we see in the sky sometimes after it rains. Every rainbow we see should remind us of the grace God showed to Noah in saving Him from the Flood. It should also remind us of God's judgment on sin.

Our world is permanently marked by the Flood. There is evidence all over the earth that the Flood indeed took place. This evidence helps us gain confidence in God and His Word. But even without the evidence for the Flood, we can know God and trust Him because He reveals Himself to us in the Bible.

## UNIT MEMORY VERSE

1. Write Hebrews 11:7 on the whiteboard and read it together as a class.

The most important words in this verse are the words "by faith." Noah believed God and trusted Him. He had nothing to base his faith on except God's word. He had never seen rain, and he had never seen the water under the earth's surface ready to be released by God. But he did have God's word, and that was enough for Noah.

If Noah had asked God to show him a few drops of rain in order to prove His word was true, then Noah would have acted by sight and not by faith.

2. Relate Noah's faith to our need for faith.

**ASK:** How do you know Jesus came to earth and died on the cross for your sins? (*The Bible tells us that is what happened.*)

God's Word is worthy of our trust. When God says He created the world in six days, we can know that is true no matter what any scientist tries to tell us. And when God says that Jesus died on the cross for our sins, we can know that is true too. God expects us to trust His Word, and He expects us to live it. Noah trusted God and acted by faith.

3. Work on the memory verse with the students.

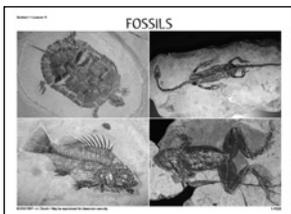
## APPLICATION

### YOUNGER STUDENTS OPTION

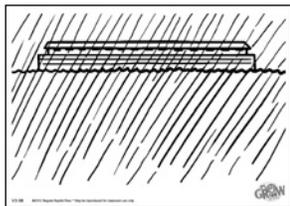
## Rock Layer Formation



VIDEO 3



1-R08



V3-08

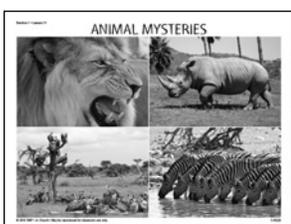
### Gather

- Video 3, *Noah's Ark* (DVD)
- V3-08 (coloring page)
- Resource 1-R08 (fossil pictures)
- Coloring supplies
- Different grits of sandpaper (optional)
- Hot glue gun and clear tape (optional)
- Plastic or rubber animals (optional)
- Blue cellophane (optional)

1. Show video 3, *Noah's Ark*, as the students think about the formation of rocks and fossils.
2. Distribute a copy of the fossil pictures (resource 1-R08) and the Noah's ark coloring page (V3-08) to each student.
3. Students draw layers of sediment under the ark. In the layers, they draw fossils. They can use the pictures of the fossils as a guide.
4. For a more realistic activity, use different types of sandpaper for the rock layers. Have students cut them apart and glue them to the page below the ark. Hot glue the plastic or rubber animals to the sandpaper to represent animals that got caught in the floodwaters. Students may cover the underwater part of their page with blue cellophane. Use tape to attach the cellophane.
5. Let students take turns telling what happened under the water as the Flood was going on.
6. Praise God for the Bible and what it tells us about Him and His creation. Pray for your students. Ask God to help them grow in their trust in His Word.

### Tips for Combined Group

Either option would be appropriate for a combined group.



1-R09

### OLDER STUDENTS OPTION

## Animal Mysteries

### Gather

- Resource 1-R09 (animals)
- Pencils and paper

1. Organize your students into four groups. Give each group a copy of the pictures of animals (resource 1-R09) and a pencil and paper. Assign an animal to each group.
2. Students record what they know about their animals, including what they eat, how they get their food, and any defense mechanisms they have.

3. Each group reports their conclusions. Add to their reports as necessary. Make sure you point out that a vulture uses its beak to eat dead animals, a lion uses his large teeth to kill prey, a zebra uses its stripes to confuse its predators, and a rhinoceros has a deadly horn for scaring off enemies.

4. Lead a discussion about the animals and creation.

**ASK:** When were animals created? (*The sixth day of creation.*)

**ASK:** When did death enter the world? (*When Adam sinned. Which was sometime after the sixth day of creation.*)

**ASK:** So how do you explain the fact that a lion has teeth for eating flesh, a vulture has a beak for eating dead animals, a zebra has stripes to protect it from prey, and a rhinoceros has a deadly horn for protecting itself? (Let students answer.)

**ASK:** What conclusion could we draw based solely on what we see in the animal kingdom today? (*Death and dying were part of God's creation.*)

**ASK:** What conclusion must we draw based on God's Word? (*God created animals to eat plants. They did not start eating each other until after the Fall of Adam and the entrance of sin into the world.*)

5. Challenge your students to trust God's Word and to use it to determine what happened in the past.

God's Word is always trustworthy. We can know how the world began, how humans came to be, why there is death and dying, and what God did to bring salvation because the Bible tells us. Trust God's Word on the history of the world. God was the only One there, and He has graciously told us how everything began.

6. Praise God for the Bible and what it tells us about Him and His creation. Pray for your students. Ask God to help them grow in their trust in His Word.

## EXTENDED ACTIVITIES

### YOUNGER STUDENTS OPTION

### Picture or Power?

#### Gather

- Construction paper
- Drawing supplies

1. Distribute construction paper and drawing supplies to your students.

Some people don't believe the Flood happened. They think it is a made-up story. They believe the rock layers and fossils formed over billions of years. These people don't trust God's Word, and many don't even believe in God.

**ASK:** Suppose you could go back in time and take one picture of the account of Noah's ark. What picture would you take as proof that the Flood actually happened? (Let students consider their answers.)

2. Students draw the scene they would like to take a picture of. The only stipulation is that they cannot draw people drowning.

3. Students present their drawings.

Having pictures of the scenes you drew would be wonderful. It would certainly help in convincing people that the Flood actually happened. But we don't need a picture of the Flood. We have something far better and more powerful to use in telling people about God.

**READ:** Romans 1:16.

**ASK:** What is called the "power of God" in this verse? (*The gospel.*)

**ASK:** What is the gospel? (*It is the message of salvation. It begins with the fact that all people are sinners because of Adam's sin. It also includes the fact that Jesus, God's Son, came to earth and died on the cross for our sins and rose from the dead to offer eternal life to all who believe.*)

4. Encourage your students to tell their friends about God and the love He showed them by sending His Son to die on the cross for their sins. As they share the good news about salvation, God's power will work in the hearts of the lost.

#### OLDER STUDENTS OPTION

## The Power of the Gospel

### Gather

- Construction paper
- Drawing supplies

1. Distribute construction paper and drawing supplies to the students.

**ASK:** If you could ask God for a special power to convince the lost that God created the world, what special power would you ask for? (Students might suggest the power to take people back in time, the power to show the past on a video screen, the power to do miraculous things, or the power to find relics from the past like the ark or the cross.)

2. Students draw a picture of themselves using their power to convince people that God created the world.

3. Students share their pictures and explain their special powers.

Though your special powers might be convincing, God gave us something far more powerful and convincing. We don't need to take anyone back in time or show them a long lost relic.

4. Explain the connection between the gospel and the power of God to convict people of their need for a Savior.

**READ:** Romans 1:16.

**ASK:** What does the "power of God" refer to in this verse? (*The gospel.*)

**ASK:** What is the gospel? (*It is the message of salvation. It begins with the fact that all people are sinners because of Adam's sin. It also includes the*

### Tips for Combined Group

Use the younger students option. The activity is easier to grasp.

*fact that Jesus, God's Son, came to earth and died on the cross for our sins and rose from the dead to offer eternal life to all who believe.)*

5. Encourage your students to share the gospel. They don't have to have an answer for every argument for evolution or the big bang theory. God's power does not work in the hearts of the lost when we argue with them. God's power works in the hearts of the lost through the gospel. Sharing the gospel is the most powerful argument a believer can make.

### **Wrap Up**

As time allows, sing one or two of the songs from earlier in the session and close in prayer. Thank God for the visible reminders on earth today of God's judgment and grace. Pray that your students would continue to grow in their trust in God's Word. Pray that they would learn to turn to God's Word as the authority on the past, present, and future.

# NEED ADDITIONAL ITEMS?

Kit items below are also available individually.



## Teacher's Guide—Year 1

Conveys the Bible timeline in practical, age-appropriate ways. Children will understand the reality of the Bible accounts and be challenged to apply them to their lives. Grades 1–6.

**RBP2064** (978-1-60776-507-3)



## Song CDs

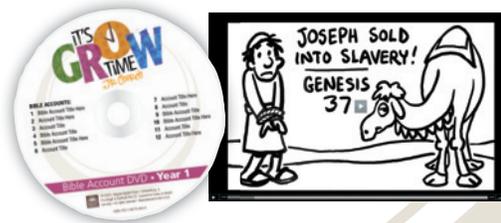
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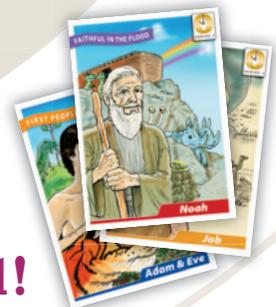


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